

trap!t

Now the web follows you.

Follow us @Trapit

Welcome to Trap!t Education

A resource for educators, new for the 2012-3 academic year

By Ethan Siegel

Outline:

- ◆ Educational Needs
 - ◆ New for 2012-3, the CCSSI
- ◆ Trap!t's unique product
 - ◆ How Trap!t Education can fill those needs
- ◆ Vision for Classroom Success
- ◆ Resources for Educators

Educational Needs

- ◆ Welcome to the era of the CCSSI
 - ◆ CCSSI = Common Core State Standards Initiative
 - ◆ New Core Standards have replaced No Child Left Behind
 - ◆ New Standards for reading + math take effect in 2012-3
- ◆ 45 States + Washington, D.C. have already adopted reading standards
 - ◆ Grade-specific Reading (10), Writing (10), Speaking + Listening (6) and Language (6) standards
 - ◆ 66-page document *plus* subject-specific supplements

Educational Needs

New focuses under the Common Core:

- ◆ Incorporation of digital media / internet technology
- ◆ Increased focus on research in reading & writing
 - ◆ Information gathering / vetting
 - ◆ Evaluation of quality of information and sources
 - ◆ Comparison of multiple sources of information

Simply citing Wikipedia is *not* sufficient!

Educational Needs

- **Administrative:**
 - Must Meet & Fulfill Federal “Common Core Standards”
 - Ensure CCSSI compliance
- **Teachers:**
 - Must engage and challenge students, simultaneously meeting the new CCSSI
 - Design lessons/classes which go beyond the classroom texts
- **Students:**
 - Demonstrate competence meeting new standards
 - Pass standardized examinations
 - Must be interested & engaged



Educational Needs

Administrative:

- Must Meet & Fulfill Federal “Common Core Standards”
- Ensure CCSSI compliance

Teachers:

- Must engage and challenge students, simultaneously meeting the new CCSSI
- Design lessons/classes which go beyond the classroom texts

Students:

- Demonstrate competence meeting new standards
- Pass standardized examinations
- Must be interested & engaged



Huge Challenge

trap!t

Now the web follows you.
Follow us @Trapit

Trap!t: A Unique Product

On the Web at <http://trap.it/>

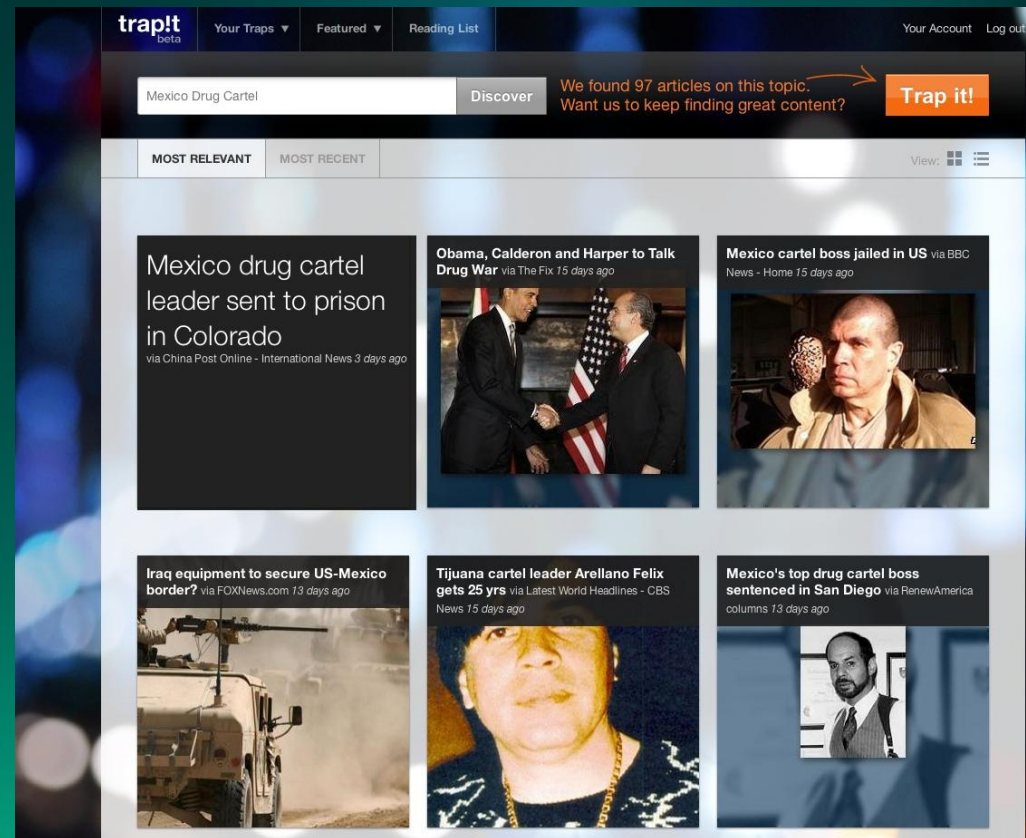
On the iPad, free from the App Store

The screenshot shows the Trap!t web application interface. At the top, there's a navigation bar with 'trap!t beta', 'Your Traps', 'Featured', 'Reading List', 'Your Account', and 'Log out'. Below this is a search bar containing 'Mexico Drug Cartel' with a 'Discover' button. To the right of the search bar, a message says 'We found 97 articles on this topic. Want us to keep finding great content?' with a 'Trap it!' button. Below the search bar, there are tabs for 'MOST RELEVANT' and 'MOST RECENT', and a 'View:' option with a grid icon. The main content area displays a grid of article cards. The first card is titled 'Mexico drug cartel leader sent to prison in Colorado' with a sub-headline 'via China Post Online - International News 3 days ago'. The second card is titled 'Obama, Calderon and Harper to Talk Drug War' with a sub-headline 'via The Fix 15 days ago' and features a photo of Barack Obama. The third card is titled 'Mexico cartel boss jailed in US' with a sub-headline 'via BBC News - Home 15 days ago' and features a photo of a man. The fourth card is titled 'Iraq equipment to secure US-Mexico border?' with a sub-headline 'via FOXNews.com 13 days ago' and features a photo of a military vehicle. The fifth card is titled 'Tijuana cartel leader Arellano Felix gets 25 yrs' with a sub-headline 'via Latest World Headlines - CBS News 15 days ago' and features a photo of a man. The sixth card is titled 'Mexico's top drug cartel boss sentenced in San Diego' with a sub-headline 'via RenewAmerica columns 13 days ago' and features a photo of a man.

The screenshot shows the Trap!t iPad application interface. At the top, there's a navigation bar with 'trap!t', 'MY TRAPS', 'FEATURED TRAPS', 'READING LIST', and a 'Subscribe to Featured Traps' button. Below this is a section titled 'Curated subjects from the Trap!t team'. The main content area displays a grid of article cards. The first card is titled 'Mars' with a sub-headline 'NASA's Mars Reconnaissance Orbiter captures color picture of...' and features a photo of Mars. The second card is titled 'Mars' with a sub-headline 'Mount Sharp or Aeolis Mons?' and features a photo of Mars. The third card is titled 'Mars' with a sub-headline 'Curiosity Ready to Drive After "Brain Surgery"' and features a photo of the Curiosity rover. Below this is a section titled 'Body Image' with a sub-headline 'Therapy News'. The main content area displays a grid of article cards. The first card is titled 'Body Image' with a sub-headline 'Why men don't admit to binge eating' and features a photo of a person's mouth. The second card is titled 'Body Image' with a sub-headline 'Diabetes Risk Factors' and features a photo of a person's mouth. The third card is titled 'Body Image' with a sub-headline 'Therapy News' and features a photo of a person's mouth. Below this is a section titled 'White House Race' with a sub-headline 'Olympic Games' and features a photo of a person's mouth. The main content area displays a grid of article cards. The first card is titled 'White House Race' with a sub-headline 'Olympic Games' and features a photo of a person's mouth. The second card is titled 'White House Race' with a sub-headline 'Hairstyles' and features a photo of a person's mouth. The third card is titled 'White House Race' with a sub-headline 'Hairstyles' and features a photo of a person's mouth.

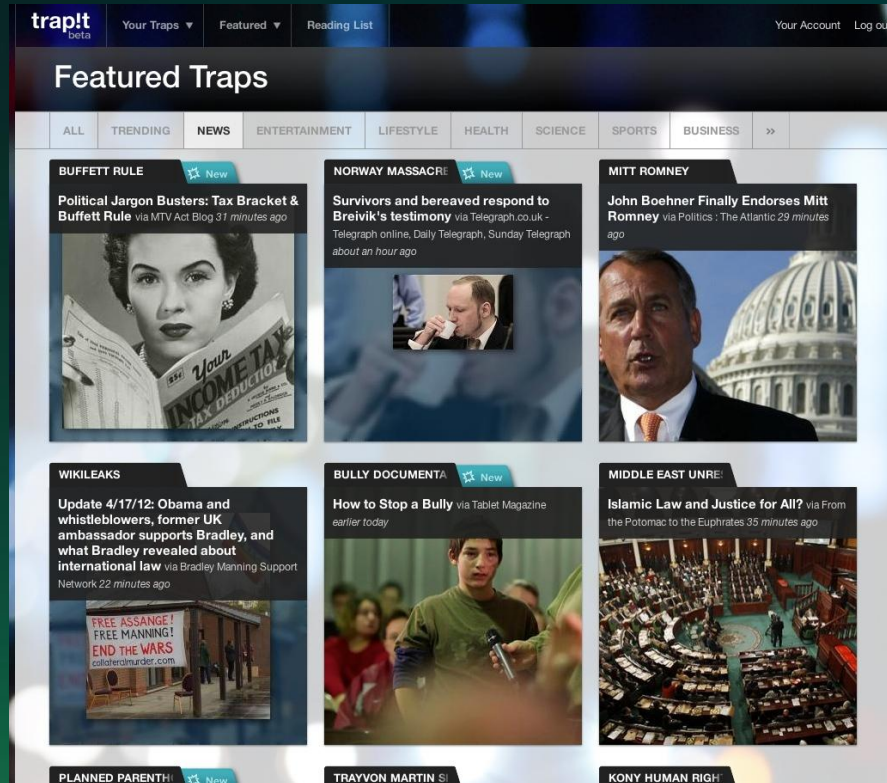
Trap!t's Strengths:

- Strong Visual Interface
- Quick & Easy Summaries
- Real-time, Quality News Aggregation
- Varied Perspectives
- 100,000+ Quality Sources
- Extremely Organized Layout



Just put in your keywords for discovery and start liking & disliking articles to personalize your results!

Trap!t's Capabilities:



- Outstanding & Timely Collection of 300 Featured Traps
- Curated by Experts
- Covers News, Science, Health, Technology, and more



- Perform Quick, Simple Research on any topic
- Follow Breaking and Timely Stories
- Uniquely able to be Trained and Personalized
- Simply like and dislike content/sources

Trap!t + New CCSSI Needs

Ideal tool for addressing many of the new CCSSI standards
(See enclosed [Broad Content Outline](#) document)

ELA, History/Social Studies, Science/Tech Skills (Synopsis)			
Reading Skills	Writing Skills	Speaking/Listening*	Language Skills*
1.) Cite textual evidence to support analysis of what the text says explicitly and draw inferences; identify gaps/errors.	1.) Write arguments to support claims in an analysis of substantive topics, using valid reasoning & relevant, sufficient evidence.	1.) Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own.	1.) Demonstrate command of the conventions of standard English grammar & usage when writing/speaking.
2.) Determine a central idea of a text and its conclusions; analyze developments over the course of the text; provide an accurate, objective summary.	2.) Write informative & explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	2.) Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each.	2.) Demonstrate command of the conventions of standard English (capitalization, punctuation, spelling, etc.) when writing.
3.) Analyze how an analysis or series of ideas, events or experiments unfolds, including order, how they are introduced and developed, and the connections between them.	3.) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences and/or arguments.	3.) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3.) Apply knowledge of language to understand its function in different contexts, make effective choices for meaning & style, and comprehend more fully when listening & reading.
4.) Determine the meaning and tone of words, symbols and phrases as used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices.	4.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.) Present information, findings, and supporting evidence clearly, concisely, and logically, appropriate for the purpose, audience & task.	4.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using a range of strategies: context, dictionary/thesaurus, root/prefix/suffix analysis, etc.
5.) Analyze in detail how ideas or informational claims are developed and refined by particular sentences, paragraphs, or larger portions of a text, demonstrating understanding.	5.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, etc., addressing what is most significant for a specific purpose and a particular audience.	5.) Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; interpret figures of speech.

6.) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Identify issues that remain unresolved.	6.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products; link to other information / sources & display information flexibly & dynamically.	6.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.) Acquire and use accurately general and domain-specific academic words and phrases; demonstrate independence in gathering vocabulary knowledge; express oneself appropriately.
7.) Analyze various accounts of a subject told in different mediums and from different sources; determining which details are emphasized in each account.	7.) Conduct both short & sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources, demonstrate understanding of the subject being investigated.	* - Speaking/Listening skills technically fall under English Language Arts only, but the skills are important to students in all subjects, & in life.	* - Language skills technically fall under English Language Arts only, but the skills are important to students in all subjects, & in life.
8.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8.) Gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information properly into the text with proper citation.		
9.) Analyze selected documents of literary, historical and scientific significance, including how they address coherent themes and concepts.	9.) Draw evidence from informational or literary texts (as appropriate) to support analysis, reflection, and research.		
10.) Read and comprehend all chosen and/or selected texts at the appropriate complexity band independently and proficiently.	10.) Write routinely over extended time frames and shorter time frames for a range of purposes, tasks, and audiences.		

Yellow Highlighted Point: Trap!t excels at helping students meet these standards.

Green Highlighted Point: Trap!t is exceptionally strong as a tool for these standards.

Fulfilling Those Needs



Trap!t can provide **personalized, individual educational/research** experiences to students

With content **targeted to students' interests & customizable to individual assignments**

Makes the student responsible for **developing standards of evidence** for credibility

Both in terms of **sources and content**

Already chosen as one of the “top 10 indispensable Apps” for the 2012-3 school year:

<http://www.xconomy.com/national/2012/08/24/back-to-school-apps/9/>

Provides **current, breaking, relevant news** in a way that no textbook, even a brand new one, can

Vision for Classroom Success

- ◆ Get students invested in doing their own research:
 - ◆ Evaluating content
 - ◆ Citing and comparing sources
 - ◆ Making their own critical arguments
- ◆ Facilitates Teachers and Students **personalizing** and **individualizing** education



Each student will have a unique experience using Trap!t as part of their education!

Applicable Across Many Potential Content Areas

◆ History

- ◆ U.S. Government & Politics, economics, public policy, SCOTUS
- ◆ World History, international affairs, elections, wars and conflicts

◆ Science

- ◆ Biology, evolution, genetics, psychology, environmental issues
- ◆ Health, vaccination, fluoridation, sex education, HIV/AIDS
- ◆ Physical science, climate science, astronomy, Higgs boson, neutrinos

◆ Humanities

- ◆ English, current books/literature, creative writing, journalism
- ◆ Theatre, dance, performing arts, drama
- ◆ Traditional art, digital art, music: classical and modern

◆ Education

- ◆ Lesson plans, education research, professional development

Resources for Educators

- ◆ Trap!t Education comes with **four customizable Lesson** documents
 - ◆ Created and evaluated by educators for educators
 - ◆ Includes scaffolding, classroom suggestions and assignments
 - ◆ Fully CCSSI-compliant; includes individual and group projects
 - ◆ Designed for grades 9-12 classrooms
- ◆ Suggested Lesson #1: **Researcher Lesson Plan** + **Assignment**
 - ◆ Includes introducing students to Trap!t, lots of scaffolding
- ◆ Advanced Lessons: **Newsbreakers** and/or **Confirmation Bias**
 - ◆ **Newsbreakers** incorporates teamwork, debate, and active participation from the entire class
 - ◆ **Confirmation Bias** incorporates extensive research, writing & re-writing on individually chosen topics
- ◆ Also included is a **General Lesson Plan** + **Handout**
 - ◆ For empowering educators to create their own, specialized lessons

Supplemental Resources

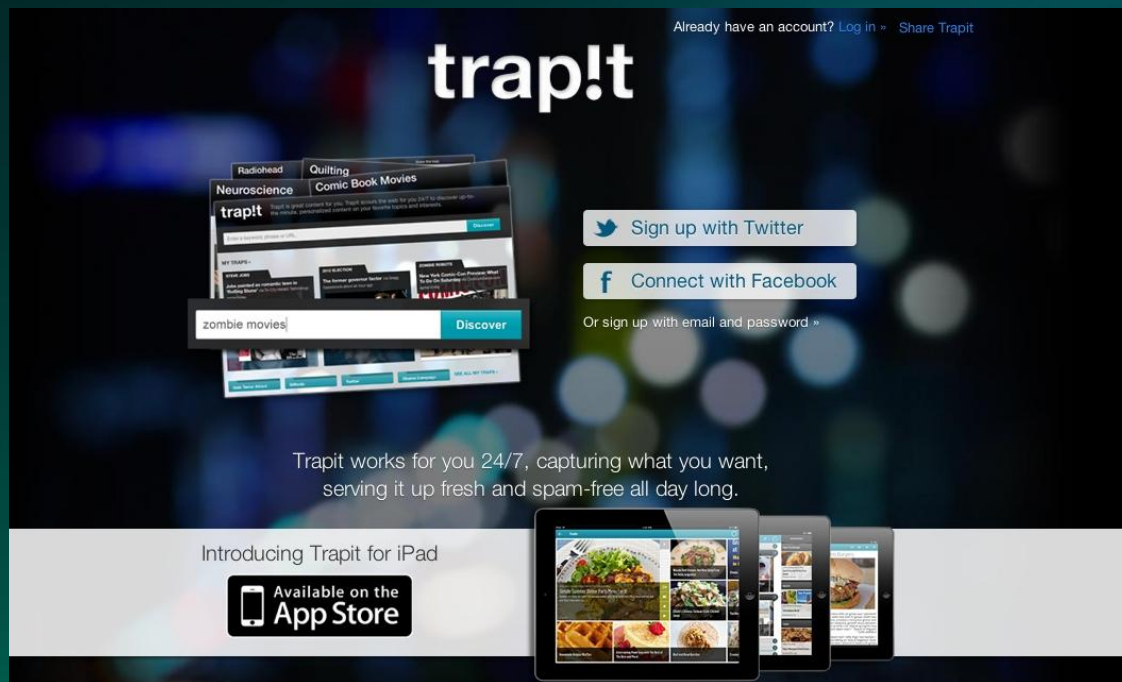
- ◆ Package Introduction: An introductory document to the contents of all materials designed for teachers using Trap!t Education
- ◆ Presentation for Educators: This slideshow presentation
- ◆ Broad Content Outline: Summary of CCSSI and Trap!t's relevance
- ◆ Lesson Plans and Assignments: The four lessons for educators
 - ◆ **Researcher** – where students are mock researchers for the NY Times
 - ◆ **Newsbreakers** – students create a mock news/debate TV program
 - ◆ **Confirmation Bias** – students engage in individual research and work to address and overcome their own inherent biases
 - ◆ **General** – highly customizable, for teachers to create their own
- ◆ Feedback Form: for providing essential feedback to Trap!t
 - ◆ For instructors to provide vital information to improve education

trap!t

Now the web follows you.

Follow us @Trapit

Contact Trap!t Education:



- ◆ Questions, comments or suggestions?
- ◆ Want an in-service presentation/demonstration for your school?
- ◆ Contact Trap!t Education via email: ethan@trapit.com
- ◆ Or via USPS mail at:
Trap!t Education
1001 SE Water Avenue, Ste. 285
Portland, OR 97214