OCEAN LEARNING PROGRAM
an integrated curriculum in ocean challenge, science & technology

WHAT is the OCEAN LEARNING PROGRAM?

WHY OCEAN LEARNING PROGRAM?

WHO is the OCEAN LEARNING PROGRAM?

DOES THIS PROGRAM **FIT ME?**

JOIN US! An Informational Meeting Parents & Students Invited

The Curriculum

Program Calendar

LOG IN THE OCEAN LEARNING PROGRAM

POLYNESIAN VOYAGING SOCIETY

SEA GRANT HAWAII

soest

Contact Us for further details:
Malia Chow or Soo Boo Tan

courtesy of B Raleigh, CSS.

OLA

What is the OCEAN LEARNING PROGRAM?

The Ocean Learning Program is a unique opportunity for Juniors 2001/02 to complete their high school diploma in a full--time, 2-year alternative ocean-immersion program. Using the ocean as the classroom, students will be fully engaged in a comprehensive, experiential, on-site program in the study of the ocean, supported by an online curriculum through E-School.

The program begins this summer 2001 (June 15 - July 6, 2001) with an introductory course in water safety, leading to the full academic program in Fall 2001/02 and Fall 2002/03.

Why the OCEAN LEARNING PROGRAM?

The purpose of the Ocean Learning Program is to cultivate students interest in the ocean as a place that challenges them:

- in the cultural and social domains through the use of ocean and voyaging activities;
- in the political, economic and scientific domains through various field activities in environmental science and involvement in stewardship projects.

Who is the OCEAN LEARNING PROGRAM?

The Ocean Learning Program is offered by the Hawaii Department of Education's **E-School**, in collaboration with the:

- The Polynesian Voyaging Socety,
- The University of Hawaii's School of Earth & Ocean Sciences through their SEA GRANT and HAWAII INSTITUTE OF MARINE BIOLOGY Programs.

Does this Program Fit Me?

If you are:

- going to be a high school Junior in Fall 2001,
- have a strong interest in ocean activities, science and Pacific Island cultures,
- enjoy swimming, sailing, paddling and other water-related activities,
- is team-oriented....

....THEN this program is for you!

OCEAN LEARNING PROGRAM

A CALL FOR PARTICIPATION

Sophomores! If you:

1. *Have a strong interest In Ocean Activities, Science & Pacific Island culture*
2. *Are a strong swimmer*
3. *Have an interest in paddling, sailing & other water sports*
4. *Are team-oriented*

Then, we would like to invite you and your parents to learn more about our Ocean Learning Program:

What Is The Ocean Learning Program?

It is a unique opportunity for Juniors 2001/02 in high school to complete their high school diploma in a full-time alternative ocean-immersion program. Using the ocean as the classroom, students will be fully engaged in q comprehensive, experiential, program in the study of the ocean, supported by online learning. The program begins this Summer 2001 (June 15-July 6, 2001 with an introductory health course in water safety and red-cross life guard certification, leading to the full academic program in Fall 2001/02.

To learn more about this exciting program, you & your parents are invited to join us at:

An Informational Presentation

by

1. Master Navigator **Nainoa Thompson** & representatives from Polynesian Voyaging Society
2. **Dr. Malia Chow** (SOEST)
3. **Dr. Diana Oshiro/Vicki Kajioka** (DOE/E-School)

Friday April 20, 6:30PM or Saturday April 21, 10:00AM

E-School ATR,
Conference Hall

OCEAN LEARNING PROGRAM

475, 22nd Avenue, Honolulu, HI 96816

How To Get There?

©2000 MapQuest.com, Inc.; ©2000 GDT, Inc.
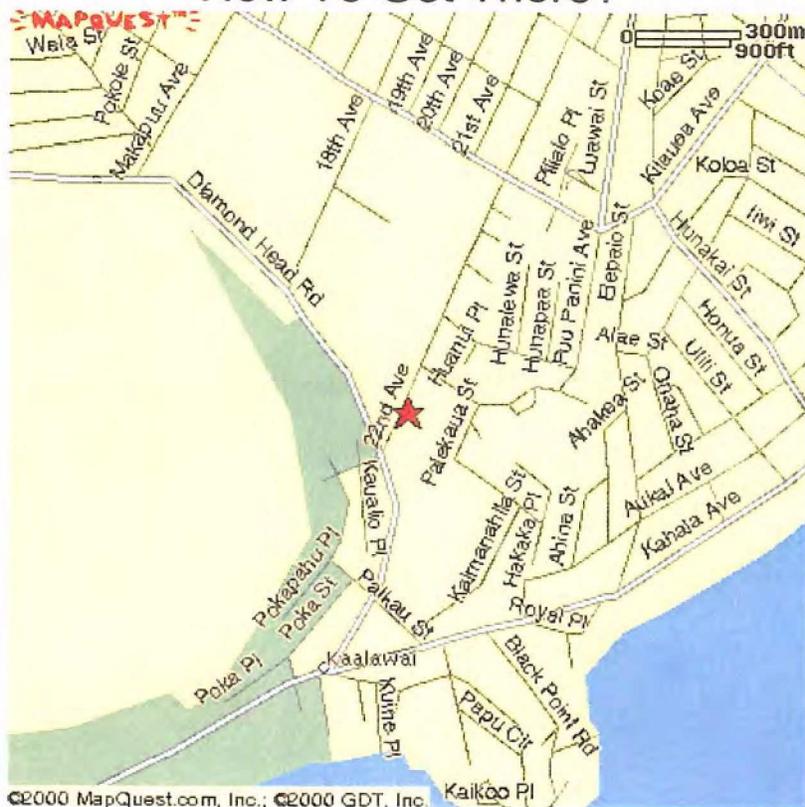
For Reservations & questions:

Malia Chow (236 7419) Email: mmchow@hawaii.edu or Soo Boo Tan (348 2173) Email: Soo_Boo_Tan@notes.k12.hi.us

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The Curriculum |

The Ocean Learning Program is an interdisciplinary program for upper classmen in high schools who have a strong interest in learning about the ocean environment through voyaging and environmental stewardship studies. The program is a collaboration between the Department of Education's virtual learning vehicle ESchool, the Polynesian Voyaging Society and the School of Ocean & Earth Science & Technology at the University of Hawaii.

This program begins with a half-credit 3-week summer health course in emergency procedures and water safety and red cross certification in the summer before junior year, and leads to the full academic year with 6 high school credits (Language Arts Social Studies, Math, Science and electives in Physical Education and Technology Education) in each of the junior and senior years. Physical Education activities are intensive and oriented towards ocean voyaging activities, and continue in the summer for juniors going on to the senior year in the program. The students are enrolled full time in this program and must commit to the courses identified with the program. Students in the OLP who need other specific courses to enter college have the option of taking it as an additional eschool course. For more information about the courses offered in the program click in the links below:

Summer Program for Juniors   Fall Program for Juniors   Summer Program for SENIORS   Fall Program for SENIORS

Curriculum integration across the disciplines is accomplished thematically through topics and activities in Language Arts, Social Studies, Math, Science, Physical Education and Technology electives. Each quarter, students must participate in a culminating multimedia interdisciplinary project reflecting the particular theme addressed. During the full program each fall, all subject areas address the following themes by quarter:

QUARTER	THEMES	CULMINATING QUARTER PROJECT	RUBRICS FOR PROJECT
1	ORIGINS	Electronic Portfolio: • post 2-3 most meaningful selections from each course • a representational reflection on theme ORIGINS in powerpoint	*coming soon*

2	MOVEMENT	Electronic Portfolio: • post 2-3 most meaningful selections from each course • a representational reflection on theme MOVEMENT in quicktime videoclip using iMovie	*coming soon*
3	POWER	Electronic Portfolio: • post 2-3 most meaningful selections from each course • a formal face-to-face presentation for peers on theme POWER using Powerpoint or iMovie	*coming soon*
4	SUSTAINABILITY	Electronic Portfolio: • post 2-3 most meaningful selections from each course • a formal face-to-face team presentation for on theme SUSTAINABILITY using Powerpoint or iMovie	*coming soon*

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Proposed Program Calendar for 2001/2002:

Summer Ocean Learning Program for Juniors 2001				
Timeline	**Days of Weeks**	**Location of Class/Meeting Place**	**Classes/Lessons**	**Instructor (s)**
June 15 - 29, 2001	MTWThF (8AM-12PM)	Kalani High School Swimming Pool	Red Cross Water Safety Training	Red Cross Instructor, PVS Staff
June 15 - July 6, 2001	MTWThF (8AM-12PM)	Maunalua Bay	Coastal Water Safety Program	PVS Staff
Fall Ocean Learning Program for Juniors 2001				
Timeline	**Days of Weeks**	**Location of Class/Meeting Place**	**Classes/Lessons**	**Instructor (s)**
Q1	Mondays (8AM-12PM)	ATR - Lab sessions: Project-based activities	ESchool Classes	ESchool Ed Assistanat (or EA)
	Tuesdays (8AM - 4PM)	ATR/WCC/UH/Maunalua Bay/Field Study Sites as determined	Meeting Days for Face-to-Face Sessions (Lab Activities, Fieldtrips, etc)	ESchool Teachers & EA, SOEST Staff,
	Wednesdays & Fridays (8AM-12PM)	online	ESchool Classes	ESchool Teachers
	Thursdays (8AM-4PM)	Maunalua Bay	Ocean Activities for IB20 Physical Fitness	PVS Instructor
	Last week of 2ndQ (date to be determined)	1.25 mile swim from Portlock to Paiko		

Q2	Mondays, Wednesdays & Fridays (8AM-10:30AM)	Maunalua Bay (8AM-10:30AM) Onlne (2PM-3:30PM)	Ocean Activities for IB20 Physical Fitness ESchool Classes	PVS Instructor Eschool Teachers
	Tuesdays (8AM - 4PM)	ATR/WCC/UH/Maunalua Bay/Field Study Sites as determined	Meeting Days for Face-to-Face Sessions (Lab Activities, Fieldtrips, etc)	ESchool Teachers & EA, SOEST Staff
	Thursdays (8AM-4PM)	Project-based activities	ESchool Studies	ESchool EA
	Last week of 2ndQ (Thur & Fri)	2-day paddle from Ke'ehi Lagoon to Koolina & Poka'i Bay (24 miles); camp one night at Koolina.		
Q3	Mondays (8AM-12PM)	ATR - Lab sessions: Project-based activities	ESchool Classes	ESchool EA
	Tuesdays (8AM - 4PM)	ATR/WCC/UH/Maunalua Bay/Field Study Sites as determined	Meeting Days for Face-to-Face Sessions (Lab Activities, Fieldtrips, etc)	ESchool Teachers & EA SOEST Staff
	Wednesdays & Fridays (8AM-12PM)	Online	ESchool Studies	ESchool Teachers
	Thursdays (8AM-4PM)	Maunalua Bay	Ocean Activities for IB21 Physical Fitness	PVS Instructor
	Last week of 3rdQ (Thur & Fri)	Face-to-face peer presentation of 3rd Quarter Project 2-day sail from Maunalua to Ke'ehi & back: upwind and downwind		
Q4	Mondays (8AM-12PM)	ATR - Lab sessions: Project-based activities	ESchool Classes	ESchool EA
	Tuesdays (8AM - 2PM)	ATR/WCC/UH/Maunalua Bay/Field Study Sites as determined	Meeting Days for Face-to-Face Sessions (Lab Activities, Fieldtrips, etc)	ESchool Teachers & EA, SOEST Staff
	Wednesdays & Fridays (8AM-12PM)	Online	ESchool Studies	ESchool Teachers
	Thursdays (8AM-4PM)	Maunalua Bay	Ocean Activities for IB21 Physical Fitness	PVS Instructor & EA
	Second last week of 4thQ	Face-to-face peer presentation of 3rd Quarter Project		

	Last week of 4thQ	8-day sail around Oahu (start Saturday, end following Sunday)

Summer Program for Juniors

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Summer Program for Juniors 2001: June 15 - July 6, 2001

HL31 Heath: Emergency Preparedness, First Aid, Lifesaving & Water Safety (0.5 credit)

In this initial semester Health course , students receive training in water emergency procedures, preparedness, lifesaving, basic physiology & health (diet, exercise, sleep), and sun burn, hypothermia, seasickness, drowning, water safety. Lifeguarding, CPR, and Coastal Water Safety will be the focus. Completion of course and certification in Red Cross Lifeguard is required for credit. Site of course: Kalani High School swimming pool and Maunaloa Bay.

Entry requirements for students:

Open to students 9-12, limit 30.
Refer to ESchool course website for course details, objectives, standards, schedule of activities, links.

Timeline	Topics/Activities	Other Information
3 weeksMTWThF 8AM-12PM : • 2 weeks at Kalani High School Swimming Pool, • 1 week at Maunalua Bay	**I. Red Cross Water Safety Training (2 weeks, 40 hrs)** A. Red Cross CPR for Professional Rescuer 1. The Professional Rescuer and the EMS System 2. Understanding the Human Body 3. Caring for Life-Threatening Emergencies B. Red Cross Lifeguarding Program 1. The Professional Lifeguard 2. Interacting with the Public 3. Facilities Operations 4. Preventing Aquatic Injury 5. Patron Surveillance 6. Facility Surveillance 7. Being Prepared for Emergencies 8. Rescue Skills 9. First Aid for Injuries 10. First Aid for Sudden Illness 11. Spinal Injury Management 12. After an Emergency 13. Waterfront Facilities 14. Waterpark Facilities	**Prerequisite:** 1. Ability to swim. 2. Parent attendance at Program Orientation meeting **Student Equipment:** (swim goggles, sun-screen). **Instructors:** Red Cross Instructors (2 weeks) & PVS staff (1 week). On-line course Information: ESchool WebCT site **PVS Equipment:** 3 canoes and accessories; 2 power boats, jet boat, 4 surfboards, safety gear, dive gear and spears

II. PVS Coastal Water Safety Program: (1 week, 20 hrs.)

A. Intro to Weather and Ocean Safety (gathering daily weather information)
B. Intro to Boating Safety (Power Boats)
C. Use of Safety Gear and Equipment
D. Entry and Exit of Coastal Waters
E. Intro to Maunalua Bay
F. Exploring Maunalua Bay

    1. Basic mapping of underwater features
    2. Identifying animals and plants

G. Intro to Six Man Canoe-Paddling
H. Open Ocean Survival Swimming (1 hour off Portlock)
I. Shallow Water Snorkeling and Diving
J. Reef Animals and Plants
K. Sharks & Other Potentially Dangerous Animals

Certificates of Achievement: American Red Cross Lifeguarding; American Red Cross CPR; PVS Open Ocean Survival Swim

Assessment: Red Cross Life Guarding Exam (25 questions on first aid; 25 question on Lifeguarding); Red Cross CPR Exam (50 questions); Swim Test (500 yards); Pool Rescue Techniques Exam; CPR Exam; PVS Open Ocean Survival Swim; Personal plan for developing maintaining ocean skills and stamina (turned in at end of the class).

Texts: Red Cross Life Guard Manual; Red Cross CPR Manual; Videos available for Manuals; Chart of Maunalua Bay

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Fall **Program** **for** **Juniors**

Fall Academic Program for Juniors 2001

Entry-Level Requirements:
- Juniors for school year 2001/02
- Strong Interest in ocean activities and science
- Successful completion of OLP Summer Program: HL31 Health: Emergency Procedures, First Aid, Life-Saving & Water Safety.
- one -week computer orientation session required in "Cool Talk" & "WebCT & You" prior to start of OLP Fall Program.

Courses	General Course Description
MX30/40 Math Applications Click to view: MX30/40 Syllabus	Answers the often-asked question: Why do we need to know this? Students explore interesting mathematical topics such as applications of ratio and proportion in the field of architecture, the mathematics of measuring the planets, probability in gambling and insurance, the geometry of biological growth. Integration of Math with Science, Math as a tool for Science (Aquaculture)
LC20 English Language Arts III Click to view: LC20 Syllabus	This course provides students a balanced program of reading, writing, oral communication, literature and language study. All of the high school content standards and benchmarks for language arts are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing & evaluating the effectiveness of their choice of strategies. The study of literature includes both traditional and contemporary works. Literature selections include significant works of the past and present and the voices of writers, both traditional and new, that represent the diversity of society. Selections are not restricted to British and American authors, but include the writings of minorities and other cultures.
CH31/CH32 World History I & II CH31/32 Syllabus	This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges and transfers. This course provides a foundation and a rationale for active participation in our global economy. It examines diverse perspectives, encourages diverse interpretations and historical empathy and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgements on contemporary issues, decisions and events.

SA10 OPT I: Ocean & Earth Science I Click to view: SA10 Syllabus	This course provides juniors an opportunity to study the geology, chemical and physical oceanography, meteoreology, biology and ecology of the Maunalua and Kaneohe Bay and watershed areas through ocean navigation and environmental stewardship studies. Through site visits, on-going interactions and mentorship and internships opportunities with scientists, navigators and the community, students acquire first-hand experiences in the fields of ocean challenge and the environmental sciences. It is hoped that these experiences may entice them into majoring in these fields or professions.
IB 20/IB21 Physical Fitness I, II Click to view: IB 20/21 Syllabus	These two sequential semester courses (I-Beginning & II- Intermediate) include water safety & emergency procedures, physical training guidelines, lifeguard training, paddling & sailing, seamanship (chart reading/harbors & anchorages & voyaging skills. **Benchmarks are:** **1. 1.25 mile Swim;** **2. 2-day Paddling: Ke'ehi to Koolina/Pokai** **3. 2-day Sail: downwind Maunalua to Ke'ehi, upwind: Ke'ehi to Maunualua.** **4. 8-day Sail Around Oahu**
1. EX12 Introduction to Computing - "Advanced Tools for the Information Age" Click to view: EX12 Syllabus **2. AD01 Multimedia & Design IA** Click to view: AD01 Syllabus	This introductory semester course in computing will survey fundamental concepts and terms of computer terminology, application software for problem-solving, computer technology trends and impact on individual and society. This introductory semester course will study design and the relationships of visual elements in the medium of multimedia. The principles affecting visual expression are further explored and applied to solve visual problems.

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Summer Program for seniors 2002

Course ACCN#: To be determined

Timeline	Topics/Activities
3 weeks (8AM to 12PM) *Dates to be determined*	Paddling, Swimming, Sailing around Kaneohe Bay, Chart Reading(Harbors & Anchorages) & Sail Planning, Coastal Geography: Koolau Coast of Oahu (Winds, Currents, Waves, Tides), Practices for Paddling the Molokai Channel, LifeGuarding. **Culminating Event - Hawaiian Life Guarding Certification, Jet Ski Operation, Open Ocean Rescue**

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Fall Program for **SENIORS**

Fall Academic Program for Seniors 2002

Entry-Level Requirements for Seniors:
- Seniors for school year 2002/03
- Successful completion of OLP Junior Year and OLP Summer for Seniors Program.

SUBJECT	MATH	L. ARTS	S. STUDIES	SCIENCE	PHY ED	ELECTIVES
COURSES	To follow student's level of Math	LC25 English Language Arts III	CA30 Environmental Studies CA40 Marine Studies	SA20: OPT II Ocean & Earth Science II	IB22/IB23 Physical Fitness III, IV	IL10 Recreational Leadership AD02 Multimedia & Design 2
COURSE DESCRIPTION		This course provides students a balanced program of reading, writing, oral communication, literature and language study. All of the high school content standards and benchmarks for language arts are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing & evaluating the	This Environmental Studies course addresses local and global environmental controversies and perspectives from the viewpoint of economics, ethics and ecology. Consequences of human activities and natural disasters are studied with an eye on providing solutions to these problems. Active engagement in a stewardship project is expected.	Students extend the study of the geology, biology and oceanography of the & Maunalua and Kaneohe watershed and bay areas with data sampling. **Activities will include GIS mapping and collection and analysis of ocean and environmental data.**	These two sequential semester courses include water safety & emergency procedures, survival training, paddling, sailing, and seamanship, navigation & voyaging skills. **Benchmarks are:** **1. Paddle the Molokai Channel;** **2 Interisland Sail on Hokule'a** **3. Captain's License**	This semester health course is for students who are interested in careers in paddling, sailing or voyaging. Additional instruction and experiences will be provided that enhances the students' ability to facilitate the acquisition of movement skills in their peers and contribute to the day to day routine. Additional responsibilities include assisting the captain with class instruction,

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| | | effectiveness of their choice of strategies.

They develop greater precision and refinement of their use of spoken and written language and can judge the appropriateness of communication.

The study of literature includes both traditional and contemporary works. Literature selections reflect a rich history of evolving perceptions and ideas expressed by writers of the past and present.

Selections are not restricted to British and American authors, but include the writings of minorities and other cultures.

The study of language involves both the descriptions of language and its role in communication shaping thought. The study of language includes knowledge of its | Benchmark: Submit a Research paper for entry into The Pacific Symposium of Science & Sustainability.

This Marine Studies course is issues-based and focuses on shoreline and coastal issues such as conservation, preservation, long range planning and the relationship between private and public land ownership. It looks at these issues from social, cultural, economic and political perspectives. Students are expected to be actively involved in political, social or cultural civic actions. | | **Certification** | equipment and class monitoring, voyaging promotion and organization, and providing input in scheduling. Emphasis will be placed on knowledge acquisition, presentation and leadership skills, and management support on the canoe.

This continuing course in design provides opportunities for refinement in application of design processes to solve visual problems. Architecture of the voyaging canoe, graphics of desktop multimedia products, landscaping, utilitarian and non-utilitarian products are analyzed for their design merits.

Benchmark: Design of Canoe using AutoCAD? |

		underlying principles and generalization, and an understanding of how it functions in and is affected by social systems.					

Log on to
myWebCT

Forgot your password?.

(This only works if you have already logged in at
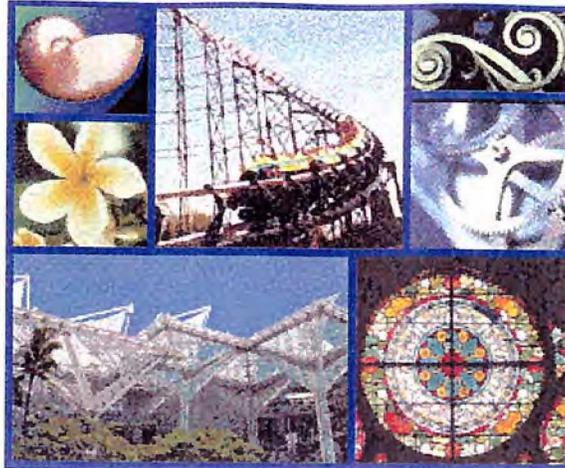least once and set up your password hint)
Please email Allen Cole at:
acole@k12.hi.us
if you are having trouble logging in.

Need help

See courses on this server.

MathApplications MX30/40:

Real applications of real mathematics How do engineers design rollercoasters? How long would it take to get to the nearest star? How can I make a million dollars? MathApplications is a math course that will answer these questions, and many more!

An ESchool course developed by Cathleen V. Sanders © 1999

Introduction Welcome to MathApplications! MathApplications is a hands-on, distance learning course in mathematics. This course is taught through ESchool, a pilot project of the Hawaii Department of Education, funded by a U.S. Challenge Grant. The course is intended to span 2 semesters of the regular school year. MathApplications will show you fascinating and perhaps surprising real-life applications of mathematics; you will visit many websites on the internet, create projects, and explore interesting mathematical topics.

Course Requirements Students who enroll in MathApplications should have completed a year of algebra. Some knowledge of geometry is also recommended. You will need an email account so that you can correspond with the instructor on a regular basis, and you must have access to the internet. You will need the following equipment and materials:

- a compass to draw circles
- a protractor to measure angles
- a ruler
- a few dozen sheets of tracing paper
- a few sheets of graph paper
- colored pens or pencils

All of these should be available at stores like KMart or Longs Drug Store in your community. Many grocery stores now carry some of these items in their stationary or school supplies sections.

Course components

- website
- email
- assignments

Topics: Each chapter of the website contains: interesting questions and facts from "real life", explanations of the mathematics involved, and links to related sites. This is required reading, and must be read before any assignment to which the reading pertains. The chapter for each quarter must be completed during the quarter.

- First Quarter (Q1) Lines
- Second Quarter (Q2) Numbers
- Third Quarter (Q2) Curves
- Fourth Quarter (Q2) Solids

Assignments There are 4 types of assignments:

- 1) Reading Assignments: read the chapter on the MathApplications website. Go to the links and read at least the first page of the linked website, unless otherwise specified.
- 2) Email: General email will be sent to and received from you as the need arises. You should respond to emails sent to them as promptly as possible, and the teacher will do the same.
- 3) Video Reactions: You are expected to watch selected television programs on Hawaii Public Television, The Learning Channel (TLC), or The Discovery Channel (DSC). You should choose 2 television shows per quarter that have information on mathematics or science (based on the title of the program) and write a report (approximately 50 words) for each program describing what you learned from the program. Some suggestions are How'd They do That, Movie Magic, Bill Nye the Science Guy, Science Mysteries, Strange Science. (Look in the Resource Websites linked below to search for dates and times some of these are shown on TV.) These reports should be typed onto a word processing file, saved and submitted to dropbox. Due dates for reports: Report #1: due at the end of the 4th week of the quarter. Report #2: due at the end of the 7th week of the quarter.
- 4) Journals: You must write a minimum of 4 sentences of their thoughts and opinions about your reading and their work. You must write 5 journals each quarter. Due dates for journals: Thursdays, typed onto a word processing file, saved and submitted to dropbox.

Projects: You are expected to create 2 projects per quarter. These projects may involve drawings, calculations, and/or designs. Each project is described in the chapter for the particular quarter. The projects are to be mailed to:

Mr. Kiyan
P.O Box 73
Kualapuu,
HI 96757

Each project must be postmarked by the deadline. Due dates for projects:

Project #1: due at the end of the 5th week of the quarter.
Project #2: due at the end of the 8th week of the quarter.

Tests: There is one test per quarter. The test questions are on the MathApplications webpages and links from the MathApplications website, scattered throughout the reading and pictures. There are 10 questions per chapter. The questions will come directly from the information on the web page for that chapter or on the first page of any site with links given on the course webpages. You should answer the questions as you go through the web pages. This way, the test will be completed by the deadline, near the end of the quarter. Do not leave the test for the end of the quarter. The answers may involve reading and writing, or doing calculations. You may use any internet resource for the tests, or your notes. You may not ask other students or teachers for the answers. The answers to the test questions for each quarter must by typed onto a word processing file, saved and submitted to dropbox and must be received by the due date.

Due date for test: The test is due at the end of the 6th week of the quarter.

Here are examples of these questions and their answers:

Sample test question #1: QUESTION: When and how are journals in this course due? *Answer: Thursdays, typed onto a word processing file, saved and submitted to dropbox.*

Extra Credit Opportunity: Go to the Math Forum website at http://forum.swarthmore.edu/ and do a Problem of the Week (POW) once each quarter, submit your answer to the math forum, and email me when your answer is posted.

Grading

- Sum of 5 journals: 25% of quarter grade
- Sum of 2 Video Reactions: 25% of quarter grade
- Sum of 2 Projects: 25% of quarter grade
- One Test: 25% of quarter grade

Introduction

The eleventh grade year-long English language arts course is considered the level where students receive the necessary language arts skills for the last two years of their high school career. The objectives of this course do not reflect sequential units of study. As much as possible, students will integrate and reinforce learned skills throughout the year, applying what they learn as they go along. As student needs arise, or as opportunities develop, additional learning activities will be carried out. Students will also be more active in determining their own learning rather than have work dictated to them. This kind of empowerment places a greater responsibility on the student. This course emphasizes the exploration and communication of thought and the construction of meaning through the language processes and the study of language and literature. Students learn to become users of the language processes by developing knowledge of specific strategies and implementing and evaluating the effectiveness of their writing choices. They develop greater precision and refinement of their use of written and spoken language and can judge the appropriateness of their communication. All lessons and activities will be planned and implemented so that these skill areas are integrated as much as possible. Students engage in language processes in their full complexity. They learn to work these processes and to make decisions about options in their efforts to clarify and shape their thinking and communication with others. Through the study of literature and language, students understand themselves and their world, particularly in relationship with the ocean. The study of literature includes both traditional and contemporary works. Literature selections reflect a rich history of evolving perceptions and ideas expressed by writers of the past and present. Selections will consist of writings by American authors (as this is the equivalent to a junior language arts course in the Department of Education for Hawaii), however many other cultures will be included. This study of language involves both the descriptions of language and its role in communication and shaping thought. The study of language includes knowledge of its underlying principles and generalization, and an understanding of how it functions in and is affected by social systems. Our study of language will focus on how it is used in relevant social contexts, and how it is used by individuals to structure their personal perceptions and experiences. Emphasis will be on recognizing literature as an art form for lifelong appreciation and enrichment. The main objective is to ensure that all students will develop their competencies in the language arts to become literate, responsible citizens and lifelong learners.

Course Requirements

Course Goals

Students will learn about language as a communication tool for different purposes according to the situation/audience. Emphasis will be on learning and using standard English as a necessary means of communication in writing and speaking. The appropriateness in choice of language will be emphasized.

1. Read and respond freely to, as well as create a variety of literary works, which lead to a broadened understanding, and appreciation of literature and self.
2. Understand the nature and structure of language, and concepts of semantics, how and why words means what they mean as applied by students in understanding their own language, behavior, identity, and relationship with others. Students will develop skills necessary to improve their comprehension of a variety of written texts. These skills include adjusting their reading pace, studying vocabulary through context, and adjusting reading strategies according to the materials.
3. Use reading, writing, speaking, and listening for communication and as a tool for active response and evaluation of ideas, discussion with others, and construction of meaning. Students will developskills in the different modes of writing: narrative, descriptive, expository and persuasive. They will begin with the paragraph and build up to the 500-word essay.
4. Develop writing skills with a variety of opportunities in order to recognize and strive to emulate the traits of good writing: meaning, design, clarity, voice and conventions. All writing activities will integrate language study and correct usage so that students will strengthen their communication skills in writing. In response to current trends in preparing students for their career paths, projects will be included which will help with workplace readiness skills.

5. Inherent in assignments will be development of self-management, developing reading/comprehension skills, meeting deadlines, using appropriate language and developing a positive attitude. 6. Assess and reflect upon one's own growth and change in language and learning.

Course Standards

Assessment Rubrics

Online Language Arts
Ocean Learning *gr.11*

*Hawaii Writing

Standards: LC 20 English III

General Learner Outcomes:

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.

4. The ability to recognize and produce quality performance and quality products.

ID	Content Standards	Benchmarks	Units or Lessons	Assessment
LA.1.1.1	Read a range of literary and informative texts for a variety of purposes.	Read a broad range of traditional contemporary, canonical and non-canonical texts in many genres.	Read plays, short stories, poetry and novels. All reading will be selected from a teacher developed list.	Chat and threaded discussion, essay, open-ended questions, journals, oral presentations developed into video for internet sharing, rubric, teacher developed exam.
LA.1.1.2	Read a range of literary and informative	Read to understand many dimensions of human	Comprehend and relate plays, short stories, poetry and	Threaded discussion topics with peers, live chat sessions with teacher and peers, written

	texts for a variety of purposes.	experience (e.g., social, cultural, philosophical, ethical).	novels to human dimensions.	essays utilizing the Hawaii Writing Association rubric, individual communication with instructor.
LA.1.1.3	Read a range of literary and informative texts for a variety of purposes.	Read to research an issue, theme, or thesis using technological and traditional informational resources.	Research a thesis using the Internet and other sources (electronic catalog, encyclopedia, etc.) for different American time periods.	Threaded discussion topics with peers, live chat sessions with teacher and peers, written essays utilizing the Hawaii Writing Association rubric, individual communication with instructor.
LA.1.2.1	Use strategies within the reading processes to construct meaning.	Use reading strategies appropriate to text and purpose (e.g., anotating, quoting, alluding to text, rethinking initial response).	Respond to questions in writing.	Chat discussion, essay, open-ended questions, rubric.
				Chat and threaded

LA.1.2.3	Use strategies within the reading processes to construct meaning.	Read text(s) as art, representation of culture, and/or history.	Read plays and novels and relate the historical and/or cultural aspects of each.	discussion, essay, open-ended questions, oral presentations developed into video for internet sharing, rubric, teacher created exams.
LA.1.2.4	Use strategies within the reading processes to construct meaning.	Generate questions, identify issues or problems, and investigate answers or solutions using general and specialized information sources.	Create essays based on readings and research. Select one appropriate thesis and create a research project	Threaded discussion topics with peers, live chat sessions with teacher and peers, written essays utilizing the Hawaii Writing Association rubric, individual communication with instructor.
LA.1.3.1	Apply knowledge of the conventions of language and texts to construct meaning.	Apply knowledge of genre conventions and literary devices to critically assess texts and their construction.	Analyze plays, short stories and novel by relating them to the literary devices inherent in each genre	Threaded discussion topics with peers, live chat sessions with teacher and peers, written essays utilizing the Hawaii Writing Association rubric, individual communication

				with instructor.
LA.1.3.2	Apply knowledge of the conventions of language and texts to construct meaning.	Understand how language is used to represent or challenge social and cultural beliefs.	While reading the literature, recognize and relate the philosophies in the writings (ie: Puritanism, Classicism, Romanticism, Transcendentalism)	Threaded discussion topics with peers, live chat sessions with teacher and peers, written journal and essay entries utilizing the Hawaii Writing Association rubric,individual communication with instructor.
LA.1.4.2	Respond to texts from a range of sources: initial understanding personal, interpretive, critical.	Analyze one or more aspects of text-meaning, technique, and/or structure-for various purposes	Compare a selection with an adaptation to reveal how time and culture affect the plot.	Threaded discussion topics with peers, live chat sessions with teacher and peers, written journal and essay entries utilizing the Hawaii Writing Association rubric,individual communication with instructor.
	Interact thoughtfully		Research how society affected the actions of the characters in the novels.	Threaded discussion topics with peers, live chat sessions with teacher and

LA.1.6.1	with texts that represent diversity in language, perspective, and/or culture.	Infer social or cultural norms or values of a group.	Classify American philosophies (Puritanism, Romanticism, etc.) and relate the impact they had on the writings of the time period (ie: how certain elements today are connected to the past.)	peers, written journal and essay entries utilizing the Hawaii Writing Association rubric, individual communication with instructor.
LA.1.6.3	Interact thoughtfully with texts that represent diversity in language, perspective, and/or culture.	Explain the social, cultural or historical context of a text.	Explain how history affected the plots of the various novels, poems and short stories.	Essay, matrix, rubric.
LA.2.1.2	Write using various forms to communicate for a variety of purposes and audiences.	Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews.)	Develop a technolgical-based research project on a topic of choice.	Essay, journal entries, Hamburger Model communication.
LA.2.1.3	Write using various forms to communicate for a variety of purposes and audiences.	Write a variety of responses to reflect on learning	Respond to questions or assignments.	Essay, journal, chat and threaded discussions, peer review, rubric, survey, teacher created exam.

LA.2.2.2	Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.	Evaluate and synthesize information from research and integrate information with own ideas in text.	Create a research project.	Chat and threaded discussion, essay, open-ended questions, rubric, worksheet, Hamburger Model.
LA.2.2.3	Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.	Interact with others to see anew, solve writing problems, and develop thought and use feedback to revise and improve writing.	Work with online classmates in collaborative groups to evaluate, provide feedback and self reflect.	Threaded discussion topics with peers, live chat sessions with teacher and peers
LA.2.2.4	Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.	Craft writing to appeal to and convince readers	Create a commercial. Write persuasive speeches and essays.	Threaded discussion topics with peers, live chat sessions with teacher and peers, written journal and essay entries utilizing the Hawaii Writing Association rubric,individual communication with instructor. These projects can be

				videotaped and edited in iMovie. Students will then post to personal portfolio for peer and teacher evaluation.
LA.2.3.1	Apply knowledge and understanding of the conventions of language and reseaarch when writing.	Demonstrate control of standard conventions.	Write essays for online assessment.	Threaded discussion topics with peers, live chat sessions with teacher and peers, written journal and essay entries utilizing the Hawaii Writing Association rubric, individual communication with instructor.
LA.2.3.2	Apply knowledge and understanding of the conventions of language and research when writing.	Use accurate documentation for various types of sources.	Document sources used in research	Hamburger Model
	Use rhetorical	Has an organizing structure that		Chat and

LA.2.4.2	devices to craft writing appropriate to audience and purpose.	gives the writing coherence (e.g., weaves the threads of meaning into a whole).	Practice writing thesis essays.	threaded discussion, essay, rubric.
LA.2.5.1	Demonstrate confidence as writers, and find value and satisfaction in writing and sharing writing with others.	Recognize opportunities to use writing to accomplish purposes and follow through by writing.	Write news stories using accepted journalistic styles for news, feature, editorial, saports, etcÖ	Peer discussion via live chats, essay, open-ended questions, oral presentations, peer review, rubric.
LA.3.1.2	Communicate orally using various forms-- interpersonal, group, and public--for a variety of purposes and situations.	Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.a	Write and debate a different perspective of a character in a novel ,play, poem short story . This will be videotaped and edited in iMovie. Students will then post to personal portfolio for peer and teacher evaluation.	Peer discussion via live chats, essay, open-ended questions, oral presentations, peer review, rubric.
LA.3.1.3	Communicate orally using various forms-- interpersonal, group, and public--for a variety of	Make formal speeches to inform and persuade or influence actions	Deliver various speeches. These will be videotaped and edited in iMovie. Students will then post to personal portfolio	Peer discussion via live chats, essay, open-ended questions, oral presentations, peer review,

Standards Addressed

	purposes and situations.		for peer and teacher evaluation.	rubric.

Association*

Online Language Arts
Ocean Learning gr.11

Grading Policy

All assignments will be worth specific points. Points will be added up at mid-quarter and the end of the quarter. All assignments are graded using the Hawaii Writing Association rubric which is linked below. Grading is based on participation and completion of assignments and projects. See below for "Grading Standard." Assignments are also given point values. Grades are calculated by the "total points received" divided by the "total points possible".

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-55%

Value

Weekly Assignments:
20 - 50 pts. per assignment

Weekly Bulletin Board/Email/Chat:
participation = 20 pts. per week

Major Project:
100-200 pts.

[Assessment Rubric for all Writing Assignments](#)

[Assessment Rubric for Projects](#)

SA10:
OCEAN & EARTH SCIENCE 1
THE OCEAN LEARNING PROGRAM

Introduction

Welcome to the Ocean Learning Program's science course: SA10 OCEAN & EARTH SCIENCE I. This is the first year of a two-year science program for the Ocean Learning Program. This course provides juniors an opportunity to study the geology, chemical and physical oceanography, meteorology, ecology and marine biology of the bays and watersheds of Oahu using the ocean as the classroom. Learning is experiential and involves working with onsite mentors (scientists & navigators) complemented with an online curriculum.

Course Goals The goals of this course are:

1. To develop students' awareness, knowledge and understanding of the physical, biological and environmental aspects of Hawaii's ocean environment
2. To provide students with hands-on experience, ocean skills and scientific approaches in seeking knowledge and addressing issues and problems of Hawaii's ocean environment
3. To develop students' awareness of the impact of human activities on our ocean environment
4. To develop a commitment in students for the wise and sustainable use of the ocean and its resources.

Course Requirements

1. Successfully completed one High School credit in Science
2. Successfully completed Ocean Learning Program's Summer Health Course HL31 which carries certification in American Red Cross Lifeguarding, American Red Cross CPR and PVS Open Ocean Survival Swim

Course Components

1. Fieldsites at Maunalua & Kaneohe Bay;
2. Labs at WCC & ATR,
3. Field visits at various SOEST, UH Facilities,
4. Coursework: online

Face-to face meetings for fieldsites, labs and field visits are usually scheduled on Tuesdays 8AM-4PM (locations- see course calendar); additional days scheduled if necessary .

Topics by Quarter

First Quarter	a. Overview b. Earth & Ocean Basins
Second Quarter	a. Waves & Beaches b. Meteorology
Third Quarter	Physical Oceanography
Fourth Quarter	Chemical Oceanography

Assignments & Projects There are 4 general types of assignments:

- 1) Writing Assignments: In each lesson there are assigned readings, field or lab reports or other activities. When specified, you will need to turn in a writing assignment for the lesson. In reading assignments, you are expected to read at least one of the links provided at each lesson's website. Writing assignments must be typed in a word-processor, saved locally and submitted to instructor via webct dropbox by due date indicated for the assignment.
- 2) Bulletin Board or Chat Discussions: In each lesson, there will be topics fielded for asynchronous discussion on the course bulletin board or in realtime via webct chat. You should participate actively in al discussions, whether online chat or bulletin board. It is important to contribute and respond to messages on the webct bulletin board each time.
- 3) Field Assignments: Field Assignments may include fieldtrips, science investigations or experimentation in fieldsites or science labs, excursions to listen to talks, lectures, presentations, etc. You are expected to be present and participate in each of these assignments.
- 4) Weekly Journals: You must write a minimum of 6 sentences of the thoughts and opinions about the week's learning and submit journal to instructor by Friday midnight each week via webct private mail.

Projects: You are expected to create an interdisciplinary multimedia project each quarter as part of your electronic portfolio for the Ocean Learning Program. For this course, you will choose a unique science experience or content of your choice learned in the specific quarter that best reflect the theme of the quarter. Use of multimedia technology is a prerequisite for this project. In the third and last quarters, your will need to do a face-to-face presentation of your project to your peers and the public

Self-Tests & Quizzes Throughout the course are self-tests and quizzes to help students evaluate their learning. Self-tests are self-directed and can be repeated as many times as needed to help the student understand or master a particular concept. Quizzes are used as an informal test of students' mastery of concepts. The weight of assessment is via daily assignments and activities and quarterly projects.

Instructor Information

Instructor Name	Ms. Soo Boo Tan
Email	oceanres@k12.hi.us
Office Address	Advanced Technology Research, Rm 204A, 475 22nd Ave, Honolulu, HI 96816
Office Phone	(808) 733 4777
Office Hours	9AM-4PM, MTTh

Grading

Writing Assignments	15%
Bulletin Board Discussions	15%
Field Assignments	15%
Weekly Journals	15%
Quizzes	15%
Quarterly Projects	25%

Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

IB 20/21 Physical Fitness I & II

These two sequential semester courses (I-Beginning & II- Intermediate) constitute the first half of four sets of semester courses in physical training and ocean challenge activities offered by the Ocean Learning Program. Topics include water safety & emergency procedures, physical training guidelines, lifeguard training, paddling & sailing activities, seamanship and sailplanning, coastal geography & voyaging skills. The classroom is the ocean and Instruction is on-site, face-to-face at locations refered to in the course schedule below. These courses are developed and taught in collaboration with the members of the Polynesian Voyaging Society.

Quarter	Schedule	Topics	Culminating Event / Benchmark	Certificate of Achievement
1	Once a week for 9 weeks, 8 hours per day, on Thursdays, at Maunalua Bay	• Exploring and Mapping Maunalua Bay (geological and biological) • Intro to fishing (Ted Williams; fishing techniques AND CONSERVATION) • Intro to paddling canoes, rigging, and paddling techniques • Weather and Ocean Safety (gathering daily weather information) • Basic Physiology • Basic Health (Diet, Exercise, Sleep) • Physical Training Guidelines	1.25 miles swim, Portlock to Paiko	PVS 1.25 mile Maunalua Bay Swim
2	Three times a week (MWF) for 2.5 hours per day (8-10:30 a.m.) for eight weeks, at Maunalua Bay	• Weather and Ocean Safety (gathering daily weather information) • Mapping of Maunalua Bay (geological and biological) • Fishing Techniques and Conservation • Paddling canoes and paddling techniques New Stuff: • Training for Paddle from Ke*ehi Lagoon to Koolina and Poka*I Bay • Coastal Geography:	Last Week of the Quarter (pending weather)*two-day paddle (Thurs. and Fri.) from Ke*ehi Lagoon to Koolina and Poka*i Bay (24 miles); Camp one night at Koolina.	PVS 24-mile Coastal Six-man Canoe Paddle

		Southern Coast of O'ahu from Makapu*u to Ka*ena Point (Winds, Currents, Waves, Tides, Beaches, Harbors, and Anchorages, Camp Sites) • Plan Paddle from Ke*ehi Lagoon to Koolina and Poka*i Bay (including contacting community and harbor masters, obtaining permits, etc.) • Intro to time and apparent movements of celestial bodies (sun, moon, stars, ß planets) of celestial bodies (sun, moon, stars, planets)			
3	Once a week for 8 weeks, 8 hours per day, on Thursdays, at Maunalua Bay, Keehi, Pokai*i, or Kane*ohe (depending on where Eala is)	• Weather and Ocean Safety (gathering daily weather information) • Mapping of Maunalua Bay (geological and biological) • Fishing techniques and conservation • Time and apparent movements of celestial bodies (sun, moon, stars, planets) • Coastal Geography: Southern Coast of O'ahu from Makapu*u to Ka*ena Point (Winds, Currents, Waves, Tides, Beaches, Harbors, and Anchorages, Camp site) New Stuff: • Intro to Sailing Canoe Eala • Training to Sail Eala • Sailing upwind and downwind routes (most efficient sailing) • Analysis of sailing performance (track canoe with GPS; plot and analyze course) • Coastal Geography: O'ahu (Winds, Currents, Waves, Tides, Beaches, Harbors, and Anchorages, Camp site) • Plan sail around O*ahu (including contacting community and harbor masters, obtaining permits, etc.)	Last Week of the Quarter (pending weather), Thurs. and Fri.*two-day sail from Mauanlua to Ke*ehi and back, upwind and downwind.		

| 4 | Once a week for 8 weeks, 8 hours per day, on Thursdays, at Maunalua Bay, Keehi, Pokai*I, or Kane*ohe (depending on where Eala is) | • Weather and Ocean Safety (gathering daily weather information)
 • Mapping of Maunalua Bay (geological and biological)
 • Fishing techniques and conservation
 • Time and apparent movements of celestial bodies (sun, moon, stars, planets)
 • Training to Sail Eala
 • Analysis of sailing performance
 • Coastal Geography, all of O'ahu (Winds, Currents, Waves, Tides,Beaches, Harbors, and Anchorages, Camp sites)
 • Plan around O*ahu Sail (including contacting community and harbor masters, obtaining permits, etc.) | Last Week of the Quarter (pending weather)*8-day sail around O*ahu (start on Saturday, end on following Sunday). | Completion of Year One: PVS Coastal Ocean Program Certificate |

EX12 Introduction to Computing -- Advanced Tools

Syllabus

This course surveys fundamental concepts of computer technology, application software for problem-solving, computer technology trends and the impacts on individuals and society.

The Three Course Components: Lectures, Projects and Quizzes

Lectures: There is a set of lectures that you need to work through. The topics are listed below along with a brief description of each of the lecture topics. Each lecture should take less than an hour to cover. Expect that you should return to each lecture to review the materials. As with all the activities in this course, if you have any difficulties or questions, be sure to send email to your instructor.

You need to use the Lectures button to get to the lectures.

Projects: There are five project categories. Each of these categories has four or five activities. A list of these projects and activities is given below the lecture listing.

You are provided with all the materials that you need. The instructions for each activity include information on how to submit your work. It will take you from a few minutes to an hour or more to finish each project activity.

The lecture listing provides links to the project details. You might see that there is no project 5. That's because we don't yet have a good graphics project. We will pretty soon.

Quizzes: There are multiple-choice quizzes that cover each of the sets of lectures. When you have completed the lectures, test your understanding by taking the quiz.

Check your Environment

Before you start, you should check your screen size. The lecture pages are designed for a minimum screen size of 1024 x 768 pixels.

Lectures Set 1

Number	Lectures	Description
1	Introduction to Our Class	A few brief comments about the structure of this course.
2	Email and Other Communication Technologies	Email is a simple way to communicate. Using the full power of email require a full background on how this technology works.

3	World-Wide Web Overview	The World-Wide Web has become a key tool for all computer users. You'll get an overview here that will help you understand how the web works.
4	Searching the World-Wide Web	The web holds information. You need a range of skills to find more than the most superficial and obvious information.
5a	Buying a Computer	Some basic advice on how to approach the problem of buying a computer. Even if you aren't buying a computer yourself, you'll get some valuable hints that will help you discuss computers with your friends.
5b	The Microsoft Windows Interface	An introduction to the Windows user interface. This is a must-do lecture for someone new to windows. It is also a good refresher even if you are familiar with Windows.
6	Storing Stuff	You need to know how to handle folders and files if you are going to be a successful computer user. This topic comes early since you'll be using this skill often.
7	A Computer System	Computers are an integrated set of hardware and software. We'll cover the basics here so that you have the necessary foundation knowledge for other topics.
8	Web Page Design	Building web pages has come to be a basic skill. You need to do more than create a simple page. It must be well designed.

Lectures Set 2

Number	Lectures	Description
9a	Presentation Skills	Almost everyone is afraid of doing a public presentation. If you are properly prepared, it will be much easier. You'll get important information here.
9b	Simple PowerPoint	In a rush to get a presentation ready? This is the fast and simple way to build a basic PowerPoint presentation.
9c	Makin' It Better	Don't be satisfied with a simple PowerPoint presentation when you can make it an outstanding one.

10a	Style	There are a number of things that you can do to add your own style to a PowerPoint presentation. Stand out from the crowd and communicate more effectively.
10b	PowerPoint Effects	Transitions between PowerPoint slides, and the animation of materials on a slide, are the two categories of effects. Look at the good and the bad. Make sure that you use this power effectively.
10c	Scrapbook Collection	Save work by stashing useful stuff for future PowerPoint presentations. It will help you develop your personal style.
11	Communications	How do computers exchange information? This is a core topic so that you can work in today's networked society.
12	Computer Graphics: Theory	Computer graphics is a major application of computers. The use of graphics is rapidly increasing. How this works with computers is explained here.
13	Computer Graphics: Digital Input	Bit-mapped graphics (a horrible term) is just one type of computer graphics. You need to know how this relates to today's technology.
14	Computer Graphics: Image Editing	Bit-mapped images need help. Most people don't know that so they are content with bad-looking pictures. You can be different.
15	Computer Graphics: Vector Graphics Theory	You saw vector graphics technology when we created PowerPoint graphics. Examine how this style of graphics fits into the world of graphics.
16	Computer Graphics: Animation	3D animation is the pinnacle of vector graphics applications. Look at the recent developments in the state of the art.
17	Multimedia	Let's explore where are computers headed as they try to fulfill our demands for rich sensory experiences.

Lectures Set 3

Number	Lectures	Description
18a	Excel: Introduction	Computer spreadsheets was the first killer app on a PC. It put a lot of machines on lots of people's desks.
18b	Excel: Basics	These are the must-know things if you're going to start using a computer spreadsheet.
18c	Excel: Good Looking Spreadsheets	Most people make dumb ugly spreadsheets. They don't know better. You'll show them the difference with these tricks.
18d	Excel: Printing	The tricks extend to printing.

19a	Excel: Lists	Do you think that a spreadsheet is just for calculations? Wrong. Spreadsheets are a great tool for entering information, keeping it neat and analyzing it.
19b	Excel: Functions	Excel has power to solve a lot of problems. Functions are the secret. Find out where this power is hidden and how to unlock it.
20a	Excel: Pivot Tables	Got a lot of data and you've got the job of analyzing it? The pivot table wizard turns data mountains into neat summaries.
20b	Excel: Charts	Convert numbers into graphics. You'll find it easy to make the basic diagrams. You'll find the hints here to make great-looking charts.
21a	Excel: Data Tables	An exploration of data tables shows another facet of Excel's power. It gives you another handy tool.
21b	Excel: Profit & Loss Statements	Bean counters make PNL statements. You need to know what they are doing. This is a brief introduction.
22	Peripherals	Computers don't live alone. Lots of things plug into them. How do you sort all this stuff out?
23	Portable Computing and New Gizmos (COMDEX99)	Every year, several hundred thousand people descend on Las Vegas to see the latest stuff. See what this feeding frenzy is like.
24	Safe Computing	Computer viruses are just one of today's problems. There is a lot to worry about. Being informed helps.

Projects

Project	Project Name & Component Parts
1	**Email**
1A	Email Message Critique
1B	Expressing Emotion in an Email Message
1C	File Attachments
1D	Adding a Signature
2	**Web Searching**
2A	Examining Different Search Engines
2B	Comparing Search Engines for Current Events
2C	Using Boolean Logic to Improve a Search

2D	Finding Prices and Availability with a Web Shopping Engine
3	**Building Web Pages**
3A	Critically Examining a Variety of Web Pages
3B	Building Links to External Sites
3C	Organizing a Web Page with Tables
3D	Creating a New Web Page
4	**PowerPoint Presentations**
4A	Critically Examining a Variety of PowerPoint Presentations
4B	Adding Slide Transitions and Animations
4C	PowerPoint Presentation Redesign
4D	Building a Presentation "From Scratch"
6	**Spreadsheets**
6A	Comparing Several Excel Spreadsheets
6B	Making an Excel Spreadsheet Look Good
6C	Using Excel Functions to Summarize Data
6D	Creating Charts with Excel
6E	Getting Data into Excel and Analyzing It

Last Updated: 07/05/00

Design & MULTIMEDIA

Syllabus

Welcome to Design & Multimedia. In this course we will be taking an in depth look at the world of modern multimedia. We'll also be creating some multimedia of our own along the way. Because this course relies heavily on being "online", I need you to make sure that you have free and easy access to a fairly high powered, well connected computer. This can be either from home or at school. (Or any place else for that matter.) Your computer should have ample free disk space, enough RAM (I'd suggest at least 32MB) and a fairly fast processor. I'd suggest at least a Pentium 100 running Windows 95/98/2K or a PowerMac, depending on your platform of choice. If you don't have such a machine at home and aren't sure where to find one at school, please see your site facilitator or e-mail me for further help. While a certain level of technical expertise will be necessary to do well in this course, the largest factor in your success or failure will be your willingness to explore and at least try to solve your own problems. One of the most necessary skills for being an effective multimedia developer is the ability make the best use of the resources at your disposal. Your ability to find and utilize those resources is a very big part of this course. I'm definitely here to help you when you get stuck, but will also be looking for students who have the perseverance and creativity to attempt to solve their own problems. Please keep this in mind when considering this course. I won't begin to pretend to know everything about creating multimedia. I'm sure that several of you are aware of techniques and software that I've never even seen. As we proceed through the year, however, I hope that we will be able to share what we know as well as what we've come to learn.

Lessons	Topic	Standards Addressed
1	**Components of Multimedia I: Still Imagery** • GIF • JPEG • BMP • PICT • TIFF	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. • Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews). *Educational Technology Standards...* • Select and apply information technology tools for research, information analysis, problem solving, and decision making in learning activities that involve issues or complex topics.

2	**Components of Multimedia I: Audio** • AIFF • .AU • MIDI • .WAV • ,MP3	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. • Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews). *Educational Technology Standards...* • Select and apply information technology tools for research, information analysis, problem solving, and decision making in learning activities that involve issues or complex topics. • Routinely and effectively use on-line information resources to meet needs for collaboration, research, publication, communication, and productivity.
3	**Components of Multimedia I: Video** • AVI • MPEG • QuickTime	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. • Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews). *Educational Technology Standards...* • Select and apply information technology tools for research, information analysis, problem solving, and decision making in learning activities that involve issues or complex topics. • Routinely and effectively use on-line information resources to meet needs for collaboration, research, publication, communication, and productivity.
4	**Components of Multimedia IV: Virtual Reality** • VRML • QTVR	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. • Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews). *Educational Technology Standards...* • Select and apply information technology tools for research, information analysis, problem solving, and decision making in learning activities that involve issues or complex topics.

		• Routinely and effectively use on-line information resources to meet needs for collaboration, research, publication, communication, and productivity.
5	**Multimedia Production I: Tools - Graphic tools** • Photoshop	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. *Educational Technology Standards...* • Analyze advantages and disadvantages of widespread use of and reliance on technology in the workplace and in society as a whole.
6	**Multimedia Production II: Tools - Audio Editors**	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. *Educational Technology Standards...* • Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. • Make informed choices among technology systems, resources and services.
7	**Multimedia Production III: Tools - Presentation Software** • Hyperstudio	*Language Arts Standards...* • Control and adapt writing processes according to task, purpose, and audience. • Demonstrate control of standard conventions. *Educational Technology Standards...* • Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. • Identify and use advanced features of software programs used in previous grade levels.

8	**Multimedia and the Web I** **Graphics on the Web** ● GIF ● JPEG ● PNG	*Language Arts Standards...* ● Control and adapt writing processes according to task, purpose, and audience. ● Demonstrate control of standard conventions. ● Evaluate and synthesize information from research and integrate information with own ideas in text. *Educational Technology Standards...* ● Identify, compare and contrast the impact and effects of technology. ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. ● Identify and use advanced features of software programs used in previous grade levels.
9	**Multimedia and the Web II** **Audio and the Internet** ● Audio files ● Streaming audio	*Language Arts Standards...* ● Control and adapt writing processes according to task, purpose, and audience. ● Demonstrate control of standard conventions. ● Evaluate and synthesize information from research and integrate information with own ideas in text. *Educational Technology Standards...* ● Identify, compare and contrast the impact and effects of technology. ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. ● Identify and use advanced features of software programs used in previous grade levels.
10	**Multimedia and the Web III** **Video and the Internet** ● Video files ● Streaming video	*Language Arts Standards...* ● Control and adapt writing processes according to task, purpose, and audience. ● Demonstrate control of standard conventions. ● Evaluate and synthesize information from research and integrate information with own ideas in text. *Educational Technology Standards...* ● Identify, compare and contrast the impact and effects of technology. ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. ● Identify and use advanced features of software

		programs used in previous grade levels.
11	**Multimedia and the Web IV** **Shockwave/Flash/Fireworks**	*Language Arts Standards...* ● Demonstrate control of standard conventions. *Educational Technology Standards...* ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work.
12	**Multimedia and the Web V** **Java**	*Language Arts Standards...* ● Control and adapt writing processes according to task, purpose, and audience. ● Demonstrate control of standard conventions. ● Evaluate and synthesize information from research and integrate information with own ideas in text. *Educational Technology Standards...* ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. ● Identify, compare and contrast the impact and effects of technology.
13	**Multimedia and the Web VI** **Web Authoring**	*Language Arts Standards...* ● Control and adapt writing processes according to task, purpose, and audience. ● Evaluate and synthesize information from research and integrate information with own ideas in text. ● Demonstrate control of standard conventions. *Educational Technology Standards...* ● Use technology tools and resources for managing and communicating information in situations individuals encounter in the world of work. ● Select and apply information technology tools for research, information analysis, problem solving, and decision making in learning activities that involve issues or complex topics.