

Connections 2015
Teacher Responses

Kelli Aiello - Lyncourt School - E: kaiello@lyncourtschool.org P: 315-455-7571

Project 1: This teacher just moved from a 5th to 4th grade teaching position. They will be looping their grades this year.

David Amidon - LaFayette Jr/Sr High School - E: damidon@lafayetteschools.org P: 315 677-3131

Project 1: My school is looking into redeveloping a catch basin into a rain garden with native plants, as well as educating about invasive species.

Project 2: I run a interdisciplinary project about Onondaga Lake. I am always looking for more connections to help my students with this.

Project 3: My last one is very broad, but I would like to do something with case studies about decisions made through a bioethical lens - farmers planting GMOs, culling deer herds, safety procedures in labs, medical issues, law suits, etc. The purpose would be to make a running library with my classes, to show the need for understanding scientific principles in a variety of settings.

David Amidon - LaFayette Jr/Sr High School - E: damidon@lafayetteschools.org P: 315 677-3131

Project 1: Onondaga Lake Project This is an interdisciplinary project coordinated with my Social Studies teacher where students research the demise and rehabilitation of the Lake. Students focus on the past ecosystem, the impact of industrialization and urbanization, the details of the current clean up efforts and future considerations. They also focus on one event, industry, movement or entity that directly impacted the Lake and/or its recovery. As opposed to writing essays and making slide presentations, students build websites to organize and display their findings. As part of the research process, we ask students to email a professor, scientist or professional with expertise in their focus area. The project is outlined on the following website: <https://sites.google.com/site/lakeprojecttemplate2012/> Help Wanted We are always exploring more ways to connect this with our student's lives. If you have any thoughts about new angles to pursue, we would appreciate it. Additionally, if you feel you could assist our students by volunteering to act as an expert for their focus research, that would be appreciated.

Project 2: Rain Garden featuring Native Plants and Educating about Invasive Species We have retention basin consisting of a depressed area with a small amount of water flowing through like a stream. It fills up with water as designed to slow down runoff from flowing downstream. Since its development, a small wetland has developed that is now being overrun with Phragmites. We would like to use this space to educate our youth about the value of Green Infrastructure to prevent run off, as well as the effects of Invasive Species on a region. A sizable portion of our student population are members of the Onondaga Nation, so we are planning to highlight native species and include signage that displays the Common Name, Scientific Name and traditional Haudenosaunee name. We are also planning to have a group of Native students heading up this initiative. Help Wanted We would be looking for assistance in the planning and implementation of this project. Our school contracts with a landscape architect, who will help with in that aspect. There are also local nurseries we will be contacting in relation to the actual plants. However, there are a lot of details to work out and supplemental materials we would need assistance, and donations, to procure.

Project 3: Science in Decisions For this project, I am hoping to put together a library of case studies that students can investigate. We would like to have examples of situations from the business, legislative and political worlds in which decisions were made based on a scientific premise - such as environmental concerns and/or laws, nuisance pests, energy usage, chemicals to be used, architectural designs, etc. We hope to have students become aware of the procedures, legal aspects, cost analysis and other aspects of project planning or action implementation that require a background in STEM disciplines in the "Real World". Help Wanted: I am hoping to follow a similar format for these entries- Title: Company/Entity Name & Decision Short Abstract Who?-are the people involved in the decision making What?-information went into the decision Where?-are the locations that were impacted and was this part of the decision Why?-was the final solution chosen How?-was the final decision implemented Follow up-Has the decision met desired goals? How would this impact an average consumer, client or citizen?

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Kristin Angello - LaFayette Jr/Sr High School - E: kangello@lafayetteschool.org P: 315-677-3131

Project 1: I would like to provide my engineering class with an opportunity to design something that they will see in the community, or that they know will be directly helping the community. They have experience with the design process, AutoDesk Inventor 3-D modeling software, and access to 3-D printers.

Project 2: I would like to provide my Applied Engineering class with an opportunity to better understand sound and audio engineering. My students are always fascinated by the way in which sound can be manipulated by its interactions with objects and barriers. I would love to have them learn about the required technology to improve the auditory quality of a space, then have the students create a design.

Project 3: My Science Olympiad team needs assistance with their events. They need to research and learn about many different technologies, then design and build a device or object to meet the goals of the event. It would be wonderful to have experts in the community work with the students as they are going through this learning process.

Kristin Angello - LaFayette Jr/Sr High School - E: kangello@lafayetteschool.org P: 315-677-3131

Project 1: Project Lead the Way -Meaningful Design As part o the introductory engineering course "Design and Drawing for Production" students develop skills using 3D modeling software, 3D printing technology, and project management skills. Currently the final project is to construct a Rube Goldberg Machine; however I would like to see my students involved on a more meaningful project, preferably a project that would require collaboration with other teams in the class. We have a team of engineers ready to design and prototype solutions to a problem! Potential Ideas: shopping cart redesign, reconfiguring space in an ambulance, design of a bookmobile or food truck, creating a toy

Project 2: Sound and Light - Real World Applications I teach a non-Regents course, Applied Physics. In this course student learn about the physics of the world around them and learn how to apply physics concepts to their lives. The unit on waves becomes tricky because sound waves are invisible, and th wavelength of light is far too small to see. The class focuses on observing the effects of these waves. I would love to challenge my students with an audio-based or optics based. Some ideas incude sound proofing of a space , improving echo/audio quality in a space, visiting a sound recording studio and understanding the design of the space. For optics ideas include visiting an optomitrist or optiiian's office to learn about the equipment and how glasses work.

Project 3:

Sharon Bassage - Wayne-Finger Lakes BOCES - E: sbassage@wflboces.org P: 315-332-7267

Project 1: Invasive Species - How can we protect our local water sources from invasive species transfered by boaters. Initial presentation to DEC to confirm types of invasive sp., how transfered & how to stop them. Final infographic posted at docks, etc.

Project 2: Anything for any subject

Katie Battaglia - Marcellus High School - E: kbattaglia@marcellusschools.org P: 315-673-6307x4

Project 1: Marcellus Central School District is striving for each sophomore student to have a career exploration experience and to assist upperclassmen in setting up job shadowing experiences. I am hoping to establish connections with business partners that will assist our students in having these career exploration experiences.

Project 2: Marcellus is looking to create job shadowing opportunities for individual students as well as career awareness experiences for groups of students, so I am looking for businesses and individuals who would be willing to host students.

Ryan Beckley - East Syracuse Minoa CSD - E: rbeckley@esmschools.org P: 315.434.3300 ext. 6311

Project 1: Anything I can utilize in my Automotive Technology Classes.

Project 2: Anything that I may be able to bring back to my CTE department.

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Kathleen Benedict - Fayetteville-Manlius High School - E: kmueller02@aol.com P: 315-530-7602

Project 1: Practical applications of chemistry.

Project 2: Nature walk around the school/community. I would like to create a nature trail on the campus. The trail could have stations at various points to teach participants ecological importance.

Project 3: Identification and education/communication of invasive ornamental plant species in private and public gardens in the community. This can be done in the form of a survey or by working with local landscapers. I'd also like my students to communicate with the community regarding the prevention of the spread of invasive species.

Nathaniel Bentley - APW Jr/Sr High School - E: nbentley@apw.cnyric.org P: 3152785702

Project 1: Pool chemistry and its connection to our acids and base unit

Pool chemistry project to use w/my acids/bases unit in my regents chemistry classes

Project 2: Organic Chemistry and how everyday products are mass produced (e.g. plastics, clothing, packaging materials)
Organic chemistry project to use w/my organic unit in my regents chemistry classes. Wanted to focus on clothing; specifically dry-fit clothes and how they are produced in a factory (under Armour) Other focus could be on plastics and their production in a factory (tessy plastics)

Project 3: Metal plating (jewelry, motor fabrication) and its connection to REDOX reactions and Electrochemistry

Amanda Brenner - Granby Elementary School - E: abrenner@fulton.cnyric.org P: 3154918362

Project 1: Native American housing connected with Area and Perimeter

Project 2: The designing and implementation of a Rube Goldberg Machine. Laws of motion, simple machine, basic engineering, possible materials/meeting with a small group to help inspire students with their project, could it serve a purpose in the community? Possible tie-in to reduce, reuse, recycle? ie. turning a compost bin

Project 3:

Kayla Calkins - Homer High School - E: kcalkins@homercentral.org P: 315-283-4427

Project 1: Small Business Startup: Entrepreneurship

Project 2: Anything personal/business financial related

Project 3: Small business startup: organizing, planning & managing a new business startup. Seeking experts in various areas of business start-up &/or ownership to serve as mentors, guest speakers, workshops, etc.

Concetta Carocci - East Syracuse Minoa Central High School - E: ccarocci@esmschools.org P: 315-383-6864

Project 1: Connecting Early Childhood Education students with business owners who can inform them about all aspects of starting their own business/opening their own child care center.

Project 2: Child Development students are creating a parenting manual. This book will provide new parents with the tools that are needed to be a great parent. It would be helpful if the student could connect with stores and businesses that cater to parents to discuss what parents need and want for their babies.

Project 3: Connecting Child Development students with health care professionals to be able to give them a hands on perspective on working with babies and children that are sick. Also to possibly set up job shadowing.

Concetta Carocci - East Syracuse Minoa Central High School - E: ccarocci@esmschools.org P: 315-383-6865

Project 1: Student in Child Development & Psychology are creating a toy. Students will use available materials to create a prototype of their toy. Students will identify a specific demographic for their toy and design packaging and marketing materials

Mike Consadine - Sodus - E: MConsadine@Soduscscd.org P:

Project 1: Any real-world project that connects Science, technology, engineering and math

Project 2: How younger students 3, 4, 5 can use the CCLS to solve real world STEM problems

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Jacquelyn Corbett - Cincinnati High School - E: jcorbett@cc.cnyric.org P: 315-857-6685

Project 1: I am looking for ideas for a project with my senior Economics students possibly regarding the impact of government in economics (businesses, counties, etc.), supply/ demand/ price of a product and anything similar.

Joseph Cortese - Homer Central HS - E: jcortese@homercentral.org P: 607.423.1092

Project 1: Downtown Cortland Business Project:
Downtown Business Creation Project: Presentation Components

1. Name and Description of Business
2. Market Analysis
3. Products and/or Services
4. Competition
5. Brainstorming Marketing Strategy
6. Advertising
7. Operations
8. Cost Buckets
9. Intangibles

John DeGone - Sandy Creek - E: john.degone@scs.cnyric.org P: 315-804-1362

Project 1: Autodesk Inventor Internship

Kristi Jo Delgado - OCM BOCES Innovation Tech - E: kkelly@innovationtech.us P: 315-453-4473

Project 1: We will be discussing conflicts and war during the US History Civil War unit. I would like to look at weapons manufacturing and how it has changed warfare.

Project 2: We will learn about threats to the environment and I would like to connect with someone in that field to discuss how deforestation, desertification and nuclear proliferation have changed our environment.

Project 3: We are looking to profile absolute monarchs and modern dictators to find common characteristics. We collaborated with OCC on this project last year and it was a huge success. We would like to take it a step farther and connect with a business/agency that may be able to show our students how genetics plays a part in personality or behavior.

Kathryn DePentu-Waite - Fulton City School District - E: kdepentu@fulton.cnyric.org P: (315) 593-5480

Project 1: We have designed a Community PBL for 2nd graders. We are looking for businesses to assist with discussing their role in our community.

Project 2: Our second PBL project will be on the human body. We are looking for new and interesting ways to discuss eating healthy, the different body systems and exercise.

Project 3: A third project would be on the War of 1812. We are looking for meaningful ways to connect this part of history to our 2nd graders.

Katie Donohue - Liverpool - E: cedonohue@liverpool.k12.ny.us P: 3157300733

Project 1: 30 second motivational videos against dropping out of school

Project 2: raising money for a third world country

Project 3: investigate cell phone companies to find best plan

Maureen Donovan - Lakeshore Rd. Elementary - E: mdonovan@nscsd.org P: 315-877-1232

Project 1: I teach a unit on community workers and would like the opportunity to connect with different businesses to help with this unit.

Project 2: I teach a unit on plants and would like to connect with florists, ESF or anyone else in that area of expertise.

Project 3: I teach a unit on weather and would like to connect with meteorologists or anyone else in that area of expertise.

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Karen Eno - Tully Elementary School - E: keno@k12.tullyschools.org P: 3156966213

Project 1: How can we, as third graders, improve our community by being involved citizens and acting to benefit a local nonprofit organization?

Project 2: How do different countries and cultures around the world celebrate the new year? What can we learn from recognizing, and appreciating, the similarities and differences between these traditions and our own?

Project 3:

Nicholas Fargnoli - Naples High School - E: nfargnoli@naplescsd.org P: 374-7900 ext.6109

Project 1: At this point I don't have a specific project in mind. I'm seeking information on building school-community connections.

Tammy Farrell - Hannibal CSD - E: tfarrell@hannibalcsd.org P: 315 564 7900

Project 1: Bus Garage that is a learning lab

Elizabeth Flamman - Marcellus - E: eflamman@marcellusschools.org P: 6315767125

Project 1: Cultural Foods/business plan project: The students create their own business. They need to design an interior design plan, show pictures of the interior design plan, create a menu, an advertisement and ensure their research on the country reflect their plans.

Project 2: Career Exploration: The students research a career they create a cover letter, resume and then prepare themselves to go on a mock interview for that job.

Jennifer Fragola - Liverpool High School - E: jfragola@liverpool.k12.ny.us P: 3153820019

Project 1: The students will create a 30 second video on the reasons to stay in school and not drop out. This video can be shared with their peers as a motivational video. The students will use their communication, reading, and writing skills to complete this project.

Project 2: The students will conduct research on the needs of third world countries (ex: the need for water pumps). The students will create a plan and raise money to support the third world country. The students will use their knowledge of social studies and math skills to complete this project.

Project 3: The students will investigate cell phone companies and determine which plans are the most appropriate for them. The students will utilize algebraic expressions to complete this project.

7 Fulton Teachers - E: kdepentu@fulton.cnyric.org, jroberts@fulton.cnyric.org, wparks@fulton.cnyric.org, tparks@fulton.cnyric.org, ekoprosk@fulton.cnyric.org P:

Project 1: Fulton Junior High Stream Teams need help preparing our students to become college and career ready! Wanted: Guest speakers and presenters.

Emily Glasser - Kenney middle school - E: eglasser@hannibalcsd.org P: 845-837-9034

Project 1: A food cart that the technology students can build and that my students can prepare the foods for/handle the money. This project would involve the technology, facts, and career students and will help them learn about nutrition and food preparation, building/constructing a working usable cart, and working with money.

Deborah A Glisson - Marcellus Central School District - E: dglisson@marcellusschools.org P: 315-673-6037

Project 1: I am very interested in further developing K-12 students' career awareness by integrating career education throughout the curricular areas,

Project 2: I would like to find an experiential way to increase students' knowledge of the 16 career clusters and ultimately toward having them become more expert on the specific career area within a particular cluster that they are most interested in pursuing in their future.

Project 3: I am seeking connections with a variety of individuals within the career areas so that our students might be able to secure shadowing or internship opportunities at the 11th and/or 12th grade levels.

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Benjamin Gnacik - Fayetteville Manlius - E: bgnacik@fmschools.org P: 3145-727-0958

Project 1: I teach an anatomy, physiology and epidemiology course that could lend itself to interesting public policy projects.

Project 2: My regents biology course has a lot of time open that could be used to look at bioethics, environmental issues, or essentially anything biologically related, as the course leaves a lot of time for teachers to do as they please.

Project 3: Class-Anatomy, Physiology and Epidemiology (11-12 grade elective) Project-Students work to produce ad campaign (digital, poster, tv, radio) to explain benefits of vaccines and to debunk myths surrounding them. Product could be used for tv/radio PSA time as well as in daycare, schools and doctors offices. Class-Biology/The Living Environment (9-10 grade, mandatory) Project-Students work to build small enclosures showing different areas of the world (polar, tropical). Setup built to allow testing effects of climate change on that ecosystem. Product could be used to show effects of human activity on multiple ecosystems that our students are removed from by distance.

Dorianne Hathway - Sandy Creek Central Schools - E: dhathway@sccs.cnyric.org P: 3153872025

Project 1: We are interested in a vast number of opportunities for our students to connect with the working world. At this point, it would be fantastic for our students to add the final piece of their recycling efforts that they underwent last year. I would like to see what avenues are available for the processing of the materials the kids have collected. I think our students would benefit from understanding the recycling process beyond seeing the containers the items are placed in and the trucks that pick up the various items to distribute to the proper recycling places. Any learning avenues and experiences that coincide with this goal would be thoroughly welcomed and appreciated.

Project 2: Our students would benefit from visiting an assisted living community. Such places as a retirement home or group homes for individuals with special needs, would have a great deal of personal connection for many of our students.

Project 3: Many of our students would benefit from connecting with a sports medicine or physical therapy group. Seeing different avenues of where their love for sports and competition may enable them to help others.

Matthew Hill - APW Jr Sr Hill - E: mhill@apw.cnyric.org P: 315.532.2511

Project 1: I am teaching a brand new Ceramics Business course this year. I feel very comfortable with the "Art" or "Clay" side of things, but I would love to discuss this course with business teachers in other districts, as I have no formal or informal training in "Teaching Business."

Project 2: Continuing with the previously mentioned project, I am specifically looking to make connections with funding or crowd sourcing, marketing, social media experts, accountants, etc.

Project 3: I am also teaching a new Graphic Design course. I have made connections with friends and professionals in the field to provide some perspective or guidance for this course, but I am seeking connections with people outside my circle with commercial, industrial, or graphic design experience.

Ceramics Business Course This course will teach students the knowledge and skills to manage and operate a small business, through the scope of functional ceramics and pottery. Students will refine their technical skills in clay and develop a particular

Ellen Himes - Granby Elem Fulton City Schools - E: ehimes@fulton.cnyric.org P: 3156355822

Project 1: Creating a LEGO engineering club. Kids are naturally interested in building with LEGOs. We could encourage this natural curiosity and make it part of our STEM plan if we had LEGOs. The cost of LEGOs doesn't fit in our budget and prevent our building from starting this club.

Project 2: Creating a community garden to help with hunger in our community. We currently read a novel that deals with people living during a time in history in which food is not available. Students will examine difficulty the characters have in the book and hopefully come up with a plan to help people in our community with this same problem. To create a garden we would need help from an expert and funds to pay for tools and other necessary items.

Project 3:

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Jacqueline Hobbs - Sandy Creek Central School - E: jhobbs@sccs.cnyric.org P: 315-608-0831

Project 1: We are currently very involved in the Wisdom Thinkers Network which is heading an initiative called Inspire Oswego County! This group meets monthly with businesses, county agencies, and schools from around Oswego County. We are working to communicate needs of all three parts of the group to create a hardworking working class and citizens who stay in our region to live and work.

Project 2: We are trying to connect school students to community leaders or unique individuals who have made an impact on our local area. The plan is to have students interview these individuals and place these interviews on the NYS Heritage website for people to view.

Project 3: Students will be working to interview and record the interviews of local community members, leaders, veterans, and people in historical research. We are looking to connect with professionals in the field of sound and video recording to learn best practices. We also need professionals in journalism to work with students on interview techniques.

Jeffery Huard - East Syracuse/Minoa CSD - E: jhuard@esmschools.org P: (315) 247-9114

Project 1: Industrial Design - Design and Drawing for Production I would like my classe to visit a Design Firm.

Project 2: Energy Power & Transportation Systems Course Energy, Power, Transportation Activities - hands on related activities idea Smal engines, Alternative energy

Project 3: Electricity and Electronics

Lucien Hudson - Cortland Alternative School - E: lhudson@ocmboces.org P: 6077589564

Project 1: "Pen is Mightier Than the Sword?" (tentative title): Global II and Studio Art - This project will involve an examination of the historical impact of print media (the invention of the Gutenberg Press and the ripple effect throughout Western history) and the democratization of information. This would ultimately be examined within a modern context and how informational technologies have evolved and changed. Tangent to this investigation would be students creating various artistic expressions of traditional print mediums (such as calligraphy) and the historical role these creations played throughout the human past.

Project 2: "Enlighten Me" - This project looks at the relationship between people and their governments. This is especially considered within the realm of European history and students investigate this dynamic by looking at Absolutism and Enlightenment social philosophies. Last year we collaborated with our local Cortland Police Department who moderated a debate related to issues raised during the course of this inquiry. As people who theoretically operate on the front lines of the relationship between government authority and human freedom, it was a rewarding experience for student participants

Project 3: "Down With Disease?" - This project is only roughly conceived between my Health and Global Studies classes. It would involve an inquiry-based look at pandemic diseases and there impact throughout history. This would be investigated within a modern context and students would be preparing some sort of informational product that would detail preventative measures we could take to avoid an outbreak of similar consequence in the future

Lucien Hudson - Cortland Alternative School - E: lhudson@ocmboces.org P: 6077589564

Project 1: "Enlighten Me..." (Global Stuiies 10): Ntural rights/Individual liberties v. rules of law/gov't control - Locke v. Hobes(essence of human nature and political philosophies) - modern leens and context as well. Driving Question - What is the relationship between a people and their government? (tentative) Products - Primary sourced analysis packets current events log (summary and application), Argument outlines with counterpoint consideration, structured debate (final product). Public Connection - ??? (piloting his unit last year a member of the Cortland PD was invited a guest speaker to discuss this questionwith the students as a person responsible for protecting freedom as well as the rule of law.

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Laura Hyde - G. Ray Bodley High School - E: lhyde@fulton.cnyric.org P: 3155935412

Project 1: Career Day event

Project 2: Job Shadowing

Project 3: A job shadowing - school wide - program to give students the opportunity to experience a day "on the job" within a career of their interest. Looking for guidance on getting this type of program off the ground. I strongly believe that this type of experience will inspire and motivate our kids as well as demonstrate for our kids the skills needed to enter the workforce.

Last year after attending making connections we were inspired to host a career day at our high school. It was a great success - 75 presenters - from the coast guard to doctors to labor unions etc. We want to make it even better! The presenters talked about

Helen Kemper - G. Ray Bodley High School - E: hkemper@fulton.cnyric.org P: 315-342-8760

Project 1: I have plan for a community garden and I am implementing a "creation station" maker like space in my classroom this year.

Project 2: Tinkering, maker space.

eric koproski - Fulton Junior High School - E: ekoprosk@fulton.cnyric.org P: 593-5440

Project 1: Careers and Culture

Candace McCann - Granby Elementary - E: cmccann2@fulton.cnyric.org P: 3154802704

Project 1: Ways to take care of the Earth- recycling / planting

Project 2: Animals / plants - how to care for them

Project 3: Government, landmarks, and symbols - developing sense of citizenship

Joe McNamara - Granby Elementary - E: jmcnamar@fulton.cnyric.org P: 315-447-4007

Project 1: Our science units include rocketry, electromagnetism, weather, animal responses to their environment. The latter we deal with mealworms, brine shrimp, and crayfish.

Project 2: Our social studies curriculum is based on ancient civilizations. Culture, government, geography, economics, and religion are the areas we cover.

Project 3: Advertising, running and owning business

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Karen Murdoch - Granby Elementary School :) - E: kmurdoch@fulton.cnyric.org P: 315-591-8553

Project 1: Looking to collaborate with businesses in order to incorporate 3rd grade math skills in a stem, steam, or stream experience. ~Multiplication/Division , ~Measurement--liters, cups, gallons..., ~Perimeter/Area, ~Fractions, ~Graphing , ~Geometry-tesselations-

Project 2: Looking to connect with someone that would be helpful in collaborating on a project that explains/shows how creatures/animals/humans can survive by adapting to their environment.

Project 3: Ways that multiplication/division can be used in an everyday application in the workplace so that it is valued by all students.

Maybe another project idea....coding???

Connecting to our Environment As animals survive and adapt in (and to) their environments, how can we connect to our natural surrounding and preserve/admire it. How have we adapted to it? (Pollution, stopped caring)...Let's be the agents of change and help our community restore our lake in Fulton and its surrounding parks/nature/community.

Rube Goldberg Machines We need help with enriching our students (93rd grade) on the concepts of: simple machines, basic engineering, laws of motion. Also maybe looking for donations of materials that could be used for trial and error.

Terracycling/Recycling Program - Schoolwide K-6 teams would create a recycling program (w/little buddies) We would need help with: a company presenting to the school about recycling/reducing/ and reusing material usage. Terracycling-collaboration witTerracycling/Recycling Program - Schoolwide K-6 teams would create a recycling program (w/little buddies) We would need help with: a company presenting to the school about recycling/reducing/ and reusing material usage. Terracycling-collaboration wit

Bernard O'Donnell - Lafayette CSD - E: bodonnell@lafayetteschools.org P: 315-677-3131 x3137

Project 1: Various hands on projects and computer simulated programs Revit, Inventor

Project 2: Civil Engineering and Architecture - PLTW Learning experience at Center of Excellence in Syracuse

Caitlin O'Meara - Marcellus Central School District - E: comeara@marcellusschools.org P: 3154392210

Project 1: We are looking to do an English and Social Studies combined PBL focusing on the Civil War. Within the project, students would be analyzing the concept of war and conflict throughout history and today. We are hoping to have connections to an authentic audience, perhaps through companies who work with veterans or through local governments.

Wendy Parks - Fulton Jr. High School - E: wparks@fulton.cnyric.org P:

Project 1: See Karen Noel's description - We are on the same team!

Dominick Pike - Hannibal - E: dpike@hannibalcsd.org P: 315-591-8833

Project 1: Solar energy and possible solutions in our town or school district.

Project 2: Environmental impact of technology. Possible ways to reduce recycle and reuse.

Project 3: Student furniture designs

Martin Plunkett - Liverpool High School - E: mplunkett@liverpool.k12.ny.us P: 315-436-0443

Project 1: Public high school Resource teacher

Project 2: Government/Community Agency/Education

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Patricia Ragan - Fayetteville-Manlius High School - E: pragan@fmschools.org P: 315-450-9222

Project 1: Business Law- mock business trial. Have students in roles as attorneys, judge and jury. As part of the evaluation, have judges and attorneys observe the trial and provide authentic feedback to students on business law concepts.

Project 2: Mission to Mars, a Personal Finance journey. Students will be given a project with the mission to determine what the estimated cost of living will be on Mars. Determine a cost analysis of transportation, shelter and food. Collaborate with Science teachers, scientists and even NASA if possible.

Project 3: Dream jobs project. Determine student dream jobs and match students with professionals in the field. Video conference or complete some Mystery Skype sessions. Have students follow up with letter of thank you.

Web Design War (WDW) Determine Businesses in need of web designer Web design students vie for Businesses 'hire' teams and individuals to design and build Culinate in final web war competition.

Colleen Redenback - Homer Intermediate - E: credenback@homercentral.org P: 6074234316

Project 1: in Homer, our third graders study water: the water cycle, buoyancy, weather, etc. We also study multiplication and it's relationship to area. Our county hosts a Dairy Parade each June because of the area's involvement in the dairy industry. We are located in the Finger Lakes region of CNY with a great number of waterways to enjoy. Water and boating safety are important issues for us all.

I would like to have community support to design and create "dairy dinghies" in our classroom that would apply our understanding of multiples, surface area, volume, buoyancy and water safety for four or five teams of students this year and (hopefully) expand beyond our classroom and out in to our entire school district, county, and region if there is adequate interest and involvement. Student teams would compete in a water test or race of their dairy dinghy which would be constructed of nothing but milk cartons, milk jugs, duct tape. One half gallon jug can support 8 lbs. in the water. I would like to have each team's dinghy sponsored and entered into the Cortland County Dairy Parade and THE winner of the water test/race to earn some kind of recognition or reward.

This year, and in years following, we would like to have mentors assist in the third graders in collecting enough empty (& clean) dairy containers to construct their boats, mentor them in their math calculations to be sure they have enough buoyancy to support their team's weight, assist them in revising their designs to get the best stability as well as speed, work alongside students and parents to construct the dairy dinghies and finding speakers to address the various safety aspects involved in boating or swimming in areas where boats are permissible.

Project 2: Hoping to get inspired for more at this event.

Project 3: What Floats Your Boat? Beginning with an investigation into who Marco Polo really was and what motivated him in his travels, we'll look at the 7 Pillars of Society: Beliefs, Family, Education, Business, Government, Arts & Entertainment, Media that Marco lived in and how we do that today around the world. In third grade, global communities is a major theme. After studying cultures on all 7 continents a culminating activity PBL will be to design a "dairy dinghy" because the dairy industry is what floats our local economy. Students will study buoyancy and boat design, then create their own boats using nothing but milk cartons and duct tape. 1 gallon carton will support approx. 8 lbs. Their design must support every member of their team. Boats will be tested (dream is to race them) and "winners" recognized at our local Dairy Parade. Students will also promote dairy industry at the community parade by creating public service announcements, jingles, dairy dinghy boat race posters, boating & water safety articles for classroom and community publications/media. In time, if this is successful locally, I'd love to see it become a statewide project promoting the dairy industry in NYS with county competition winners for top honors at the NYS Fair.

Berndaine Reppi - East Syracuse Minoa High School - E: breooi@esmschools.org P: 315-434-3305

Project 1: customer service

Project 2: salons or spa's - professional ethics

Connections 2015
Teacher Responses

Ryann Riefler - Marcellus - E: rriefler@marcellusschools.org P: 315-382-1377

Project 1: Career Exploration - 9th grade students research and present on a possible future career. The presentation is given in front of a panel of community members and a question/answer session is a part of the presentation.

Judith Rowe - Granby Elementary - E: jrowe@fulton.cnyric.org P: 315-593-5480

Project 1: Ways to take care of our earth-recycling/planting

Project 2: Animals/plants- how to care for them

Project 3: Government and symbols-developing sense of citizenship

Lisl Schwendy - ESM High School - E: lschwendy@esmschools.org P: 315.434-3300

Project 1: Residential Carpentry, as pertains to typical stick framing and modular designs.

Project 2: Tiny Houses'; rules and regulations, zoning, permits, inspections, etc.

John Sheridan - Liverpool High School - E: jmsheridan@liverpool.k12.ny.us P: 315 414 1515

Project 1: JA Personal Finance - Junior Achievement

Project 2: Soft Skills pertaining to Organization, Interviewing, Resume Building, Goal Setting etc. The 4 C's critical thinking, communication, collaboration and creativity. work priorities and personal brand and entry level STEM job preparation

Project 3: Math relevance in the business community and Literacy relevance in the business community
Linear equations & polynomials

Margo Smith - Innovation Tech - E: msmith2@ocmboces.org P: 3154807345

Project 1: I am the Business Liaison for Innovation Tech High School. There is a need for students to solve a businesses "problem" and demonstrate solution to business partner.

Project 2: Use business/community for Critical Friends, a panel that provides constructive criticism for project ideas

Project 3: Provide partner longevity between local businesses and community members and educational facilities. Seek internships for capable students

David Stablein - LaFayette Big Picture High School - E: dstablein@lafayetteschools.org P: 315-715-1219

Project 1: The LaFayette Big Picture High School is a project based learning school that connects students with businesses and organizations in the community. Students follow their passions and interests in their everyday learning. Students connect with professionals in a field of their interest to learn more and develop projects for their learning back in the classroom. The LaFayette Big Picture High School is looking for more sites to place students on job shadows and internships.

Project 2: The LaFayette Big Picture High School partners with Morrisville State College for the Science and Technology Entry Program, or STEP. STEP enrolls students who typically do not enter STEM careers. These students include underrepresented minorities, and the economically disadvantaged. STEP provides tutoring, SAT/ACT Prep, college visits, college preparation, project support, project based learning, and much more. STEP is always looking for new partners to provide workshops in the STEM fields.

Connections 2015
Teacher Responses

Robert Stokes - Westhill High School - E: rstokes@westhillschools.org P: 315-264-5601

Project 1: I teach a high school life skills class. The main focus for this class is to prepare the students to be able to live independently and for a job right out of high school. A part of the curriculum is to have the students go to job sites to learn employable skills. I would like to make connections with local businesses that might be interested in working with my students and learning more about what local businesses are looking for in their employees that I could include in the curriculum.

Project 2: My students are running a kitchen in our classroom. We are teaming up with FBLA in providing goods (ex. cupcakes for a bake sale) to help them with their events and the school store. Along with learning kitchen skills, my students are learning about budgeting through goods bought and sold, collaboration skills and communication skills. I would like to connect with those in the food industry and entrepreneurs that could share experiences with running a business and working in the food industry.

Project 3: I am looking to develop activities that would connect 9th grade academics to the business world. How is algebra used in business? I would like for my students to see the importance of what they are learning in the classroom and how it will help them in the future. I would like to work with business leaders to talk about different academic topics and how they are related to different careers. If a student starts off high school seeing the importance of their work and not just something they have to do then they will be more successful.

I am looking to set up my students with businesses or organizations where they can learn career skills and observe real work environments. I work with special education students in a life skills program. My students are looking to go into a career followi

Melissa Tanner - Liverpool High School - E: mtanner@liverpool.k12.ny.us P: (315) 269 7063

Project 1: I teach business math, algebra, and geometry. I am looking for ideas on what projects I can do with any of those classes.

Project 2: Lineau Equations = making writing linear equations in slope-intercept, point-slope & standard form, meaningful

Project 3: Ppolynomials - Add/subtract/multiply/divide polynomials.

Nicole Taylor - Liverpool High School - E: ntaylor@liverpool.k12.ny.us P: 315-877-3476

Project 1: KONECT- Community based vocational program

Michael Thurlow - G. Ray Bodley High School - E: mthurlo1@fulton.cnyric.org P: 315-593-5400 ext. 4100

Project 1: My engineering capstone class is divided into multiple groups that are to spend the year solving a single problem. Students will follow a design process and are asked to work with outside people as they go through the process. At the end of the year the students will present their findings while a panel of professionals critique their presentation.

Project 2: Students in my Principles of Engineering class are asked to solicit someone in a technical field that they can work with to complete an interview and to work with as they try to figure out what career path interests them.

Project 3: The Fulton City Robotics teams are soliciting help in completing robots made from VEX for the 2015-2016 robot season (now-March). This includes planning, building and programming.

Stephanie Trudeau Keiber - ESM High School - E: strudeau@esmschools.org P: 315-434-3300 ext. 6303

Project 1: Restaurant industry / customer service

Project 2: I am seeking PBL's for my Restaurant and customer service areas of the hospitality industries.

Steve Walker - Marcellus Senior High - E: swalker@marcellusschools.org P: 315 730 8041

Project 1: Open for any ideas where my design or materials processing classes can become involved with a community project building or designing.

Project 2: Manufacturing an item that can be sold in our school.

Project 3: Open for suggestions.

Connections 2015
Teacher Responses

Mary Warner - Cincinnati - E: mwarner@cc.cnyric.org P: 6077453222

Project 1: Job Shadow Opportunities/Business Tours/Guest Speakers

Eric Wasacz - G. Ray Bodley High School - E: ewasacz@fulton.cnyric.org P: 5182252346

Project 1: I am beginning a new eco vehicle project for the 2nd half of the year with my Auto Tech 2 class. Students must research, design, and build a vehicle with fuel efficiency in mind.

Project 2: Students will be researching careers in the engineering field to make connections, and develop a better understanding as to what engineering is, and what the specific areas of engineering are responsible for.

Project 3: Students in my construction class will be planning and building a memorial bench for a late teacher. They must focus on eco based materials for this project.

Heather White - Granby Elementary - E: hwhite@fulton.cnyric.org P: 3157292730

Project 1: We are interested in working around the earth day theme. Maybe cleaning around the school and community?

Project 2: Building a PLC around community leaders? Such as the mayor, police, fire department?

Daniel Young - Liverpool High School - E: dyoung@liverpool.k12.ny.us P: 315-882-7720

Project 1: Sports and Entertainment Management - Developing a franchise

Project 2: Entrepreneurship - Business Plan Students begin to think of business ideas that interest them. Research industry/Local leaders in the field. Interview business owner. Begin writing business plan - build plan section by section throughout the semester, each piece reviewed and corrected. Final submission is all sections of the plan with an oral presentation - possibly a "share tank"

Project 3: Sports & Entertainment Management: Franchise Project 1. Student create a sports franchise or entertainment company 2. Project is completed throughout the semester. Create mission, goals, standards. Create organizational chart, Marketing Plan, Budgeting, Create Jersey/Logo, Pick franchised Player or big name artist. 3. Project will be presented orally at the end of the semester.

Gregory Bailey - Kenney Middle School-Hannibal - E: gbailey@hannibalcsd.org P: 315 402 5965

Project 1: Hot dog Cart/Cafe Cart - This project would involve building a hot dog or mobile food cart that could be used by our FACS classes to help teach entrepreneur skills, cooking, business, etc.

The cart could also be used by special groups in the district.

Project 2: Vermicomposting. This project would involve the composting of the school organic waste mainly from the school lunch program. The project would include building or purchasing a vermicomposting container, setting the system up, daily or semi daily monitoring of the system, producing information brochures and selling the by-product.

Project 3: Newscast or Video Production - We would develop a newscast that will be written, performed and produced by the students. This could be a morning and/or afternoon thing. Or it could be a show that is produced and shown during lunch periods.

Christina Gullotto - Onondaga Hill Middle School - E: cgullotto@westhillschools.org P: (315)4263464

Project 1: WCNY Enterprise America PBL collaboration

Project 2: Job-shadowing for my 8th grade Careers unit (career exploration)

Project 3: Money Management Project using real business applications

Megan Daley - Kenney Middle School - E: mdaley@hannibalcsd.org P: 315-263-4643

Project 1: Something to do with chemistry or physics as I am teaching Physical Science in Hannibal