

1. The Global Economy Simulation Project (GESP) was created by Ms. Chavez, Ms, Fernbach, and Ms. Rezina to bring economics into the 3rd and 5th grade classroom. First students learned many fundamental economic principals, build a community and learned what it means to be a citizen. Each classroom represented a country that they researched. Students applied for company positions and developed their enterprises. Students analyzed the needs and the wants of the other countries. Using the data they designed products according to the needs of the countries. Students launched websites showcasing the products that they created. Students purchased products from each company and practiced global trade. They were able to analyze the trends within the trading.

2. Using NWEA data we were able to calculate the growth of the students from the fall to the spring.

Reading- In third grade bilingual classroom the students were at 182 in the fall and grew 8 points to 190. In the third grade monolingual classroom the students were at 185 and grew 13 points. In the fifth grade monolingual classroom the students were at 206 in the fall and grew 9 points to 215.

Math- In the third grade bilingual classroom the students were at 186 in the fall and grew 14 points to 200. In the third grade monolingual classroom the students were at 189 in the fall and grew 10 points to 199. in the fifth grade monolingual classroom the students were at 210 in the fall and grew 10 points to 220.

3. I pads have increased our students 21st century skills by using different apps and programs to help them create businesses, develop products, interacted with each other and teachers. Students used their creativity to make videos/movies on iMovie and compose presentations using KeyNote. Students analyzed data and developed products based on the needs and wants of the countries they represented.

4. Overall class participation and attendance increased with the implementation of the iPads in the classrooms. Our current school attendance for 2011-2012 is 95% which is a 2% increase from the previous school year 2010-2011.

5. Advantages:

Students were able to use technology on a daily basis. Students were able to research, collect data, create graphs, analyze data, instantaneously share information with each other and teachers. Students were able to use APPS to improve literacy and math skills. For example students had access to books that were at their reading level. Students were also engaged through the use of mathematical basic/advanced skill practice. Students worked at a rigorous level while they created books, presentations, movies, puppet shows, and other project based activities. During lessons and presentations students were able to communicate and get immediate feedback.

Challenges:

The only challenge we had was with students accidentally dropping their iPads and damaging the screens. We also had challenges with syncing and updating to the new IOS5 due to the fact that we only received 2 computers and carts for 3 classrooms that were involved in the grant.

## 6. Student Artifacts:

Show Me- Students demonstrated mathematical problem solving skills by using an app that record the step by step procedures as they solved the problems. Whereas last year in a non iPad classroom they used paper and pencil to solve the problem. This gave the teacher a less detailed explanation of the process they used to solve the problem.

Scribble Press/ Story Kit- Students were able to create, publish and share books in iBooks with the students in the classrooms for everyone. Whereas last year the books that were created were only available for viewing for one person at a time.

Movie- Students were able to research and make movies about their projects. they were able to add music, sound clips and videos to their movies. The collaboration and creativity was enhanced by using this amazing APP. Whereas last year they would do research and make a poster.

Website- Students were able to make a website highlighting products that they designed within their collaborative businesses. Whereas last year they would either make a powerpoint or a poster.

Keynote Presentation- Students were able to create and share their projects using Apple Tv's instantaneously to the whole classroom. Whereas last year they could create powerpoint presentations at different times because of limited access to computer time.

For more information feel free to contact Veronica Chavez at [vchavez1@cps.edu](mailto:vchavez1@cps.edu)