



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY
12234

OFFICE OF CURRICULUM AND INSTRUCTIONAL SUPPORT
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**2009-2012 Learning Technology Grant Program
Abstract**

(Abstracts are posted as submitted by the LTG award winners)

School District or BOCES Name: 19K013 and Ebenezer Elementary School		
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Learning Technology Grant 2009-12 Abstract

PS 13 and Ebenezer Elementary School are proposing to collectively implement the Learning Technology Project 2009-2012 entitled: “*C.S.I.: Critical Scientific Investigators.*” Our 4th, 5th, and 8th grade students will investigate and analyze current and emerging science initiatives to enhance the implementation of the New York State MST and ELA standards.

Students will examine and conduct research on a wide range of science topics in the Living Environment and Physical Setting curriculum. They will utilize information technology, the scientific process, and library media services in order to: explore and analyze the human genome and its bioethical implications; investigate weather/climate and its impact on local and worldwide communities; examine alternative farming techniques such as hydroponics to sustain farming in inhospitable locations around the world while reducing our carbon footprint; and investigate health issues facing young people today.

This innovative, multidisciplinary, and multi-intelligence project-based learning model will be used to improve performance in ELA, and STEM standards for Students With Disabilities as well as the General Education population of PS 13, increase the academic gains of Ebenezer’s students from Level 3 to Level 4, and inspire African American and Latino students to consider careers in science. According to the *National Science Foundation*, Blacks, Hispanics, women and persons with disabilities have been underrepresented in science and engineering. Factors influencing participation by women, minorities, and persons with disabilities in science and engineering include, among others, differences in access to educational resources, differences in economic status, differences in interest (choice), cultural barriers, and lack of encouragement.

As educators, we will encourage and guide our *Critical Scientific Investigators* to analyze science issues; create differentiated learning environments, and provide hands-on experiences in order to equip them with the critical literary, mathematical, scientific, and technological skills that will empower them to be agents of change in their communities, nation, and the world.