Technology in the Classroom

Teaching and Learning for Tomorrow

by Judy Chandler

At the William S. Cohen School computer technology is currently being integrated with instruction and curriculum across all grade 7 subject areas. Recent classroom projects demonstrate the meaningful use of technology in student learning. Student projects and demonstrations were showcased for the school and community one evening in May. Described below is a sample of student projects completed using technology in the classroom.

At a recent evening Showcase event, Cohen School 7th grade students shared with parents a variety of spring curriculum projects that utilized their laptop computers to demonstrate the application of technology in their classrooms.

- In math students use spreadsheets and graphing tools to investigate increasing perimeter and its effect on area. Working with rectangles and triangles, they analyze numerical relationships and make generalizations and predictions in their effort to understand that mathematics is the science of patterns.
- Students discover geometry using LOGO software. They develop spatial and visual skills and strengthen problem-solving abilities.
- In French classes students access the Internet to research countries where French is spoken. They create multimedia presentations to share making cross-connections and comparisons.
- In science students research a science topic, perform an experiment or make an invention related to their research, and make a related display using spreadsheets, graphs, and computer graphics.
- Students collect from a variety of Web resources and World Book Encyclopedia related and expanded information on plant and animal cells; they create and print their own Study Guide for the unit.
- In art students research a famous artist and using desktop publishing tools design and create an informative brochure.
- In reading students access the Internet to follow current events. They create related timelines and write newspaper columns reporting the events.
- In social studies students publish a simulated newspaper from an empire or era they have studied. They use technology tools to access timelines, maps, biographies, pictures, and historical information. The study of past triumphs and tragedies helps students understand contemporary society and issues.
- In language arts a Webquest guides student Internet searching to expanded information resources as they study *The Pearl* by John Steinbeck. Using technology tools students create related visual and written presentations.

We continue to find ways to integrate this technology with the curriculum. With this valuable and unique tool we expand the learning environment beyond our classrooms, we make learning both relevant and current; and we motivate student performance.

Laptops . . . Making A Difference!

Comments from Bangor teachers on the Laptop Experience

"There is instant, easy (and independent) access to expanded information!"
-- (Social Studies & Science)

"Organization skills are improving."
-- (Science)

"Students organize information using charting and timeline tools."

"Students are more on task -- working hard, intent, and engaged."
-- (Language Arts)

"Technology tools are helping them to organize both their work and their writing."

"Students get to the point of the lesson more quickly -- Using spreadsheet and graphing tools, students organize sample data, make visual representations, draw conclusions, and make predictions."
-- (Math and Science)

Tea Cermony at BHS

by Kath Hartley

Bangor High School Art Club had a special series of workshops in April, learning about the Japanese Tea Ceremony. Guest ceramist and Tea Master Jay Haynes of Great Water Ceramics in Winterport was the presenter for four after school sessions. Ten Art Club members, their advisors, Mrs. Tabor and Ms. Hartley, and four other BHS teachers made their own ceramic tea bowls during the first session. Next, Mr. Hanes introduced the tradition of the Tea Ceremony, an ancient ceremonial practice, and the aesthetics involved in all aspects of the ceremony. These included everything from creating the bowls to boiling the water, to taking time to admire the simple implements. After the clay had air-dried, the bowls were coated with glazes which then dried for a week.

A field trip to Great Water Ceramics followed and the club learned the ancient Japanese firing technique called *raku*. First, the pots were heated in an outdoor kiln until the glazes, made of liquid glass, became molten. Then each pot was lifted out of the kiln and plunged into a bucket filled with pine sawdust and covered. The heat from the pot ignited the sawdust, and then when the fire had used up all the oxygen in the bucket, it went out. This was reduction, and the process affected the glaze on each pot differently. Some pots came out of the bucket with brilliant metallic blues, greens and copper. Others took on the smoke's patterns and were subtler looking. The following week, Mr. Hanes, using the bowls just completed, treated the participants to a complete Tea Ceremony. It was an exciting and educational experience. Learning about another cultureand the *raku* clay process, left all participants with an appreciation and curiosity about other people and places!

TEA MASTER: Winterport ceramist Jay Hanes dips Bangor student Mike Brounta's tea bowl into the glaze in preparation for the firing process.

PUBLIC NOTICE

The Bangor School Department, in compliance with federal and state regulations, is seeking to identify all students within the City of Bangor who may be in need of special education services. Students who are referred for identification may attend private, parochial, or public schools.

If you feel that your child may have a problem which may require special education services, please contact Dr. Murray S. Shulman, Director of Pupil Services, Bangor School Department (Telephone 945-4400, ext. 270).