

HPS TECH TIMES

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September 2001

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District Update: By Jeanne Farina

The summer was both busy and productive for our HPS Technology staff. When staff leaves for the summer it is time for the tech department staff to “kick it into gear” and get many projects completed that we are unable to do during the school year. Here are some of the tasks completed by the tech department staff this summer.

- **New Internet Accounts** – These new accounts replace the hps.k12.mi.us accounts for Internet mail accessed at school for all staff. The new accounts are the last 7 characters of your last name plus your first initial, example: (farinaj@howellschools.com). The account can be no larger than 8 characters. This is the account that will be used here at school for outside Internet mail. The old dial up account is still active and you may use it to receive Internet mail at home, example: farinaj@hps.k12.mi.us **Please Note:** even though this account will remain active it will not be used here at school for Internet mail; therefore, you may want to simply switch to the howellschools.com account for all of your internet mail and let all of your contacts know that this is now your Internet email account.
- **Software upgrades** - All networked computers were upgraded to Office 2000 and Windows 2000.

- **Teacher Technology Initiative (TTI)** - Many hours were spent organizing the procedures for this equipment to be ordered, inventoried and distributed to staff throughout the district. Teachers have received Dell laptop and desktop computers, scanners, digital cameras and a variety of other peripheral equipment. You can check to see the status of your item/s by going to www.howellschools.com and clicking the TTI link at the top of the page.
- **Tomorrows Technology for Today's Teachers (T4)** - This curriculum/technology integration training was a huge success for the 40 plus teachers who participated during July. We look forward to continuing this successful model during the 2001-02 school year.
- **Web Teleform** - A new web teleform was developed allowing us to issue survey-type forms that may be taken over the Internet. This teleform proved useful for evaluations of our T4 program. We will be using it for many other applications throughout the district.
- **Centralized Student Enrollment** - We implemented our new centralized enrollment process. Nearly 500 new students were enrolled and entered into SASI our student management system. This process allowed us to continually monitor and make adjustments to accommodate hiring of new staff in personnel and new bus runs for transportation.
- **Student Network ID's** - Student ID's and passwords have been issued for all 8,000 plus students at Howell Public Schools. Please remind your students that their accounts and passwords are private and should not be given out to anyone. These accounts will be used throughout a student's K-12 career at HPS. Once the student graduates the accounts will be removed. This will allow our students to have private space on our network to save their work. The accounts will also allow us to remove programs (like Internet access) from individual student login scripts, where access has been removed due to disciplinary measures or in cases where parents do not wish their children to access the Internet.
- **Internet Use Form for Students** - A new form went out to all parents of students who attend Howell Public Schools. This form states that the Internet will be used in our classrooms as an instructional tool. If parents do not wish their son/daughter to use the Internet at school they must sign this form and return it to their building and the technology department. The Internet icon will be removed from that student's login script.
- **Wireless Laptop Lab** - A new 32-laptop wireless cart will be added to the High School. It is in the process of being set up now and moved to the High School. The cart can be moved into any classroom in the High School and allow classes to use the laptops instead of taking their class to the computer lab. If you are interested in using the lab Elson Liu will work with you to demonstrate how it can be moved to your room.
- **Wireless Network connections between buildings** - Wireless connections between McPherson Middle School, HWMS and the HS were installed. This allowed our wide area network to remain functioning even when district construction projects cut fiber between these buildings.

- **Garage Sale** - A district garage sale where surplus equipment was sold was held in August. Many vintage Apple IIE computers and other old PC computers were sold to happy homes. If you missed it...it will be back in a few years when surplus equipment is again an issue.
- **Media Centers** - Four elementary media centers received five new PC computers each and new software upgrades, replacing old Apple computer servers and workstations within their media centers. All media centers in the district were upgraded to the new Winnebago Spectrum Suite software.
- **Computer Replacement** - Teacher computers and office computers at Voyager elementary were replaced. Sixty computers were purchased replacing the computers from H-1 and H-2 Business labs at the High School. Howell High School business labs will also receive additional workstation furniture to accommodate the increased number of computers and students that they serve.
- **New Phone System** - A new phone system has been installed at Howell High, McPherson, Highlander Way and the Transportation buildings. All buildings in the district will soon be converted to the new system that has been purchased with funds from our recent bond issue. The new phone system will allow all of us to have voice mail capabilities along with many other great features.
- **New Software Installations** – New software for instructors at the elementary and middle school computer labs have been installed.

This is what we did on the summer vacation!

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FYI: HPS now has one "specials" teacher per each elementary building. So, each building has its own Art, Music, PE and Technology teacher. That means those folks do not have to travel between buildings anymore! ☺

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Lesson Plan of the Month

The following lesson plan comes from:

Best Practices of Technology Integration II from Michigan Teachers

Title: Thinking Like an Engineer

Submitted by: Kathy D. Reinhard and Lynn C. Webster

School Building: Mancelona High School

School District: Mancelona Public School

School Address: 110 Carrolton St.
Mancelona, MI 49659

E-mail Address: ar103@tcnet.org

Subject Areas: Mathematics and Physics

Intended Grade Level(s): 9 - 12

Description:

The main purpose of the unit is for students to experience different ways of learning Physics and Mathematics in real world applications. If students construct their own knowledge then possibly they will remember and understand this knowledge. The major goal of this unit is to develop thinkers, problem solvers, and team workers through the use of physics and mathematics concepts. The kinds of technology used in this unit include, Lego Dacta kits, calculator-based laboratories (CBL), graphing calculators, and computers with a multi-media program like *Power Point*.

Narrative:

A Chinese Proverb is in the front of all AIMS books:

I Hear, and I Forget

I See, and I Remember

I Do, and I Understand

The premise is that if students are engaged, and actively participating in their learning that they will remember. If students remember then they can understand and apply this knowledge to other real life experiences. Students may even think about a career in the field of engineering. This unit opens the doors for all students to learn. The standards of authentic instruction are met in this unit. The main approach will be through team learning, and cooperative learning skills (sustentative conversation and higher order thinking). The unit presents real life problems (connections to the world beyond the classroom), which students will solve in small teams. Experiencing the problem solving process through team learning, students will begin to distinguish, and comprehend the relationship between mathematics, physics, and technology (deep knowledge and higher order thinking). The teachers (L. Webster and K. Reinhard) involved in this integrated unit are *modeling* team learning, and cooperative learning skills. The planning and implementation of this unit will use those same team skills. We also feel that it is very important for students to see and understand the relationship between physics and mathematics, and that there is real life application. The assessment part of this unit will include journals, peer evaluation, and an interview where the team will have to present their machine to a panel of people with the use of technology. The physics class and the proficiency mathematics class, which share the same time period, will work together by the older students sharing the physics knowledge and the mathematics classes sharing their knowledge of teamwork and mathematics. Students from both classes will be learning/working together.

Technology improves both student learning and understanding of mathematics and physics concepts. The Lego Dacta kits provide a hands-on model of simple machine

concepts and logical reasoning/problem solving in mathematics. The CBL gathers physical data and the graphing calculators provide a mathematical representation of the relationships found in the data. Assessment of students' understanding is a machine and a team presentation of the machine. The *power point* program gives the means to use technology in a sequential and creative manner.

Thinking Like an Engineer motivates students to be better learners. We observed students having substantive conversations about how to solve problems or accomplish goals. Students were enthusiastic about learning and understanding physics/mathematics concepts. In the beginning of this unit we observed students being frustrated by the concepts and the tasks expected of them. Through the teaching methods presented, students became better problems solvers, acquired team skills and persevered through difficult assignments. The technology was a tool to assist all students to learn. The teamwork skills were revealed when different students (not only physics students) were able to contribute their knowledge of technology in the use of the *power point* program. Students' presentations and machines were proof of the success of the teaching of the unit as well as the understanding and learning of the unit.

Curriculum Benchmarks:

MI.SCI.IV.3.HS.2 Describe the idea that whenever one object exerts a force on a second object, the second object exerts an equal and opposite force on the first object. (Key concepts: Action force, reaction force. Real-world contexts: Walking, swimming, jumping, rocket motion.)

MI.SCI.IV.3.HS.3 Analyze the operation of machines in terms of force and motion. (Key concepts: Force, motion, and changes of motion— speeding up, slowing down, turning, push, pull, friction, gravity, attraction, repulsion, balanced, unbalanced. Real-world contexts: Machines, such as bicycles, automobiles, electrical motors, and generators.)

MI.MAT.V.2.HS.2 Represent algebraic concepts and relationships with matrices, spreadsheets, diagrams, graphs, tables, physical models, vectors, equations and inequalities; and translate among the various representations.

Total amount of time for unit:

Nine weeks. Lesson plans are based on a Block Schedule, where each lesson is 83 minutes.

Materials/Hardware/Software:

Please refer to detailed daily lesson plan file

Teacher preparation:

Please refer to detailed daily lesson plan file

Prerequisite Students Skills:

Basic numeration skills (9th grade level)

Teamwork skills (listener, communicator, contributor, and is respectful of other team members)

Technology skills (able to use a graphing calculator, computer keyboard skills, the use of *Power Point*)

Physical science concepts (9th grade level).

Student Activities/Procedures:

Please refer to detailed daily lesson plan file

Assessment/Evaluation:

Please refer to detailed daily lesson plan file

Follow-up Activities:

For extensions and follow-up activities, refer to the Aims Book, which incorporates extensions of specific activities used in the unit.

****If you have a technology-rich lesson that you would like to share with others, please send it to colburnc@howellschools.com no later than the last Monday of the month.*

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Carole's Training Corner

Hello and welcome back to school! I hope you all had a wonderful summer and are once again eager to delve right into the New Year with renewed brio! Training did not stop this summer and I am happy to report that over 40 of our teachers participated in T4: Tomorrow's Technology/Today's Teachers. You can get complete class details and the September training calendar by visiting the training web site at <http://hps.k12.mi.us/training/TrainingHomePage.htm>

One of my goals for this year is to offer at training at each building at least once a month. For the month of September, I will be teaching Inspiration at all of the elementary buildings and doing Class XP/Integrate Pro Help sessions at the high school and MMS and HWMS as well.

Remember, if you are interested in such training, contact Kim Blair either via e-mail or at extension 558 to set up a time and day.

To see the complete list of class offerings for the month, check out the calendar page at <http://hps.k12.mi.us/training/TrainingCalendarPage.htm>

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Tips & Tricks

The following Tips & Tricks come from: [www.wordtipsgold@vitalnews.com/](mailto:www.wordtipsgold@vitalnews.com)
You can have these tips e-mailed to you directly each day by signing up at the above mentioned site.

CHANGING THE SIZE OF A GRAPHIC

Once the graphic has been placed in your document, you can resize it by following these steps:

1. Click on the graphic. A box appears around the element (this is designated by eight squares, or handles, around the outside of the graphic).
2. Use the mouse to point to one of the handles. Click on the left mouse button.
3. Drag the handle to resize the graphic.
4. Release the mouse button when the graphic is the size you want.

If you drag one of the corner handles, the proportions of the graphic are maintained. If you use one of the top, bottom, or side handles, then the proportions of the graphic are distorted.

Another way to adjust the size of a graphic is to click on the picture once, and then choose Picture from the Format menu. This displays the Format Picture dialog box. In Word 6 and Word 95, you can adjust the scaling (size) of the picture in this dialog box. In Word 97 or Word 2000, you must first click on the Size tab, and then you can adjust the scaling. When you click on OK, the new settings are applied to the graphic.

ADDING VERTICAL LINES BETWEEN COLUMNS

As you already know, Word allows you to add columns to your page layout. As part of your page layout, you may decide to add vertical lines between each column on your page. To do this, follow these steps:

1. Position the insertion point at the beginning of the material you want to appear in columns.
2. Select the Columns option from the Format menu. When you do, you will see the Columns dialog box.
3. Specify the number of columns desired, as you normally would.
4. In the Apply To box, select This Point Forward. This causes Word to apply columns beginning where the insertion point is located.
5. Click on the "Line Between" check box.
6. Click on OK.

DISPLAYING THE RULER

The ruler appears at the top of every Word for Windows document window. The ruler is used to adjust formatting and align elements of your page. It is very helpful if you are using Word with a mouse.

Word allows you to control whether this ruler is displayed or not. To do this, simply select the Ruler option from the View menu. This is a toggle; every time you select it, the display is changed. If a check mark appears the left of the Ruler option, then the ruler is visible. If no check mark is there, then the ruler is not displayed.

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Cool Links For You to Try...

<http://www.hps.k12.mi.us/Curriculum1.html>

<http://glen.cc/mtip/>

<http://www.remc7.k12.mi.us/oaisd/miclimb/>

<http://www.cyberlearning.org/>

<http://www.brainbuzz.com/topsites/Default.asp?CatID=1>

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For suggestions or questions regarding TECH TIMES, contact: colburnc@howellschools.com

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