



## Orleans-Niagara Teacher Center

### Winter/Spring – Register Online

*Stay warm this winter by exercising your brain!*



#### Face-to-Face Learn-shops

##### **F20-01 and -03 Teacher & Student Wellness: Positive Impacts on Work and School**

Teachers explore gentle Chair Yoga postures, breathing techniques & mindful activities while seated and/or standing with the assistance of chairs. Chair Yoga helps teachers & students learn how to incorporate mindfulness, stress-relieving techniques & feel-good stretches into the school/work day. Chair Yoga is inclusive as it can help teachers/students with limited mobility who may have injuries/sensitivities, medical conditions & need the support of a chair for balance. Teachers learn self-care techniques as well as effective ways that Yoga supports social-emotional learning and can help to ward away stress, increase focus & encourage healthy behaviors in & out of the classroom. Please bring a mat & dress for movement & comfort.

**F20-01** January 22, 4-7pm (3 hrs, \$15), Mari Irwin **OR**

**F20-03** March 11, 4-7pm

##### **F20-02 A Mindful Journey: Understanding the Art and Science of Self-Awareness**

Mindfulness practices support us to create deeper self-awareness and improve our ability to cope with stress, overwhelm, anxiety, PTSD and other reactive states of fight, flight or freeze. We will explore the science of mindfulness, the benefits, and understand self-awareness as a tool for increased self-regulation, improving coping skills, managing our choices more productively, and enhancing attention and concentration. Participants will experience a variety of mindfulness activities to use in classrooms, with students, and for themselves.

February 4, 4-7pm (3 hrs, \$15), Diane MacDonald (Livestream)

##### **F20-04 Exploring Emotional IQ**

Students are experiencing exponential increases in chronic illness, bullying, depression, anxiety, hyper-connectivity, and stress. We believe that building and emphasizing Emotional Intelligence in our classrooms is essential for optimal learning and the mental health of our students. In this workshop we will define Emotional Intelligence, review the benefits of improved Emotional IQ, and explore yellow and green light emotions. Participants will experience several easily integrated activities to deliver in the classroom and one-to-one sessions with students.

March 31, 4-7pm (3 hrs, \$15), Diane MacDonald (Livestream)

#### Online Learning with Books- A Collaborative Learning Experience Focused on Research Based Texts

**REGISTRATION OPENS DECEMBER 2 AND CLOSES JANUARY 31 FOR ALL CLASSES. PLEASE REGISTER EARLY.**

##### **B20-01 Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom (K-12)**

Trauma hinders learning, motivation, and success. We, as educators, need to build strong relationships and create safe spaces for our students to enable higher-level learning. In this book study using Fostering Resilient Learners: Strategies for Creating a Trauma-

Sensitive Classroom, by Kristin Souers & Pete Hall, we will read and discuss reliable and effective strategies, approaches, and techniques for self-care, breaking negative cycles, reflection and self-awareness to help both you and your students flourish.

1/13-2/3/20, online (15 hours, \$75), Jessica Bruno

##### **B20-02 The Educator's Handbook for Inclusive School Practices**

This class is based on the book, The Educator's Handbook for Inclusive School Practices, by Chelsea P. Tracy-Bronson and Julie Causton. Participants will read and explore tips and strategies to collaborate effectively as general education and special education teachers in a co-taught setting. The text shares experiences and insights to create an inclusive classroom that supports all learners socially, emotionally and academically.

1/13-2/3/20, online (15 hours, \$75), Kari Ernst

##### **B20-03 Lost at School (K-12)**

Participants will learn and apply practical behavioral strategies, outlined in the book, Lost at School, by Dr. Ross Greene, to engage students and help them overcome social, emotional and behavioral challenges experienced in the classroom. We will study how to utilize Dr. Greene's ALSUP process, including identifying lagging skills and unsolved problems, and the Collaborative and Proactive Solutions model. **\*Participants will need to identify a current student with behavioral challenges and actually utilize both the ALSUP and CPS with the student for the final project.**

1/13-2/13/20, online (15 hours, FREE), Cheryl Herman

##### **B20-04 Renew Your Teacher Toolkit (K-6)**

We will read and discuss the book The Fun Teacher's Toolkit: Hundreds of Ways to Create a Positive Classroom Environment & Make Learning Fun, by Rob Plevin to provide you new ideas that you can implement into your classroom. The book will give you suggestions to increase participation, motivation and make teaching fun for all.

1/20-2/3/20, online (15 hours, \$75), Amy Girard

##### **B20-05 Watch Your Mouth (K-12)**

Through personal experience, Watch Your Mouth by Brian Mendler, reminds us we have a moral responsibility to do whatever it takes to save the most challenging kids. The book provides true, transparent resources, interventions, and prevention strategies all educators can use immediately. This book will refresh your commitment and desire to work with all kids. We will discuss the book and share our own experiences as we dissect Mendler's suggested techniques.

1/20-2/7/20, online (15 hours, \$75), Lisa Fletcher

##### **B20-06 Co-Taught Classroom in 30 Days (K-12)**

In this class, based on the book 30 Days to the Co-Taught Classroom by Dr. Paula Kluth and Dr. Julie Causton, participants will learn about the different models for co-teaching, advantages and challenges of co-teaching, how to successfully set up a co-taught classroom and practical strategies for making co-teaching a success. Throughout the course participants will answer discussion questions pertaining to the book and will interact digitally with others. We will create lesson plans, complete charts and assignments and share experiences we have had with co-teaching presently or in the past.

1/27-2/10/20, online (15 hours, \$75), Kristi Davis

### **B20-07 Reading Strategies (K-8)**

This course will be based on the best-selling reading book by Jennifer Serravallo, The Reading Strategies Book. Using the Schoology platform, teachers will immerse themselves in the strategies found in the book and develop ways to implement them into their own reading and writing curriculum. These strategies are effective for ANY ELA curriculum!

1/27-2/7/20, online (15 hrs, \$75), Erin Kozerski

### **B20-08 Shift This! Gradual Changes for Massive Impact (K-12)**

Shift This! How to Implement Gradual Changes for Massive Impact in Your Classroom by Joy Kirr, provides useful information and strategies to improve teaching practices that will promote student driven learning. Participants will have the opportunity to reflect on current teaching practices and choose an area(s) to improve by making gradual shifts in thinking, teaching, and classroom culture that will have a positive impact on the learning process.

2/3-2/21/20, online (15 hours, \$75), Tina Oddy

### **B20-09 Master the Media (K-12)**

Times have changed! Technology connects us in new and exciting ways. We have more choices and more control than ever, regarding what and when we will watch, listen to and read. In the book, Master the Media: How Teaching Media Literacy Can Save Our Plugged-In World, it is explained that with that control comes a heightened level of responsibility to think critically about the content we consume. The book explains the history, purpose and message behind the media. The point isn't to get kids to unplug; it's to help them make informed choices, understand the difference between truth and lies, and discern perception from reality. Critical thinking leads to smarter decisions.

2/3-2/21/20, online (15 hours, \$75), Audrey Stafford

### **B20-10 Creating Cultures of Thinking (K-12)**

Ron Ritchhart's, Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools, explores the importance of students being able to think critically, to be discerning, weigh competing claims, to synthesize, reason, and make effective decisions. By teaching students how to "think," we teach them how to think about themselves, encourage them to be thoughtful, introspective, and self-evaluative. The book revolves around 8 forces: Expectations, Language, Time, Modeling, Opportunities, Interactions, and Environment. Participants will explore each force while they reflect on their own teaching practices and how they can be more intentional about these forces that shape our culture.

2/10-2/26/20, online (15 hours, \$75), Maura Bruno

### **B20-11 Look Me in the Eye – Understanding Autism (K-12)**

Students and persons on the "Autistic Spectrum" are in our schools, classrooms, libraries, public places, workforce, and within our communities. Their special needs are often misunderstood. Look Me in the Eye, by John Elder Robison, gives us an inside look and feel of what it's like to be different. A final project is also required. Our online discussions will include the special characteristics and needs of these students and how we can recognize their special gifts, prepare ourselves to contribute to their student achievement and success, and increase compassion rather than invite judgment.

2/10-3/16/20, online (20 hours, \$100), Jeanne Frazer

### **B20-12 Formative Five (K-12)**

For success in school and life, students need more than proficiency in academic subjects and good scores on tests; those goals should form the floor, not the ceiling, of their education. To truly thrive, students need to develop attributes that aren't typically measured on standardized tests. In this book, Formative Five, by Thomas R Hoerr, teachers will learn how to foster the "Formative Five" success skills that today's students need.

2/24-3/10, online, (15 hours, \$75), Mike Bollinger

### **B20-13 Raising the Bar and Closing the Gap (K-12)**

In the book, Raising the Bar and Closing the Gap, by Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek, the authors address enrichment for proficient students by illustrating how the effective implementation of the PLC concept not only closes the gap for students who have historically struggled in schools but also raises the achievement bar for all students. We will explore the following questions: Is the PLC improvement process sustainable? Is it transferable? How have the changes in national educational policy impacted the premise that schools should have a systematic plan for responding to the learning needs of students?

2/24-3/13/20, online (20 hrs, \$100), Karen Pax

### **B20-14 Empower Your Students (K-12)**

Empower: What Happens When Students Own Their Learning, by John Spencer and A.J. Juliani provides guidelines that will inspire innovation, allow for authentic learning experiences, and empower students to pursue their passions. Participants will learn how to embrace the maker mindset, encourage self-starters, promote problem solvers, and shift to a growth mindset through the many practical ideas shared in this course. This study not only focuses on what happens when students own their learning, but also guides educators on how to get there while meeting standards, curriculum paths, & the realities of daily school life.

3/2-3/20/20, online (15 hours, \$75), Tina Oddy

### **B20-15 Dealing with Difficult Parents (K-12)**

This class is based on the book, Dealing with Difficult Parents, by Todd Whitaker and Douglas J. Fiore. Participants will be introduced to a variety of tools and skills to help foster positive interactions and relationships with parents. The text offers set phrases to use as well as "trigger" words to avoid when sharing news with parents and building your credibility.

3/2-3/23/20, online (15 hours, \$75), Kari Ernst

### **B20-16 Mindfulness in the Classroom (All Staff K-12)**

Students and teachers feel overwhelmed and highly stressed. Mindfulness in the classroom improves students' focus and promotes positivity in relationships with self and others. This book study, using the book, Mindfulness in the Classroom, by Thomas Armstrong, will explore foundations of mindfulness and its effects on the brain, implementation of mindfulness for all grade levels/content areas that align with SEL, PBIS & UDL, and will provide guidelines & strategies to use in the classroom with your students.

3/9-3/30/20, online (15 hours, \$75), Jessica Bruno

### **B20-17 Teaching with Your Mouth Shut (K-12)**

Each chapter in this book by Donald Finkel presents a case study, a story, or a sustained image of a teaching situation - a set of "circumstances" that produces significant learning in students. The idea of "teaching with your mouth shut" is explored, exemplified, and varied to such an extent that it ultimately specifies a comprehensible approach to teaching - along with a host of concrete teaching possibilities.

3/9-3/30/20, online (15 hours, \$75), Kyle Hurtgam

### **B20-18 The Writing Strategies Book (K-8)**

This course will be based on the best-selling writing book by Jennifer Serravallo. Using the Schoology platform, teachers will immerse themselves in the strategies found in the book and develop ways to implement them into their own reading and writing curriculum. These strategies are effective for ANY ELA curriculum!

3/16-3/27/20, online (15 hours, \$75), Erin Kozerski

### **B20-19 Learn Like a Kindergartener (K-12)**

Imagine if school could always be as fun as when you were in kindergarten! Based on the book Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play by Mitchel Resnick,

participants will learn practical ways to bring more imagination and creativity into their classrooms while also keeping up with the rigorous standards of today.

3/16-3/30/20, online (15 hours, \$75), Kristi Davis

### **B20-20 Assignments Matter (K-12)**

What exactly is an "assignment" and why does it matter?

The book, Assignments Matter: Making the Connections That Help Students Meet Standards by Eleanor Dougherty, addresses this question and many more, with two aims in mind: (1) to guide teachers and administrators in crafting high-quality assignments, and (2) to help educators understand the powerful impact that assignments can have on teaching and learning. The book explains the critical differences between "assignments," "activities," and "assessments" and thoroughly describes the key elements of an assignment: prompts, rubrics, products, and instructional plans.

3/23-4/3/20, online (15 hours, \$75), Karen Pax

### **B20-21 The Last Lecture (K-12)**

This class is based on the book, Last Lecture, written by the late Randy Paush, a college professor that was diagnosed with a terminal illness. He wrote this book to share some life lessons with his children. It became a best seller and touched the lives of many others. It shares the importance of overcoming obstacles and seizing every moment in your life. As you read his story, you will be able to reflect and see how these life lessons can be applied to your life and your own classroom!

3/23-4/6/20, online (15 hours, \$75), Clare Cavanaugh

### **B20-22 Engaging Students With Poverty in Mind (K-12)**

Engaging Students With Poverty in Mind: Practical Strategies For Raising Achievement by Eric Jensen delves deeper into the engagement of students as the key factor in determining academic success when dealing with poverty. In this book study, participants will explore purposeful engagement strategies that all teachers can use to increase motivation and effort, build deep understanding of content, and increase achievement.

4/27-5/15/20, online (15 hours, \$75), Maura Bruno

### **B20-23 Awakening Genius in the Classroom (K-12)**

"Every student is a genius," declares author Thomas Armstrong, and an educator's most important job is to discover and nurture the "genius qualities" that all students were born with but that may no longer be obvious. Urging readers to look beyond traditional understandings of what constitutes genius, Armstrong describes 12 such qualities and cites research in various fields that supports this broader understanding of genius and explains how influences in the home, the popular media, and the school itself "shut down" the genius in students. Armstrong offers guiding principles to help educators awaken genius in the classroom--beginning with awakening the genius in themselves.

4/27-5/18/20, online (15 hours, \$75), Lisa Scelsa

### **B20-24 Shake Up Learning (K-12)**

Rapidly evolving technology and the demands of the digital age are transforming not only the way we live but also the way we learn. Educators cannot continue the status quo if they expect to equip young people for the world to come. In the book, Shake Up Learning, by Kasey Bell, participants will learn strategies to shift the learning in their classrooms from static to dynamic and create a classroom environment focused on the 4 C's. If you're ready to "shake up learning" in your classroom, this book study is for you!

4/27-5/21, online (15 hours, FREE), Cheryl Herman

### **B20-25 Doing Poorly on Purpose (K-12)**

The book, Doing Poorly on Purpose, by James R. Delisle, dispels the negative associations and stereotypes connected to underachievement. The focus is on smart kids who get poor grades not because they're

unable to do better in school but because they don't want to. There is no such thing as a "classic underachiever." Students (and their reasons for underachieving) are influenced by a wide range of factors, including self-image, self-concept, social-emotional relationships, and the amount of dignity teachers afford their students.

5/4-5/19/20, online (15 hours, \$75), Mike Bollinger

### **B20-26 Your Creative Brain (K-12)**

Based on the book Your Creative Brain: Seven Steps to Maximize Imagination, Productivity, and Innovation in your Life by Shelley Carson. Participants in this book study will explore research based techniques that discuss how to expand creativity and increase productivity. Through discussion with colleagues participants will explore the seven brain steps or "brainsets" and their functions related to creativity, productivity and innovation. We will also discuss practical application of these brain sets related to our students and teaching.

5/11-5/27/20, online (20 hours, \$100), Kelly Zimmerman

### **B20-27 The Hungry Brain: Nutrition/Cognition Connection (K-8)**

Feed the brain first to make the nutrition/cognition connection!

Focusing on nutrition's role in promoting learning, this book study by Susan Augustine, calls on educators to model good food choices for their students. Building on a simple three-part framework of plant foods, animal foods, and junk foods, and incorporating exercise, this PD shows educators how: Healthy eating provides a powerful link to learning Childhood obesity, food allergies, and other disorders may be related to eating habits Breakfast is still the most important meal of the day Brain-jogging exercises enhance brain activity, improve physical health, increase clarity, and reduce stress

5/25-6/12/20, online (15 hours, \$75), Dana Thompson

### **Online STRATEGIC Courses – Learn New Teaching Strategies and Technologies at Your Own Time and Pace**

#### **O20-01 Exploring The Whole Child Education (All Educators)**

True school improvement is hard. Only a whole child approach aligned across curriculum and instruction, school climate and structures, professional development and student learning, can truly ensure that each child, in each school, in each community, will be healthy, safe, engaged, supported, and challenged for long-term success in college, career, and civic life. We will explore and learn how we can balance meeting standards as well as educating the whole child.

1/15-1/29/20, online (15 hours, \$75), Kathy Halter

#### **O20-02 Literacy for the ELL Student & Other Struggling Readers**

This course will focus on ways to effectively differentiate literacy instruction and students will learn a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and Response to Intervention. Students will study English language learners, cultural diversity, and learning/behavior disabilities, and will examine the curricular implications and interventions for the development of literacy skills. This course fulfills the ELL requirement for CTLE hours as well.

1/22-2/7/20, online (15 hours, \$75), Jeff Betz

#### **O20-03 Sports and Race Relations (SS, ELA, SE, K-12)**

This is an on-line, self-paced workshop that uses sports as a means to explore the meaning of "race," race relations (both in the United States and internationally), and the consequences of racial theory. Specifically, the course will examine the 1936 "Nazi Olympics", the 1938 Joe Louis vs. Max Schmeling heavyweight championship fight, and the "Black Power Salute" during the 1968 Summer Olympics in Mexico City.

2/5-2/26/20, online (15 hours, \$75), Tom Bittner

[www.onteachercenter.wixsite.com/ontc](http://www.onteachercenter.wixsite.com/ontc)

#### **O20-04 Improving Classroom Motivation with Uninterested and Disruptive Students (K-12)**

Participants will be introduced to learn, research, and implement various classroom management strategies and instruction practices to limit classroom disruptions while increasing the motivation of interested students. They will be introduced to restorative justice practices and the basics principals as they pertain to building positive relationships.

3/4-3/20/20, online (15 hours, \$75), Jeff Betz

#### **O20-05 Google Extensions for Students with Special Needs**

Google extensions are tools that work with your Chrome Browser to provide additional features and functionality. This course will introduce you to a variety of different Google extensions that will help students with reading comprehension, focus and attention, and organization.

3/11-3/18/20, online (9 hours, \$45), Mark Hanes

#### **O20-06 Mental Health: Helping Students with Depression (K-12)**

As mental health problems among adolescents continue to climb, schools are seeing the importance and need for mental health education. This course will improve your knowledge and understanding of anxiety and depression. We will dispel common myths about these disorders and learn how to identify risk factors and warning signs.

5/6-5/20/20, online (15 hours, \$75), Mark Hanes

#### **O20-07 Cultivating Kindness (K-12)**

In this workshop we will explore what it means to cultivate kindness. Being kind to yourself, kindness in the home, your classroom and community. We often hear about random acts of kindness toward strangers; but some of the most meaningful acts of kindness are non-random: listening to a friend who needs support, putting a note in your child's lunchbox, having a classroom that strives to be kind and supportive to others and then taking into our communities. The goal of is to bring more optimism and life satisfaction to everyone around you.

5/13-6/3/20, online (15 hours, \$75), Kathy Halter

**To register for any courses, please go to:**

**<https://www.surveymonkey.com/r/ontcwinter2020>**

**All courses are \$5/hour unless otherwise indicated.**

**Checks payable to O/N BOCES.**

**For more information on any programs listed in this catalog, please contact the Director of the Orleans-Niagara Teacher Center, Cheryl Herman, [cherman@onboces.org](mailto:cherman@onboces.org)**

#### **ONTC Policy Board Members**

Albion, April Griggs & Jen Lamont, [agriggs@albionk12.org](mailto:agriggs@albionk12.org),

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Holy Ghost Lutheran, Maggie Gildersleeve, [margogilder@gmail.com](mailto:margogilder@gmail.com)

**[www.onteachercenter.wixsite.com/ontc](http://www.onteachercenter.wixsite.com/ontc)**



#### **FAR WEST TC NETWORK SPECIAL OFFERINGS**

**[Register here](#) by January 31**

*Programs offered in collaboration with partners listed*



#### **Physical Education Conferences -**

**Active Classroom for all K-8 or PE K-12!**

#### **Engage Students, Activate Learning:**

Come to this workshop ready to move and celebrate the joy of teaching! This interactive workshop is designed for elementary classroom teachers working to integrate classroom physical activity into their daily routines. Teachers will learn how to access [OPEN resources](#), manage safe physical activity environments, and will experience the energizing benefits of classroom-based physical activity. Topics span all grade and subject areas. Leave ready to ENGAGE students and ACTIVATE learning!

**Workshop designed for K-8 Classroom Teachers.** Held at Niagara Falls Field House, 3980 Pine Ave, Niagara Falls. Free equipment giveaways!

**3/11/20, 4-7pm, 3 CTLE hours, Cost \$30 (we will take PO's)**

#### **Engaging Physical Ed, OPEN for K-12 PE Teachers:**

Come to this workshop ready to move and celebrate the joy of teaching physical education. Leave with a wide-variety of activities that will span all grade levels. All activities align with SHAPE America's Standards and Grade-level Outcomes. Guide your students to developing physical literacy utilizing a free curriculum resource ([OPENphysed.org](http://OPENphysed.org)). Learn how to differentiate activities using the Universal Design approach. This session will promote best practices for high quality physical education!

**Open to all K-12 Physical Education teachers.** Held at Niagara Falls Field House, 3980 Pine Avenue, Niagara Falls. Free equipment giveaways!

**3/12/20, 8:30-3pm, 6 CTLE hours, Cost \$100 (we will take PO's)**



#### **ECHOES & REFLECTIONS**

TEACHING THE HOLOCAUST. INSPIRING THE CLASSROOM.

#### **Echoes and Reflections: Teaching the Holocaust**

Through [Echoes and Reflections](#) signature professional development program, participants explore and gain access to a range of classroom content and consider instructional enhancements to support students' study and reflection of the history of the Holocaust and its meaning in the world today. Educators enhance their own knowledge about the Holocaust, including the history of antisemitism, and build confidence and capacity to teach this complex subject. Held at Niagara Falls HS, 237 Feb 25 and 27, 4-7pm, 6 CTLE hours, FREE

#### **Echoes and Reflections: Connecting the Past**

As the world struggles with the largest refugee crisis since WWII, [Echoes & Reflections](#)' content offers educators an opportunity to explore the history of Jewish refugees during the 1930s and 1940s and connect the lessons of intolerance, inaction, and indifference to how we understand today's refugee crisis. Held at the Orleans-Niagara Teacher Center, 4124 Saunders Settlement Rd, Sanborn

**March 24 and 26, 4-7pm, 6 CTLE hours, FREE**



#### **NY Geographic Alliance**

#### **GeoHistoGrams for Global History and Geography**

The [World GeoHistoGram](#) is a teaching resource from the Michigan Geographic Alliance. It is a time line that combines history with geography, showing when and where empires existed since 4000 BCE. There are about 20 lessons that complement the timeline and plot the advance of inventions, spread of religion, connections between regions, etc. Teachers will learn how the GeoHistoGram is organized and how to use this resource with Global students (also Grade 6). Participants will receive posters, lessons, and a flash drive with digital resources. Held at Niagara Falls HS, room 237, April 2, 4-7pm, 3 CTLE hours, FREE