

----- Forwarded message -----

From: DO NOT REPLY <grantsdonotreply@ngs.org<mailto:grantsdonotreply@ngs.org>>

Date: Thu, Jan 31, 2019 at 12:05 PM

Subject: National Geographic Grant NGS-53285E-19

To: msrivera545@gmail.com<mailto:msrivera545@gmail.com>

<msrivera545@gmail.com<mailto:msrivera545@gmail.com>>

[Image removed by sender.]

Dear Mabel Rivera:

Congratulations! The National Geographic Society's Committee for Research and Exploration has awarded you a grant in the amount of \$15,000.00 in support of your proposed project, "Through the Bins of Time and Space".

Your award letter, grant agreement, and other important grant paperwork are attached.

All new grant recipients are required to take our online orientation course, which includes important information and resources that will help you make the most of your National Geographic grant. Please access the course via this link<https://natgeo.novoed.com/#!/users/sign_in?catalogId=grantee-orientation-jan-2019>, select "Course Participant", and use your grants portal login credentials.

Once you have completed the orientation course, submit your paperwork via the grants portal<<https://grants.nationalgeographic.org/>>. You can upload the documents by clicking the "Requirements" tab on the portal home page. We cannot process your grant award until the submission is complete.

Your Program Officer and first point of contact at National Geographic is Rosemary Martin (romartin@ngs.org<mailto:romartin@ngs.org>). In addition, the team at National Geographic will share opportunities and information with you through a monthly newsletter, including information about upcoming events, additional funding, and professional development programs.

Our Measurement, Evaluation, and Research (MER) team provides free services to grant recipients to help them measure their impact. If you'd like to connect with someone from the MER team for a one-on-one consultation, please fill out this brief survey and you will be contacted within two business days: <http://bit.ly/2LzW7hy>.

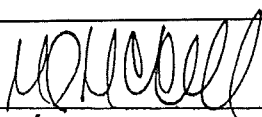
Committee for Research and Exploration
National Geographic Society

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GRANTS PROJECT COORDINATION**PROJECT PROFILE**

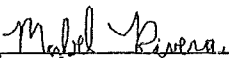
*Forms should be submitted to Mike Bejarano, School Operations
Executive Director Student Services



Working title:	Through the Bins of Time and Space
Target population: <i>(Which schools, grades, staff, etc. are impacted?)</i>	k-5
General problem addressed by the project:	Funding for resources to teach social studies in a fully integrated way in order to teach students about nonfiction text, citing evidence, and to use the engineering design process to solve problems.
Project Synopsis: <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i>	Bins would be created with texts, models of artifacts and tools, lesson plans, and other items related to the country being studied. These would have assessments and rubrics at the appropriate level for the students using them. The content would be created with a team of teachers.
Source and amount of funding requested:	COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO \$30,000.00
Funding will pay for: <i>(People, equipment, materials, training, services, supplies, etc.)</i>	All materials, including the bins to hold the materials.
District contribution(s):	\$0
Potential partners & their contributions:	National Geographic Society
Sustainability plan: <i>(Explain how the project will be sustained without committing district funds)</i>	National Geographic is willing to provide more funding as needed should the primary grant be a success.
Principal/Department Authorization:	<div style="display: flex; justify-content: space-between;"><div> _____ Signature Date</div><div>6/9/18 _____ Name, printed</div></div>

Approved


de
SHE

Submitted by:			
	Signature Date 6/8/18	Mabel Rivera Name, printed	
	By signing this document, I acknowledge that purchases must follow the district's required bidding/purchasing process and will adhere to USFR* regulations and any other reporting requirements of the funder. <i>All fixtures, equipment and instructional materials (or other improvements) received under this grant will become the property of the Amphitheater School District and not the applicant.</i>		
Phone & Email:	4611 mmcconne@amphi.com	Date :	

*USFR = Uniform System of Financial Records required by ADE and the Auditor General's office for bookkeeping & reporting methods on expenditures.

THROUGH THE BINS OF TIME AND SPACE

Project Description

Title of Project	Through the Bins of Time and Space
Project Start Date	5/1/2019
Fieldwork Start Date	1/7/2019
Fieldwork End Date	5/29/2020
Project End Date	4/30/2020
Primary Fieldwork Location Country or Area	United States
Fieldwork Location Country or Area #2	
Fieldwork Location Country or Area #3	
Fieldwork Latitude	32.443
Fieldwork Longitude	-110.982
The primary focus you've chosen for your project is:	Education
The secondary focus of your project (if applicable) is:	Storytelling
Lens	Human Journey
What is the Discipline/Field of Study for the project?	Anthropology; Archaeology; Architecture; Behavioral Sciences; Cultural Studies; Engineering, Multidisciplinary; Environmental Sciences; Folklore; Geography; Geology; Geosciences, Multidisciplinary; History; Literature; Social Sciences, Interdisciplinary
If applicable discipline/s to your project are not on the list above, please enter them below:	

Project Summary

The goal of this project is to bring other locations to life in classrooms with the use of bins that have lessons, technology, texts, and virtual field trips in the locations. We would use the content developed by the Out of Eden project as a foundation. Each grade level would use different parts of the content dependent on the state standard requirements. The students would be able to engage in the study of the country in a multidisciplinary way and explore the culture, values, contributions, challenges, etc. Further, they will be able to physically

connect through the use of virtual reality content as available. It would be a goal to find classrooms in the locations to connect to, and possibly hold a Skype session with to ask questions. The projects involve archaeology style investigations of models of artifacts, research using related texts, creating similar or new engineering solutions to problems that the country has or had using varied materials, and many other applications. Assessments on understanding would be created as well as rubrics for the projects will also be created at the appropriate level. These assessments and rubrics will be used to quantitatively measure growth over time. Through the learning tasks at different levels, students will come away with a greater connection and understanding of the countries and locations that they study. They can then see that even though time, location, or culture may be different, that we are all connected.

Do you or your Team Members already have any media commitments or interest for this project? This includes media commitments already held by your home institution or other funding bodies.

We do not have any commitments, but are able to have access to media if this is needed. We will share project results locally within our school district. If desired, the local media can be contacted in order to provide larger coverage of the project. Otherwise, no media has been contacted for this project as of yet.

Please describe your special qualifications, certifications, or credentials relevant to this project.

I am a teacher, and this year I will begin my tenth year of teaching. At school I am a Technology Coach, and am able to make suggestions for content and am able to create digital content for the project as needed. I am currently a Teacher Consultant for the Arizona Geographic Alliance. Also, I am a board member for the Arizona Council for the Social Studies. For both of those organizations I have worked with a team to organize statewide conferences for teachers and have created lesson plans accessible to Arizona teachers. Within these organizations I have access to other teachers who have been to or studied some of the locations that students will be studying, and can be a wonderful resource. Further, I am now a Teacher Advisor for the Arizona Game and Fish and will work to create content for teachers and have access to content related to our national parks, animal populations, field work, and other related activities. Also, I have been to several teacher institutes and have connections to educators throughout the world who could become our partner classrooms and could provide information about culture and literature. These connections can also provide photographs or videos from the locations we study. We can work together to work on similar projects and share our results with each other.

Total Project Budget:

\$15,000.00

Project Leader Information

Project Leader Name

Mabel Rivera

Salutation

Ms.

How did you learn about the specific grant opportunity

to which you are applying?

***Who should we thank?**

Country or Area of Primary Citizenship

United States

Country or Area of Citizenship #2

Country or Area of Citizenship #3

Country of Primary Residency

United States

If you are a citizen or resident of the United States, please indicate your race/ethnicity.

Hispanic, Latino, or Spanish origin

Date of Birth

7/9/1985

Gender Identity

Female

Current Position or Job Title

Teacher

Institution/Organization

Innovation Academy

Department

Primary Language

English

What other languages, if any, do you use for professional communication?

Additional languages (if applicable):

Highest Degree Awarded

B.A.

Department/Major

Fine Arts/Visual Communication

Year Awarded

2007

School

University of Arizona

Degree Awarded #2

Department/Major

Year Awarded

School

Degree Awarded #3

Department/Major**Year Awarded****School**

If awarded, will you accept grant funds to your personal bank account (individual) or through an affiliated institution? Institution

Project Members

Provide information for other individuals (up to five people) whose roles are critical to the proposed project. If you plan to work in countries where you do not live or maintain citizenship, or plan to work within a marginalized community, YOU MUST INCLUDE a local collaborator for EACH country or community.

Note: Please DO NOT list yourself as a team member.

Last Name	First Name	Institution	Local Collaborator?
Smith	Kelly	Innovation Academy	Yes
Swartz	Danielle	Innovation Academy	Yes
Tilicki	Niki	Innovation Academy	Yes

Project Details

Background and Relevance

In many school districts, social studies, is something that is placed on the back burner because of testing. I would like to create a shift in thinking and bridge the gap between other content and social studies by creating bins for the locations that our social studies standards designate. The bins would come with texts, models of tools or artifacts, problem based projects, virtual field trip information, maps, etc. Further there would be assessments and rubrics appropriate for the grade level. The assessments would be given at the beginning of the year and again at the end of the year in order to collect growth data. District data would be used to look at the growth of students in grades 2-5 in the category of nonfiction text.

Finding a way to address this issue is very important to our school and our students. Students cannot continue to walk through education without making connections, and the value of other people, cultures, innovations, geography, etc. Further teachers need the tools to implement quality social studies lessons and units because these tools are not currently present. We only have workbooks with snippets of information that quickly becomes outdated. Teachers and students need to have access to information that is relevant, and in the end becomes personal. We cannot all go to the various locations, but we can certainly provide a better and more

well-rounded window into the locations, rather than a paragraph.

This project provides a new way to look at teaching about a country. Sometimes teachers have students make a model of a landform or some sort of learn some basic facts about a country, but the learning is never deep. I want teachers to see that social studies can be a platform from which to begin. We can inform the studies that we do in science with the reasons why the discoveries or methods were important. Students can conduct similar studies or research like a person from the country in order to collect data and analyze it. Students can look at text features and cite evidence in nonfiction texts. Using fiction texts from the country, students can compare themes, characters, culture, etc. Teachers can guide their students through the engineering design process to create solutions for the problems that the location may currently have, or a new solution and compare the two solutions. We can explore locations through virtual reality and study the environment and animals and how the resources influenced the location. We can also connect with students in these other locations to ask questions, share data on similar projects, create content for each other, and so much more.

Honestly the possibilities are endless. I have not seen any projects exactly like this, but over the past five years I have used social studies as a platform in my teaching. The depth of knowledge that is created can be noted in the work that the students do. This project is will help bridge the location gap and the "other" mentality that some of us have toward people who are different. The project is meant to build that much needed understanding of other people and to create connections that are real. Perhaps with these connections, we can all see that we should all work together to help each other and to enjoy and protect our Earth. Other units that I have observed have not been incredibly multidisciplinary or worked to create personal connections with the content. I feel that once teachers can see how the other content can be connected that they will rethink the idea of putting social studies on the back burner. Our kids need to know about our world past, present and future.

Goals and Objectives

With this project I hope to increase the understanding of key concepts in social studies for students at our school, which has students in grades K-5 (about ages 5-11). Each grade level has different requirements as far as what locations and cultures they are to study. These different locations and cultures would be identified in order to create appropriate content bins. Bins would be equipped with texts, modeled artifacts, lesson plans, virtual reality content, and cultural links as appropriate. Beyond the bins, teachers and students would engage with the information and content from the Out of Eden project. The bins would help the experience become more tangible, and in some ways physical. The overall learning objective would be for students to use the contents of the bins and the project materials with their teachers to learn more fully about the cultures through a variety of experiences leaving them empowered, engaged, and with a deeper knowledge and connection to others. Students will learn how to use primary sources, analyze resources, inventions, culture, maps and other content in order to create a real connection with the learning. Students would take a pretest at the beginning of the

school year according to their level, and it would be given again at the end of the school year to look at growth over time. The goal is that students in each grade will minimally make a thirty percent growth in their understanding of the content for the grade level. Secondly, students will be expected to show growth in the district assessment for nonfiction text analysis from the beginning to the end of the school year. The expectation for the nonfiction text growth will be to have minimally sixty percent of students performing at or above grade level in grade 2-5 for the nonfiction portion. Only second through fifth grade students take this assessment. Beyond the testing and quantitative assessment growth, the other objective is for students to develop familiarity and learn to value other cultures, people, locations, and beliefs. I want them to all understand that even though we may not all be the same, or we may not be in close proximity that all people and places are valuable and we can all work together to protect our Earth and its people.

Some of the objectives for teachers will include developing project based learning experiences for students. Some of these will include simulated excavations, engineering solutions to problems that have been or are being experienced, and analyzing a "crime" scene related to a mystery in the location. These lessons and units will be developed by a small group of teachers using the provided materials. Assessments for the beginning and end of the year will also be made by a group of teachers using the standards provided by the state. Where possible, teachers will lead students through virtual field trips and classroom partnerships in different areas of the world. Teachers can further create other project based learning units that reflect the interests and questions that their students have. The lessons and units provided are a starting point and can be taken to new levels as needed. Students asking their own questions and desiring to take their learning further is proof that the learning is meaningful.

The students would be the primary beneficiary because they would have the opportunity to learn about social studies beyond the reading of a chapter. However, other teachers will be a secondary beneficiary because the bins will provide materials that they do not currently have, and would help the digital Our of Eden content come to life. We have adopted new social studies standards, and most classrooms do not have the materials available to teach the content with the desired depth and beyond.

Methodology Justification

The project will be accomplished in stages with a team. We will begin to work on developing the bins and content upon knowing that the grant has been funded. The first semester will be a time when the team of teachers will meet and will analyze the state standards at all grade levels in order to identify the locations and cultures that are required for teachers to teach. Once the locations and cultures are identified we will look for level appropriate texts that are both fiction and nonfiction. Then the team will locate models of inventions, tools, technology, etc. that can be purchased in order to populate the bins so that these items can be used for project and problem based learning. Taking time to identify what we need is the right method because it will give us focus on what materials, texts and tools we will need for our bins. Then the team will be able

to locate the materials needed and purchase the containers for the materials. Proper preparation will help our project be a success so we can pull our resources and needs together. We are targeting our school population with this project, and if their is success, then hopefully other school in our school district can also use a similar project. The project will be done in our classrooms with our students. We will have about 400 students who will be impacted by this project.

Analyze the standards for locations each grade level as a whole team.

Using the list of locations, have teachers work to make a list of related resources for purchase, which includes the modeled artifacts, other materials, and texts.

Look at the Out of Eden Content to see what lesson content is already developed that can be used and/or adapted.

Find virtual field trips that can be used for the locations. Create a larger spreadsheet of needs and costs with the locations for purchase for each type of material, making sure the look at the quantity.

Once the final list(s) is put together, the items can be ordered for the bins.

Binders with lessons and units can be put together for each location that will end up in the bins. All of the materials will be separated as they are obtained.

Assessments for each grade level and rubrics will be created at this time. Steps 1-7 will be completed during the Spring semester 2019 in order to have the materials ready for use during the 2019/2020 school year.

Once the bins are prepared by the beginning of the following school year, then they will be ready for use.

Within the first few weeks of school each grade will take the end of year test as a first benchmark. This data will be entered per grade level and student to begin documentation.

The scores for nonfiction texts will also be documented for students in grades 2-5 for more data. This data will also be documented in order to analyze growth.

The bins and content will be used throughout the school year by all grade levels as the units of study come. The content in the Out of Eden will be used at all levels.

Students will be graded using rubrics for the projects and with formal assessments as needed for the smaller portions.

Toward the end of the school year students will again be tested using the end of year assessment in order to hopefully document thirty percent of average growth for the school on the content. The final district benchmark tests for the nonfiction texts will also be documented in order to ensure that at least sixty percent of students are at or above the national average on this indicator.

Methodology Detail

Project and problem based learning has provided excellent results in content knowledge for our school. In my classroom I have seen that most students have reached levels of achievement that are above the national average in all subjects, and I firmly believe that this has a strong correlation to the depth of knowledge that is provided by the project and problem based approach. Not all teachers are applying this same method to the manner in which they teach social studies. If we as a team work to integrate all subjects in the same approach, we will have a greater amount of success. I think that sometimes it can be intimidating to try

something new and look for the materials, but I feel that if most materials are provided, and set of usable content is supplied, then all teachers will make a greater effort. Our district does not provide funding for materials, and does not always support the teaching of social studies since it is not part of high stakes testing. I feel that if they see how all subjects and projects can work together, that they will welcome the idea of our school helping other schools get started with a similar project. Without proper social studies and geography education, students will not have the tools they need to really make a difference in our world because they may not know personally what those problems are, or how they are connected with the world. The main assumption is that all teachers will use the content provided, and at this point all teachers are on board with the project, and are excited to help. Our results should show growth beyond compare. Personally, I believe that though it is not easy to measure, that through this project and the connections that will be made, students will develop more empathy and care for other places and locations. I believe students will know why they should work now, and in the future to make our world better for plants, animals, and people. If all the materials are prepared and ready on time, then the project should be a great success, and open the minds of teachers and students.

Please summarize the relevant outputs you expect to produce (e.g., learning materials, instruction plan). Describe the changes you expect to result from these outputs and specify who/what will benefit.

With the team of teachers, and led by the curiosity and questions of students, it is expected that we will have several units related to the locations that each grade level studies. Each bin will have at least one problem based component that they will try to solve. This problem will be connected to a present or past need of the community that they are studying. Another output would be connections to other countries in a digital form in order to compare results from data collection or from the engineering solutions that are developed. Another output would be the gathering of appropriately leveled texts and materials for students to use. If the project is successful, the ideas can be shared to other schools in our district because learning is for everyone!

I expect many changes to come from the expected outputs. The most important change is in the mindset of students about our world. I want them to see that they can impact positive change in the world, that they are valuable, and needed. Further, I want them to understand these same truths about the people and the world around them. The hope is that they would later be involved in experiences and careers that make a positive change in our world. In a related way, I hope that teachers can see the value of teaching students about cultures and locations in a more meaningful manner. We can only inspire change in our world if we are willing to enter into what we teach, and show students why it matters. Students and teachers will benefit from the outputs as far as understanding, but I believe the real benefit will be in becoming more aware of our important role in our world. Hopefully in the future, our world will see the benefit of having these more informed, empowered, and connected students.

How do you plan to disseminate your project results, and to whom?

The results of the project will be collected with the use of spreadsheets separated by grade level with beginning and end of year results. The data will be shared

throughout the project with the whole staff. The final results will be shared with our district to hopefully have other schools use a similar project. The nonfiction test results will be shared at our school and district level to look at the amount of change over time, and the percentage of students at or above the national average score in this indicator. Any and all results will be shared with National Geographic in any format that is required.

How will you evaluate your work and results? Please list the indicators you will use to monitor progress toward your goal(s). Include current baselines and expected targets, if applicable.

We will look to our data for evaluation. Our goal for the growth in knowledge on the baseline assessment created by teachers will be for each student on average to make thirty percent growth. Each teacher will input this data for every student that is enrolled from the beginning of the school year to the end of the school year. The percentages will be averaged per grade level to come up with the average growth per student as a school. Further, for the nonfiction component we would look at the data collected through the MAP assessment that is conducted district-wide starting at second grade. We would look at the level of change over time and by the end of the year in the grades second through fifth we will have a goal of minimally sixty percent of all students who took the test to be at or above the national average in that indicator. If these results are achieved the project will be considered a success.

External Capacity Development

N/A

Works Cited (as appropriate)

No works are cited

Budget Details

Please enter the budget information you are requesting from NGS below, fitting items as closely as possible into the categories provided. To begin, click Generate Budget (the approximate start and end dates for your project are pre-filled). **Please click [HERE](#) to read all Budget Restrictions & Guidelines before completing.** Utilize the comments field to elaborate on each entry, as requested per the guidelines. If you are not requesting funds for a particular budget category, please leave the field blank. Enter all amounts rounded to the nearest US dollar, with no punctuation or symbols (example: 5200).

Parent Category	Grantee Budget Category	2019	2020	Total	Justification
Travel	Airfare	\$0.00	\$0.00	\$0.00	
Travel	Vehicle Rental and Maintenance	\$0.00	\$0.00	\$0.00	
Travel	Other Transportation	\$0.00	\$0.00	\$0.00	
Lodging/Food	Lodging	\$0.00	\$0.00	\$0.00	
Lodging/Food	Food	\$0.00	\$0.00	\$0.00	

Parent Category	Grantee Budget Category	2019	2020	Total	Justification
Equipment/Lab	Equipment & Supplies	\$10,000.00	\$5,000.00	\$15000.00	The whole project is based on creating the bins with the content. We will purchase most after the research, and keep a portion for use after teacher feedback on the bins when they are used to supply other materials that we did not realize we needed. Models or artifacts, bins, texts, binders, tools, etc. will be a large expense in order to provide content that all students can use at every grade level.
Equipment/Lab	Laboratory Costs	\$0.00	\$0.00	\$0.00	
Equipment/Lab	Laboratory Tests	\$0.00	\$0.00	\$0.00	
Compensation	Applicant and Team Members Compensation	\$0.00	\$0.00	\$0.00	We are all teachers and are not allowed to take other compensation per our contracts. We would rather all the funding go toward the project
Compensation	Assistants and Consultants Compensation	\$0.00	\$0.00	\$0.00	
Evaluation	Measurement and Evaluation	\$0.00	\$0.00	\$0.00	
Other	Institutional Overhead	\$0.00	\$0.00	\$0.00	No money is required by the school in order to put the project into place. The school board has approved this project to be submitted.
Other	Miscellaneous	\$0.00	\$0.00	\$0.00	
	SubTotal	\$10000.00	\$5000.00	\$15000.00	

Other Funding Sources

Please list the amounts of support already received for this project from individuals or institutions other than the National Geographic Society (up to 3). If you have more than three additional sources please list the three main sources of funding. Please list each current funding source by clicking the "New" button and filling in pertinent information.

Funding Source	Category	Amount Received
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No Data Available

Expected Outputs

To assist National Geographic in better understanding the goals of your project, please individually add and categorize the results and outputs your project is setting out to achieve. These results should be summarized in the Project Details tab of your application and you will be expected to report back on these results at the time of your final report, if you receive funding.

Please select "New" below to create an expected result/output.

Category	Result	Description (Details)	#
Individuals with New or Improved Knowledge	Students (Lower Education)	Students in the grade levels second through fifth, who take the benchmark assessment will have scores documented for the nonfiction section of the text. Teachers will use a spreadsheet for the benchmark to document growth from the beginning to the end of the school year. At the end of the school year, the goal is that sixty percent of the students who took the assessment will pass be at or above the national average. The bins will supply lessons for nonfiction text analysis in correlation to the project based learning that will take place in order to improve on our scores.	250
Individuals with New or Improved Knowledge	Students (Lower Education)	Students in grades K-5 at Innovation Academy will be expected to make thirty percent growth in scores on an end of year social studies exam from the beginning to the end of the school year. Each grade level will have a different assessment according the social studies standards for that grade level. Teachers will document the scores and percentages of growth on a spreadsheet that will be separated by grade level.	400

Attachments

Please upload a C.V. or Resume (required).

To upload, download the file from your device to your computer, press Choose File to select the ap

No.	File Name	
1	Resume-Extended Resume.pdf	Extended Resume

Image Upload 1

No. File Name

-

No Attachments

Image Upload 2**No. File Name**

-

No Attachments

Ethical Certification

National Geographic Society has zero tolerance for bribery and corruption, and complies with all applicable laws prohibiting such conduct including the U.S. Foreign Corrupt Practices Act and the U.K. Bribery Act. Grantees may not: offer or give anything of value to a government official or any other person as an incentive to, or in exchange or as a reward for, obtaining an improper advantage for National Geographic; or give, offer, solicit or accept anything of value that is intended to induce the recipient to violate his/her duty of loyalty to his/her employer. All licenses, permits and other government permissions or approvals required to carry out a grant must be obtained through the lawful, legitimate process of the country where the grant activity occurs.

Yes

National Geographic Society complies with all embargos and sanctions established by the U.S. Department of Treasury Office of Foreign Asset Controls (OFAC). If any work under the proposed grant will be performed in countries including but not limited to Cuba, Iran, Sudan, Syria, North Korea and Crimea, you must consult your legal counsel to ensure that an appropriate general license is available, or a specific license has been obtained, allowing the grant activity to take place. Additionally, the U.S. Department of Commerce must be notified when certain items are exported (including encryption software standard on all computers). You must consult with your legal counsel and comply with all export requirements applicable to the grant work.

Yes

By submitting this application, I represent that I am in compliance with the ethical standards and codes of practice for my discipline, and specifically the

Yes

requirements for projects relating to human or animal subjects. I further agree that I practice the National Geographic Society's internal values including honesty, fairness and transparency . Lastly, I agree that the National Geographic Society may share details about the project at the time of award.