

**2012-2015 Learning Technology Grant Program
Abstract**

(Abstracts are submitted by the LTG award winners)

William H. Maxwell School High School and Yeshivat Shaare Torah High School, its non-public partner, proposes Stiletto: A Study of War. Stiletto. A Study of War offers students the opportunity to design a virtual museum that explores various global conflicts including the rise and fall of African Civilizations, the Colombian exchange, the rise of parliamentary democracy in England, Global Nationalism, World War I, World War II, Revolution and Change in Russia, the Cold War, Conflicts in the Middle of East, Collapse of communism and the breakup of the Soviet Union, political and economic change in Latin America, as well as other Political Revolutions. Through this virtual museum students will address essential questions.

Students will be required to prepare a portfolio which can be used for post secondary interviews. Additionally, content covered in the project will prepare students to take the English Language and Composition and U.S. Government and Politics exams. A special emphasis will be placed on the following skills; producing an expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions, demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings, demonstrate understanding of the conventions of citing primary and secondary sources, and move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review. At the same time the project will expose them to career possibilities in the field of history and literature and provide workshops in which teachers learn how to use technology to create optimal learning environments for students and work collaboratively to test hypotheses of their PD program. Throughout this process teachers will use a range of assessment tools such as interim assessments, item skill analysis and school developed tests.

Teachers will engage in after school staff development, push-in project support and participate in the Peer Review process. The Peer Review process will also utilize Danielson's Framework to measure teacher effectiveness. As a culminating activity, both schools will engage in a peer review process during which participating educators will share their unit plan, activities and student project(s). The unit plan will be reviewed using the statewide protocols previously used in the statewide peer review process. Additionally, the Danielson rubric will be used to measure teacher effectiveness in the areas of instructional practice and impact on student learning.