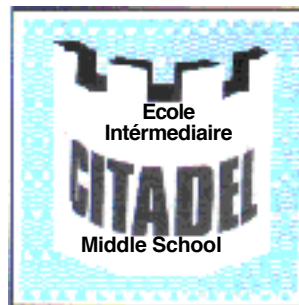# Computer Studies Curriculum
for
SD43
Coquitlam Middle Schools

Coquitlam School District #43
British Columbia
CANADA
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Ecole
Intérmediaire
CITADEL
Middle School

compiled by Lance Read
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revised
050615

Lance Read has been teaching for a total of 20 years.

In 1979 while teaching at Canim Lake BC, he developed a character set for the Apple computer, based on a UBC Dept of Linguistics design of the Interior Salish language.
These were used by band elders to produce school text books.

In 1984, while teaching at Ha-Ho-payuk school, he produced a similar character set for use by the Port Alberni Nuuchahnulth Education Authority and elders.

Computers have remained a big part of his teaching career.
In 1988 he was hired by Coquitlam district in large part because of his background in computers.

Over the next 18 years he was the computer contact person in his school as well as being a general teacher to grades 4 to 7 and grades 2-8 science and computers.

During his teaching stint in District 43 he helped set-up and maintain McJanet Mac Networks at several elementary schools in his area. When Middle Schools opened in 1993 he also helped set-up and maintain a mixed platform, PC and Mac - Novell then Windows NT Pro Server networks.

In 1996 he visited four "exemplary" Middle Schools and two elementary schools while on business in California.
This guide is a combination of the best of what we are doing here with the best of what he saw there.

e-mail: lread@sd43.bc.ca

revised
2005,02,15

Overview & Scope and Sequence considerations

Choice of Applications
There are a huge number of applications areas to choose from, however, after careful consideration of future workplace skills we have chosen to concentrate in four areas we feel will be most useful for quite some time-

1. Information Presentation - principles, techniques and guidelines
2. Desk Top Publishing -principles of layout and design, typography and enhancements
2. Web Site Development - using Development tools and HTML programming
3. PowerPoint Presentation - curriculum based project
4. Webquests - internet research skills

Level of Instruction
Many of the students at the middle school (6,7 & 8) level have fairly good basic computer skills. Some students have limited skills and and a few may have very limited or no exposure to computers.

Method of Presentation
There are two ways to present basic computer skills including use of applications, hardware /software troubleshooting, folder and file management, network server and internet access. These are:

1. present each segment / concept isolated from any project work (usually less effective)
<div align="center">**or**</div>
2. develop a project and learn the basic skills in the development of that project (usually more effective).

Some applications are more suited to the first way of presentation while some are more suited to the second. **D**esk **T**op **P**ublishing and **Web Page** development are presented using the second method while **PowerPoint** is presented, initially, using step by step segmented lessons where several simple pages are developed together over several lesson / days. After that time students begin their own project. New techniques are presented briefly each lesson as the unit proceeds. Student are encouraged to circulate and observe other student work and to share with each other.

Example of each: **DTP skills can all be taught as isolated components**- i.e. "today we will learn how to enhance a page by adding lines & boxes and we will also learn how to align objects to make your page look neater. Please follow along." **or they can be taught as the student project is developed** i.e. as student develops their project, we intercede for several minutes each day to teach one or more enhancement techniques. (When students are actually in the process of developing a personalized finished product, e.g. newspaper or business brochure they are more motivated and stay involved).

Initial project Unit Overview may last 10 to 30 minutes, however directed instruction on white-board, or LCD overhead at the beginning of a daily lesson should last only a few minutes to five minutes maximum. Approximately 25 % of students will need little or no help after this time; 50% of students require some assistance from each other, class mentors or teacher and 25% or less of students need specific help from teacher and student mentors.

The initial **tool and menu use** and project **template or document set-up** is a step by step procedure that students are lead through while following a handout or online outline as per **lessons 1 & 2** in **DTP** outline.

Scope and Sequence - *considerations*

We have found that scope and sequence in computer studies are more difficult to attempt to outline than in any other curriculum area for several reasons:

1. year by year more students seem to arrive with "advancing" skills for their age level compared to previous student groups, due to more and more students having home or library access to computers

2. in any one grade at any one time there is a much wider range of skills found in computer studies than in any other subject area

3. unlike other year-round subject areas, students may have between 2 and 8 months between semesters of computer instruction depending on how scheduling is allocated for computers, which term they finished in and which term they started in the following year

Therefore, this middle school curriculum uses the same projects for all three grades. The difference between grade goals is that students become more efficient while at the same time learning to use more techniques and the tools more effectively.

The fact that students do the same project in grade 6, 7 and 8 does not seem to matter for several reason. One reason is that they quickly become motivated to do a newspaper and web site based on some totally new interest they have developed. Another reason is that although they quickly remember previous skills learned, they appear to see new and better ways to go about developing their final product. Finally, each year students seem to become more comfortable with the skills and begin to concentrate on a more complex or creative end result.

Student Mentors
In computer studies, more than any other curriculum area, student mentors are a valuable and necessary resource. It should be impressed on the more capable students who "just get-it", that it is incumbent upon them to assist those in need of help and to share techniques that they develop. In any case, computer skills is one subject area that the "nintendo generation" appears more willing to share skills and mentor in than any other area of study. (This is perhaps because they have developed a computer culture of sharing "game cheat codes", 'walk-throughs', etc. and they are more willing to help others progress through a project). **In their future work-place, there will always be a strong need for co-workers who do "get-it" to be able to work with associates who have challenges adjusting on their own to ever changing technology. Our schools are the perfect training ground for this most valuable skill - '*mentoring*' .**

Although for the most part student mentor work does not suffer, they may be compensated for "time lost" away from their own project development with up to 25% of their project mark. In other words, it is assumed that any work completed will be of first rate quality and that if a mentor completes e.g. only 3 out of 4 project pages they will receive full marks. **This is rarely the case though as almost all true mentors will complete all work to the highest standard.**

Although the Ministry has "abandoned" the IRP for computers at this time, we have included it here for references purposes.

With debate still underway in the field of Information Technology and what it is or isn't, we think it most probably includes, ***"the efficient and accurate collection, assembly and presentation of information through the use of technology"***. Therefore, we have included three basic areas of study DeskTop Publishing, Website Development and Animation.

Other related areas include "Power Point" or "Hyperstudio" type presentations. However at this time our school and many others are just getting to the point where our technology can handle the processing speed and memory required for effective presentations of any magnitude in this medium.

I.R.P. Overview for Information Technology (Computer Studies), B.C. 2005-2006
The complete IRP for ALL grade K to 12 is included.

Grades 4 to 7

Students gain an understanding of the personal, community, and global consequences of information technology tools and develop a concern for their responsible use. They begin to appreciate the impact information technology has on individuals and society. Students become more proficient at accessing, gathering, organizing, and presenting information by using information technology tools to create solutions to relevant problems.

In grades 4 to 7, students will:

use a variety of information technology tools, applications, and production processes
• apply problem-solving skills to meet an information need
• practise using a variety of information technology tools
• demonstrate a willingness to manage resources and information
• demonstrate an awareness of the protocols and ethics involved in the use of InfoTech

Grades 8 to 10

Students become more sophisticated in their use of information technology tools. They develop stronger information literacy skills and continue to learn about various careers that use and apply information. They consider the cultural, ethical, and legal implications of information technology.

In grades 8 to 10, students will:

• use a variety of information technology tools to access information
• apply information technology to all walks of life, including education and recreation, and to future careers
• identify and describe various information technology tools related to careers
• demonstrate an understanding of ethics and acceptable use of information when accessing and processing information
• develop simple programs for the computer
• demonstrate an understanding of safe ergonomic strategies for the use of InfoTech
• apply information technology tools in research

Category of Tool	Examples
Hardware Devices	faxes, voice/fax/data modems
	electronic day books
	video recorders, tape-recorders
	MIDI hardware
	liquid crystal display panels
	digital scanners, laser printers
	digital cameras
Software	
and Computer	Accessories
	computer-assisted-instruction (CAI software)
	simulations
	CD-ROMs
	laserdiscs
	office and multimedia productivity tools
	World Wide Web browsers
	hypertext authoring tools
	programming languages
	multimedia software and tools
Communications	
Environments	Macintosh, OS/2, Windows, Unix, DOS
	World Wide Web
	Gopher, Veronica, Archie, file transfer protocol (FTP) sites
	Wide Area Information Servers (WAIS)
	Internet service providers
	local area network
	wide area network
	infrared communications
	video conferencing

Planning Your Technology Lesson

www.summit.sd43.bc.ca/technology/planning.htm

Start small

    * Take small steps.
    * Don't re-invent the wheel.
    * Use the expertise of others in your school and district.
    * A collaborative approach takes longer but its more fun and builds better products :)

    1) Start with a lesson that lasts a period or less that someone else has already made or use the information from a single web-site to support what you are doing in the classroom.

    2) Move on to larger projects, continuing to make generous use of what other people have already done.

On-line Lessons

    * Search for a specific lesson using a search engine such as Google or Vivisimo.com.
    * Type in key words such as: volcano lesson plan, outsiders novel lesson plan, etc.
    * Search by topic and grade from a variety of lesson plan resources on the net.
    * Good sources: AskEric, Discovery School, Awesome Library, and Education World.
          (see links for these on webpage shown at page top)

    3) Use lesson plans developed by the BC Ministry of Education.
          bced.gov.bc.ca/technology/6-9.htm

    4) Go to a specific lesson plan database. A list of databases can be found at:
      Google's Lesson Plans Directory-
        directory.google.com/Top/Reference/Education/Educators/K_through_12/Lesson_Plans/
      and Teachnology - teach-nology.com/teachers/lesson_plans/directories/

Create your own lesson plan.

One popular method:

1. Choose a lesson/unit that you know really well, or, choose a unit/lesson that you would really like to improve.

2. Determine what your goals are. What experiences, skills, and knowledge will students have as a result of this lesson or unit?

3. Decide on a critical question that your lesson will focus on. See examples of questions that involve Higher Order Thinking Skills compared to Information Retrieval Tasks.

4. Develop Instructional Activities and Strategies. Check out existing units. Critique what you have done or what you see in someone else's lesson.

5. Develop assessment and Evaluation Activities and Resources.

6. Try it out

7. Celebrate!

Comparing LOTS to HOTS

Lower Order Thinking Skills (LOTS) vs Higher Order Thinking Skills (HOTS)

Information Retrieval Task **LOTS**	Critical Question **HOTS**
Find out about Buddhism.	Is Buddhism a religion or a lifestyle?
Do a report on Japan that includes infromation on the geography, climate, history, culture and economy.	Your family has to move to Japan for your father's job. He has been offered the chance to move to Nagasaki, Tokyo or _____ . Your family wants your opinion. Compare these three cities and state why you would move to the one of your choice.
Find out about Frogs.	Design a habitat for a specific frog species that would meet its needs for food, protection from enemies and reproduction.
Research and write about medicine as a career.	Which field of medicine would be most suited to my interests and strengths.

Desk**T**op **P**ublishing
using
a

Drawing
application
such as

MS Publisher,
OpenOffice Publisher
AppleWorks
or
MS Works

may be done with

MS Office or OpenOffice.

May also be
adapted to a
Word Processing

application

Before starting this unit, teacher should become familiar with the application.

1. Sample DTP should be shown and posted to illustrate layout.

2. Show example newspapers, magazines, brochures, pamphlets and other sample DTP layouts.

3. Introduce terms such as *BANNER, Table of Contents, Graphics, Text objects* and *columns*.

4. Students should write about or select articles about topics they already know.

Disclaimer:
"We will not be going through the writing process and editing for grammar etc. at this time, but spell checking should be done"- (unless this can be "pre-organized" with the Language Arts or Humanities teacher).

5. Three ways to trigger written composition:

    1. Copy any graphic of interest from the internet
    2. Use any graphic e.g. Halloween, school logo
    3. Scan in a picture you already have - family, pet, holiday image or team photo
    4. Write a bizarre "tabloid - 'three headed alien baby' " type article.

6. Project can be:

    1. subject focused- i.e. all about figure skating, Jim Carrey, Japan, etc.
    2. theme related- i.e. NHL Hockey Goalies, Holidays, Fav' TV Shows, etc.
    3. mixed bag- a random assortment of graphics and text (Tabloid style).

7. Unit Outline

Lesson 1 Looking at Menus (brief) and Tool Box (extensive trial use)
Lesson 2 Formatting page, adding spacers, banner. **see below**
Lesson 3 QRL2 + Adding graphics from Internet - pasting and resizing .
Lesson 4 Adding graphics from clip art, internet or scan
Lesson 5 QRL3-5 + Adding text. Resizing columns, **typography** (see typography guidelines)
Lesson 6 Arranging- word wrap, layers and aligning object and Object box shading.
Lesson 7 Adding enhancements - shapes, lines and effects- i.e. underlines, outline boxes, etc.
Lesson 8-13 Independent page building time.

Students are encouraged to borrow ideas from posted samples, examples and other class members.

QRL = **Q**uick **R**eview **L**esson - e.g. QRL2 = Quick Review of Lesson 2 skills

Lesson 1 - Breakdown
- Look at Menus (brief) these will be explored and reviewed daily as unit develops
- Explain use of and try out individual tools in Tool Box on sample page.

Lesson 2 - Breakdown
-Open a **New document or Draw** - see "set-up handout" below
-Choose **Page or Document Setup** then choose Orientation / Horizontal
-**Format / Document** margins 0.5 inch (.5 Tab, .5 Tab, etc.) size **2** pages across
-**View / Page View**
-**Option / Edit Master Page** - Draw 1 inch x full page height blank rectangle page spacer centre.
        (Remove before printing. No object to be placed here during layout)
-Open Banner Text Object on page one - right side (front of paper)

A specific BANNER such as "Soap-Opera Chronicle" or a generic banner such as "Kara's Paper"
can be used initially until student decides later on an appropriate banner based on newspaper content.
                        Place *Date, Volume* and *Issue* under banner.
                Separate Banner off with line or rectangular box, etc.

Lesson 3 - Breakdown

Open Internet browser first then Application
Find a graphic (e.g. Image Search / GOOGLE for "Garfield")
COPY IMAGE - right-click 'til option window opens - select COPY IMAGE
Select object arrow from Tools and **V**elcro Graphic on page. May be resized as needed.

Lesson 4 - Breakdown.

Import clip art or scanned images (review scanning procedure, individual tutorial for some students)
Resizing, cutting, copying and pasting
Place graphic object on page.

Lesson 5 - Breakdown.

Open Text object and enter appropriate text. Spell check when finished.
Show centring and justification.
Resize graphics and text column width and align them to balance appearance.
        - Standard columns are not usually less than 2" but may be up to 3.5".
        - Review and post **Typography** guidelines (see below)
        - 10 pt type standard for newspapers

Lesson 6 - Breakdown.

Show how all objects are layered and may be **Arranged / Front to Back** in the layers.
Have students open small white rectangle and place inside and over larger shaded rectangle. Show how
text object could be placed inside (use sample example)

Lessons 7, 8

Continue adding graphics and text.
Graphics and text may be moved from page to page to give a better balance and organization as needed
- "jigsaw puzzling".

NOTES:

Zoom out to 50% to get a better view of page balance and to move objects around.
        (A good balance is usually under 50% graphic to over 50% text).
Zoom in to 100% to do text processing.
Remember to remove blank spacer object in **Edit / Master Page** before printing.
Print two sided copy- i.e. print page 1 then flip and print page 2.
NB "Remember to Save and Back-up regularly as you go!"

Newspaper document *set-up*

1. Open a **New Document or Drawing**

2. **File / Page Setup** -choose Orientation / Horizontal

3. **Format / Document**
      -margins 0**.5** inch (.5 - Tab, .5 - Tab, .5 - Tab, .5 - Tab)
      - size **2** <u>pages across</u>

4. **View** / Page View

5. **Option / Edit Master Page**
      -Draw 1 inch x full page height blank rectangle at page centre
    (Remove it before printing, No objects to be placed over this)

6. Choose tool **A / Text Object**
      - Open a text object on the right side of page one - (front of paper)
      - Choose 36 - 48 Size Font - Type in Banner

A specific BANNER such as "Soap-Opera Chronicle" can be chosen or a generic banner such as "Kara's Newspaper" can be used to start until the true title/theme of the paper is forthcoming.

Place date, volume and issue under banner. Separate Banner off with line or long rectangle, etc.

Evaluation

Students are evaluated on their project work (weighted 1.0) and a quiz (weighted 0.5).

Project marks break down out of 25:

1. 50%+ text / 50%- graphics -   5
     • more text than graphics- this is not an essay / pamphlet format which may exclude
         graphics altogether. Majority of text should be 10pt font with some 12pt and
         occasional 14 to 24 pt headlines or ad copy.
2. Empty space / crowding -   5
     • Elements should be spaced comfortably close, within but not closer than **2 mm (.25")**.   i.e.
     Text objects should never touch graphics object.
3. Creative / Effort / Neatness -   5
4. Layout / Balance / Design   5
     •3&4 are subjective assessment however, layout should be balanced, neat, organized.

5. Enhancements-   5
     • includes - boxes, lines, arrows, ads, special effects, etc.

Typography
guidelines for Font selection

1. Use font size 12 or 10 pt. ONLY for most typing- titles may be 14 to 18 point maximum.

2. Never use all capitals, they are harder to read.
To accentuate words - Use slightly larger fonts.
All CAPITALS is termed SHOUTING.

3a. Sarif fonts, those with "wingtip" decorations like those used on this page are easier to read
3b. SANS Sarif fonts like Helvetica in this line are harder to read and should be avoided.

e.g. compare split line below in Times w/Sarifs with following split line in Sans Sarif Helvetica:

the quick brown fox jumped over the slow THREE BLACK DOGS FOUR LITTLE PIGS

the quick brown fox jumped over the slow THREE BLACK DOGS FOUR LITTLE PIGS

3. ALL CAPS fonts such as Capitals and **STENCIL** should be used sparingly for effect only and **never** for entire assignment.

4. Bold fonts such as the ever popular Chicago should be used sparingly **if at all**.
Some students choose to **bold** their entire assignment. These and **bolded** fonts are harder to read and can use up to 5 times as much printer ink.

5. Better fonts to choose include Courier, New York & Times.

6. *Italics are a preferable* choice when identifying a book title or when scripted writing is used to represent diary entries. *Signature* is also a possible choice for small amounts of scripted writing.
Avoid use of scripted fonts for entire entries.

7. Use "wild" type fonts such as *Jester* and Sand sparingly as they aren't easy to read and should not be used for entire assignment but only for selected words.

8. Underline text should not be used - *italics* and **bold** are used to highlight or emphasize text.

Sample of Page Layout as seen at 25% (zoom out)
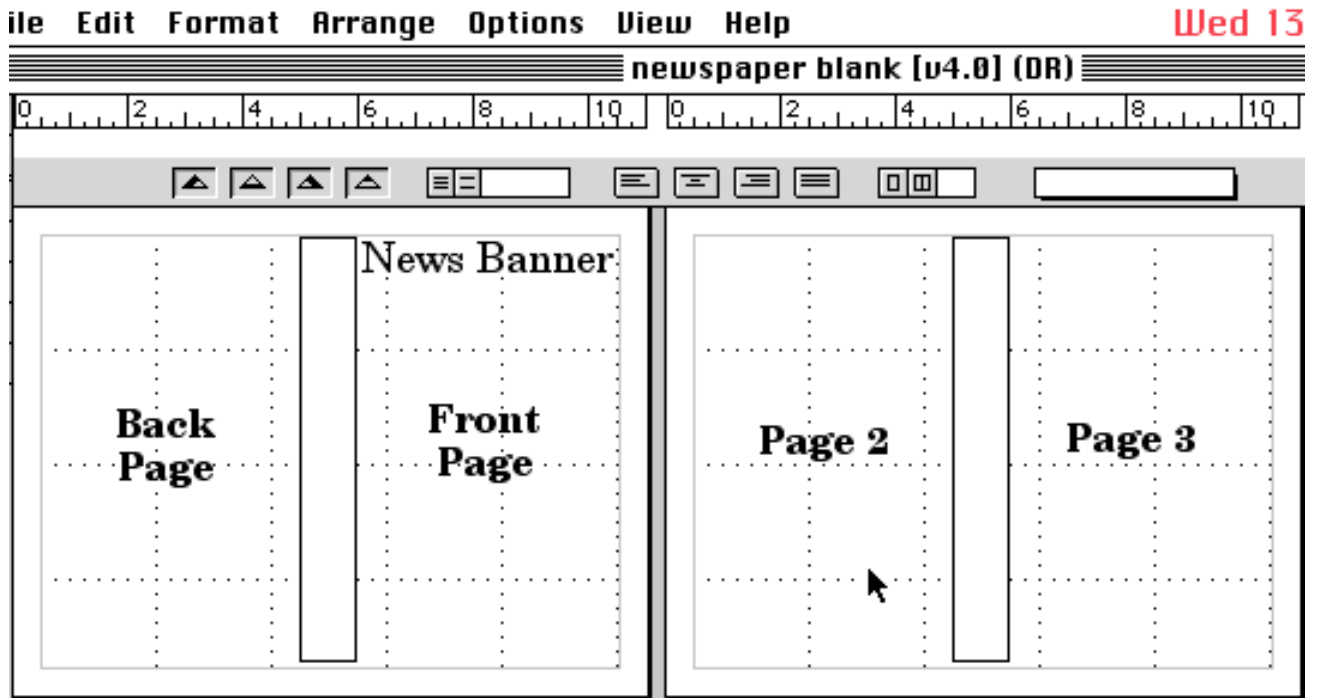
**The following pages of newspaper samples show assorted layouts
that students might be working on.**

The first one shows a company brochure for a computer business (Johnson Ng)

The second is a sports related "Grizzlies" newspaper (Bree Wier)

The third is a general interest paper (Christine Poh)

**It is a good ideas to collect a wide assortment of student work to display so that other
students can get an idea of what is possible.**

Mac OS

Introducing Mac OS 8!

Mac OS 8 can save you time, increase your productivity, and speed you to the Internet. With a new Multitasking Finder among its many new features, find out how this new version of the Mac OS is the best yet.

Over 2,000,000 copies of Mac OS 8 have been sold in the US. order Mac OS 8 online directly from the people who created it.

According to SoftTrends, the software tracking unit of leading market information provider The NPD Group, August marked the first time any Macintosh operating system had cracked the number one ranking.

Mac OS 8 is number two on the PC Data bestselling software list. Even that Mac OS 8 upgrade is number 11!

Apple

The Power Mac G3 Minitower

The Power Mac G3 Minitower offers new options that crank up the system speed to almost frightening levels. Like new high-performance hard disks that can pump information through at up to 40MB/sec., and new 100Mb Ethernet cards that offer dramatically faster network connections—both extremely helpful when opening or moving large graphics and video files. It's the Mac version of "the rich get richer."

Your comments are important to us. Email your concerns, questions, or ideas to jng1@cln.etc.bc.ca, or write them in the bottom and mail it to us.

_____
_____
_____

Computer Digest

The paper that talks about IBM's, Mac's, and related accessories.

In this issue...

IBM

Intel Pentium II Processor p. 2

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Bose speakers p. 3

Mac OS 8 p. 4

The PowerPC G3 Processor p. 4

300MHz for PCs!

Pentium II

Early June 1997, Intel launched its next generation of micro-processors (the brain of a computer) for the PC -- the Pentium II. The new chips are currently available in three speeds -- 233, 266 and 300 MHz.

A whole new look: the Pentium II processor got a new costume! It has a sleek new look -- a unique Single Edge Contact (S.E.C.) Cartridge. This cartridge is just like modem cards, or sound cards, but this 'card' is thicker. So if you want to install a Pentium II card on your computer, make sure that you have a 'Slot 1' slot on your motherboard (Remember that Pentium II uses a Single Edge Contact, so it will not fit on a standard PGA socket.)

Pentium II processor

Comparing with the earlier versions of Pentium processors, the Pentium II has a very big change. We have talked about its costume, now we will look at its speed. The Pentium II uses a combined technology from Intel's MMX technology and the Dual Independent Bus architecture used in the Pentium Pro processor. As I said earlier, Pentium II is currently available up to a speed of 300 MHz, comparing to the Pentium 233 MHz with MMX, it is much faster. With this extremely fast speed, you can download files from the Internet at a much higher speed (must have a fast modem for best results), edit pictures and videos on your computer (and share them with your friends through the Internet), watch and listen to magnificent videos clips (from VCD, DVD, or camcorder) and sound clips (from VCD, CD, DVD, MIDI, etc.) in 32-bit technology that delivers more vivid colours, sound, and graphics with enhanced 3-D features, make your own video, play the latest games, and more!

For more information, visit its site at http://www.intel.com/PentiumII/home.com, or look in the Computer Papers November 97 Issue (read it on-line -- http://www.tcpss).

Aptiva

Multimedia Colour Monitors

For the first time, Aptiva introduces a new line of multimedia colour monitors custom designed with integrated Bose speakers, perfect companions to any S Series System. Offered in two viewable image and 17" (15.9" viewable image) sizes, the charcoal grey, satin-finish monitors are the only ones specially engineered to complete the Aptiva system's TrueSpace™ sound system.

solution. Both provide fully integrated audio control between MSS-compatible software programs and the monitors.

Twist the volume knob on the monitor and the slider in the software application indicates the actual volume being heard. Move the audio control slider in a software application and an On-Screen Display pops up on the monitor to track the change.

ULTIMATE MULTIMEDIA FEATURING SOUND BY BOSE® WITH ACOUSTIMASS® TECHNOLOGY

BOSE

The Aptiva S Series offers a complete, exciting multimedia experience - from the concert quality Bose audio featuring TrueSpace™ and Acoustimass technologies to Aptiva's Ultimate Arcade 3D graphics for 3X greater performance than can be found on any previous Aptiva. If you are looking for the cutting-edge in multimedia, with integrated Bose audio with TrueSpace™ processing system, Intel Pentium II processors, DVD-ROM II, ATI 3D Rage™ Pro graphics accelerator and Dolby® Digital Sound, the Aptiva S Series delivers.

The Computer Digest's Web site

Athony Peller Opens His Own Web Page

Peeler's teammates are aways calling ns A.P. so he chosen to use "All-Purpose" as the title of his new web page.

A.P. has written in his site that he likes to smile and make funny faces, and that he is the giggler and joker of the bunch. He has included two photos so far and is having a contest to see who can E-Mail him the funniest captions for them.

Peeler and several other Grizzlies have jumped onto the ever expanding information super highway making access to info on your favorite celebrities and role models. It also provides an easier way for the famous to communicate with their fans.

Peeler, who has contributed to the Grizzles first few seasons will hopefully continue to serve and knock down the points from the perimeter.
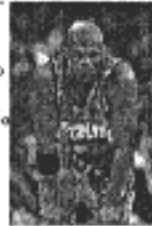
How Does the Future Look?

There are some definate possibilities for the Grizzlies in the future and because they have some of the first draft picks. It is unlikely that things are going to take a fall that is any worse then where they've come from.

Management and coaching changes have made a big difference

Antonio Daniels Falls Victim to the Great Canadian FLU!

The Vancouver Grizzlies newest giant guard Antonio Daniels has fallen victim to a virus that Canadians all know. It claimed it's newest future star just in time to keep him out of the [...] game against the Lakers. It's unfortunate too because the Grizzlies really could have used him in the second half.

So, it seems that the amazing rookie has officially been welcomed to Vancouver, Canada!

Bree's Grizzlie News

First Edition

Antonio Daniels Unveils New Uniforms

The Grizzlies unveiled their second road uniform. The new black with teal edging has made a flashy impression on the Grizz fans.

The new uniform was introduced as the Grizzlies started on a short home game winning steak. The year and the 'uni' have started off on a good note.

Raptors Becoming What The Grizzlies Were?

Oh how the mighty raptors have fallen! Why, they almost broke the Grizzlies old record for straight losses. What has caused this curse to befall the threatening Dino's of the East? Their coach has gone as far as taking away their cars, certain privileges, etc. but it doesn't seem to have helped the situation much. Perhaps the Grizzlies should help the Raptors deal with this little slump!

Inside:
- Big Country's new look
- Shareef's 2nd season
- Blue's new role
- Chilcutt's sweet threes
- A.P.'s new web page
- A Daniels Rookie year; How's it going?

Reeves New Look

The Vancouver Grizzlies 7ft. center Bryant Reeves has begun to overcome his disappointing '96-'97 season.

He entered an intensive fitness program with the Grizzlies' personal trainers to try to improve his game.

Big Country shed the flab and got his floor time. dropping the weight not only helped his game, it helped him escape the stinging lash of the media's whip.

Reeves is proud of his accomplishment and feels that it has made him a more successful person. Although he has not been all happy with his scoring and rebounds overall, there is still a long season ahead.

Shareef Slams

Last year he put in a phenominal rookie season and he's brought that shine back to the floor for his second NBA season. Like many of the other players Shareef's role has changed substantially. Shareef has broken his records in assists and his passes have led to many points for the Grizzlies.

Shareef seems ready for a good season and a chance to gain more experience as the Grizz play some of the best around. Shareef can also help the other members of his team by

Blue Ponders His New Role

Blue Edwards was not happy about his new role at first. He wondered why he lost his spot on the starting line-up and wanted to get it back.

However now that the season has

----Cili's 3's----

Pete Chilcutt, forward for the Vancouver Grizzlies has made a considerably contribution to the Grizzlies 3-point shooting this season. Besides some incredibal steals, shots and sneaky passes Chilcutt has

played very respectably for the beginning of this season.

When ever the game comes down to the wire and there's a foul shot for either team you will usually see Pete on the floor to try one from the the 3.

Pete played one of his best games this season against the Lakers on Jan.6, he was playing better than most of the Grizzlies stars.

Lucky Matchups

The Grizzlies are finding some of their best combinations after the major trades earlier on in the season.

TO LOOK FOR:
- Chilcutt and Reeves
- Mayberry and Chilcutt
- Thorpe and Mac

Antonio Daniels has to find his pals out on the floor. Once he does the

ROLE PLAYS

It has become increasingly clear that the older Grizzlies are expected to take on some very heavy leadership roles. Some of these players include Blue Edwards, Bryant Reeves and Pete Chilcutt.

As the Grizzlies gain more young rookies from the Draft picks they require more leaders to show them what it takes. And who better than

comics corner

Name The Person

If you named all three people call (604) 899 9787. If you get at least two people you will win $200.00 in cash. If you get all three people right, you will get $350.00 in cash. All participants. Must phone before January 30, 1998.

The Christine Times

Santa Has Triplets

A picture of Santa Claus and his Triplets

Everyone at the North Pole are very happy, because Mrs. Claus has given birth to two girls and one boy. Their names are Kelsey, Joanna, and Santa Clause Jr. Santa said that Santa Claus Jr. would be the next Santa when Santa gets too old for his job.

Here is a picture of Santa Claus Jr.

Garfield for Mayor!

Garfield has been voted for the mayor of Port Coquitlam. He says that he will build a corner stores in the residential areas. Garfield also says that he is building all these stores for the sake of kids, so they can buy candy at the corner store on their way to school. There would be a bigger shopping mall because Port Coquitlam has only one tiny mall.

What's In Your Paper?

Do you have a story?
Call (604) 954-6374

The World Record Page

The Worlds Most Famous Cat Sets World Record For The Longest Nap Ever Taken!

On January 5, 1997, at 4:50 pm, Garfield set the world record of the longest nap ever taken. The old record was 5 hours and 45 minutes. Garfield set a new record of 6 hours and 50 minutes.

Jon Arbuckle said that this was the first time that he was really proud of Garfield.

The Worlds Most Favourite Cat Sets Another Record For Most Food Eaten In Thirty Minutes!

Garfield has done it again! He beat his old record for most food eaten in thirty minutes. His old record was 2000 lbs. of lasagna. Garfields new record is 2070 lbs. of lasagna.

World News

Mickey And The Gang Are Going To Broadway!

Mickey Mouse claims that he is going to Broadway to do a musical with his friends. It is not confirmed what musical he is doing.

Pooh's On Strike!

Winnie the Pooh is marching to the president of The Walt Disney Company complaining that he and his friends don't get enough screen time. Bouncing with him is Tigger. (Spelt T-I- Double-G-ER) Also Piglet, Kanga and Roo. The rest of Winnie the Pooh's friends are on vacation.

Need Cash Fast? Go to CIBC

Killer Eagle in Citadel Heights.

Resident John Afratis said he saw an Eagle on his tree on his tree. Below the tree was John's Kitten. John went to get a camera, but when he came back, he saw

Desk Top Publishing Study

Name

> Make reference to the labelled tool box and menus to select the appropriate letter of the area you go into, to do the operation in question, then fill in the blank to the right. Answers may be used more than once.

e. _____ f. _____ g. _____ h. _____ i. _____

a.

File   Edit   Format   Arrange   Options   View

b.

c.

d.

1. Put an arrow on the end of a line.   __d__
2. Changes line thickness of a line around an object   __d__
3. Choose to have more than one page in your document   __f__
4. Select horizontal page printing in a new document   __e__
5. Show rulers so you can have word processing menu   __i__
6. Change the background shade or colour of an object   __c__
7. Change the top, bottom, left and right margins   __f__
8. To rotate or flip and object   __g__
9. Move a rectangular or circular object behind a text box   __g__
10. Change the font, size or style   __f__
11. Align two objects left to right or top to bottom   __g__
12. Turn the "Autogrid" off and on.   __h__
13. Draw a rectangular box down the centre of a page   __b__
14. Resize a graphic object using the menu bar   __f__
15. Select no lines around an object   __g__
16. Resize a graphic object using the toolbox   __a__
17. Hide the little dots in the graphics grid   __h__
18. Open a text box for type written text / composition   __a__
19. Change a line to a different pattern   __d__
20. View different files you have open on the desk top   __i__

> Place a **T** for **T**rue or **F** for **F**alse in the blank to the right.

21. To select more than one object, press **control** key and click on each   __f__
22. If you Velcrod a graphic into text, you didn't choose the object arrow   __t__
23. To **glue** several objects together use command and the "**H**" key   __f__
24. Corel and WebPage Graphics can usually be resized in Draw
__t__
25. To change **size** of some graphics copy them into a new Paint file   __t__

Desk Top Publishing Quiz

Name

Make reference to the labelled tool box and menus to select the appropriate letter of the area you go into, to do the operation in question, then fill in the blank to the right. Answers may be used more than once.

a. **e.** ____ **f.** ____ **g.** ____ **h.** ____ **i.** ____

🍎 File Edit Format Arrange Options View

b.

c.

d.

1. Select horizontal page printing in a new document ____
2. Change the top, bottom, left and right margins ____
3. Choose to have more than one page in your document ____
4. Draw a rectangular box down the centre of a page ____
5. Open a text box for type written text / composition ____
6. Change the background shade or colour of an object ____
7. Changes line thickness of a line around an object ____
8. Select no lines (None) around an object's border ____
9. Move a rectangular or circular object behind a text box ____
10. Change the font, size or style while text is highlighted ____
11. Align two objects left to right or top to bottom ____
12. Turn the "Autogrid" off and on. ____
13. Put an arrow on the end of a line. ____
14. Resize a graphic object using the menu bar ____
15. To rotate or flip and object ____
16. Resize a graphic object using the toolbox ____
17. Hide the little dots in the graphics grid ____
18. 'Show rulers' so you can have word processing menu ____
19. Change a line to a different pattern ____
20. View different files you have open on the desk top ____

Place a **T** for **T**rue or **F** for **F**alse in the blank to the right.

21. To erase parts of .gifs and .jpgs copy them into a new Paint file ____
22. To select more than one object, press **Control** key and click on each ____
23. To **Glue** several objects together use command and the "**H**" key ____
24. WebPage .jpg and .gif Graphics can usually be resized in Draw

____
25. If you Velcrod a graphic into text, you didn't choose the object arrow ____

Total number right ____ / 25

Desk Top Publishing Quiz Key   Name _____Answer Key___

> Make reference to the labelled tool box and menus to select the appropriate letter of the area you go into, to do the operation in question, then fill in the blank to the right. _Answers may be used more than once._

e. _____ **f.** _____ **g.** _____ **h.** _____ **i.** _____

a. | **File Edit Format Arrange Options View**

1. Select horizontal page printing in a new document — **e**
2. Change the top, bottom, left and right margins — **f**
3. Choose to have more than one page in your document — **f**
4. Draw a rectangular box down the centre of a page — **b**
5. Open a text box for type written text / composition — **a**
6. Change the background shade or colour of an object — **c**
7. Changes line thickness of a line around an object — **d**
8. Select no lines (None) around an object's border — **d**
9. Move a rectangular or circular object behind a text box — **g**
10. Change the font, size or style whie text is highlighted — **f**
11. Align two objects left to right or top to bottom — **g**
12. Turn the "Autogrid" off and on. — **h**
13. Put an arrow on the end of a line. — **d**
14. Resize an graphic object using the menu bar — **h**
15. To rotate or flip and object — **g**
16. Resize a graphic object using the toolbox — **a**
17. Hide the little dots in the graphics grid — **h**
18. Show rulers so you can have word processing menu — **i**
19. Change a line to a different pattern — **d**
20. View different files you have open on the desk top — **i**

> Place a **T** for **T**rue or **F** for **F**alse in the blank to the right.

21. To change **size** of <u>some</u> graphics copy them into a new Paint file — **t**
22. To select more than one object, press **Control** key and click on each — **f**
23. To **Glue** several objects together use command and the "**H**" key — **f**
24. WebPage .jpg and .gif Graphics can usually be <u>resized in Draw</u> **t**
25. If you Velcrod a graphic into text, you didn't choose the object arrow — **t**

Total number right   __25__ / 25

Internet WebSite Development

using
a
Development tool
e.g. Mozilla Composer
&
HyperText Mark-up Language
the
programming language
of the
World Wide Web (WWW)

Introduction

HTML is the programming language of the **W**orld **W**ide **W**eb (WWW)

HTML **tags** are simply hidden (command) information found within angle < > brackets.

These tags tell the Web browser (Firefox, Internet Explorer, etc.) how to display the information (bold, center, left, etc.).

HTML documents can be created in any word processor that has HTML save translators or an HTML creation tool like Firefox Composer.

HTML tags are not case sensitive but they must be in *American* spelling. **i.e.** it does not matter if you type <CENTER> <center> <Center> or even <cEnTeR> but you can't use <cent**re**>

Some Tags work with a mate i.e. bold on **** and off **** If you fail to use the mate, that effect is NOT turned OFF (in this case the rest of the document would be bold).

A. The HTML **Skeleton or Shell** tags:

<HTML> starts a page (tells the browser it is **"**speaking**"** HTML **"**program**"** language

<HEAD> begins the page header which contains the title found in the browser

<TITLE> displays the page title that appears at the top of the Web Browser

</TITLE> ends the title line

</HEAD> closes the page header

<BODY> body of page starts here (all of visible page commands are entered here)

    all of the commands found in part **B.** below are found in between <BODY> and

</BODY> which ends the body of a page

</HTML> ends a page (Note: Nothing should follow either of these last two tags)

B. HTML basic special effects tags:

<BODY BGCOLOR=red> or <BODY BGCOLOR="nnnnnn"> changes the background colour, - most common color names can be used i.e cyan, green, etc. "nnnnnn" is a hexadecimal, six place number ranging from "000000" no **R**ed **G**reen **B**lue = Black to "ffffff" all **RGB** = white ("Other" colour wheels show a range of colours)

<BODY BACKGROUND="name.gif"> places an image in the background

<CENTER> centres whatever heading or text follows </CENTER> ends centring

<FONT COLOR= red>   or <FONT COLOR="nnnnnn"> changes font color

<FONT SIZE = 1 to 6> changes the font from 1 small (6pt) to 6 large (22 pt)

<H1> Headline are bold fonts followed by a line space <H1>**22 pt** </H1> down to **<H6>**6 pt

font**</H6>** Note: Headline fonts are turned off by matching tag </H1> etc.

<P> puts a blank line between two lines of text (no mate)

**
** puts a carriage return at the end of a line of text (no mate)

<B> bold **</B>**   **<I>** italics**</l>**   **<HR>** places a ruled line divider across the page

<A HREF="http:/www.yahoo.com">Yahoo**</A>** opens an "anchor" to a hot link (links to another web "site")   see example on **page 18**

<IMG SRC="name.gif"> inserts graphic **im**age sou**rc**e (in **.gif, ..jpeg** or **..jpg** format)

<TABLE> starts a tabled area   **</TABLE>** ends the area

<TR> starts a **t**able **r**ow **</TR>** ends a **t**able **r**ow

<TD> identifies **t**able cell (**d**ata) (a table "deposit")   **</TD>** ends **t**able cell (**d**ata)

C.   Some other HTML commands are:

<UL> </UL> start and end a bullet list   **<OL> </OL>** starts and end a numbered list

    <Ll> places a bullet or number before the line of text (no mate)

D. HTML Editors... search the net for **"HTML basic"** and **"HTML advanced"**

Freeware and Shareware HTML editors are available on-line. Many editors are available in versions for DOS, Windows, MAC, UNIX and even Amiga. **Internet Explorer and Firefox** (4.x) both contains a "Composition" module for writing HTML.

E. Samples of button/link web sites:

www.meraloma.com & www.sd43.bc.ca/citadel

View and discuss parts of different web sites that are text only and button/text driven. Websites are viewed by non or limited English speakers... buttons are a good way to help them find relevant pages. Frames are a hassle for many surfers and should be avoided.

F. Text Link to Favourite sites

One of the first things students like their pages to do is link to a favourite site and the easiest way to do this is with a text link. An anchor or hot link address can be entered into their body as follows: <A href="http://www.meraloma.com">*My favourite site*</A>
the actual code is <A href="   "> </A> with the bracketed quote being filled with the actual link address and the space before the </A> in italics being text visible on their page. See sample syntax on **page 20 C & D**.

G. Links to Other Pages

A page may be linked to other pages on your own site by inserting a Hot Link to another page as follows:

<div align="center">

<a href="pagel.html">_Link to page 1_**</A>**

</div>

pagel.html is another website page and ***Link to page 1*** the visible hotlink text.

H. Images (Photos)

Any scanned image, picture or photo can be posted to a web page if it is converted to a ***gif*** or ***jpeg***. To insert an image (photo) the code **<img src="name.gif">** is inserted onto a line in the body of the page (where name.gif is the exact name of the saved gif image or name.jpeg is the name of a jpeg image.

I. Button Link to other Web Sites

A more effective way to insert a link, is with a Button or Icon link.

Students can insert a button into their web page by saving a smaller image (gif or jpeg) to their disk from the internet. The code line must make reference to the exact name of the file. The line must also refer to a link page as follows:

<div align="center">

**<a href="http://www.cbc.ca"> <img src="cbc.gif">
** _Link to CBC_ **</A>**

</div>

The first part of this link shows the full URL address for the CBC web site ***http://www.cbc.ca***. The second part shows an image called ***cbc.gif*** being used as a button and finally, the words ***Link to CBC*** placed on the line under the button because **
** is a line break.

It is also possible to make a graphic / icon in a paint programme like MS Works or ClarisWorks and convert it using a gif or jpeg converter (also available on the internet).
(SEARCH for "gif converters") It is necessary to know what format the converter prefers i.e. PICT, TIFF, etc. (Many prefer PICT format)
See *HTML - Images, Buttons & Hot (Hyper) Links* **page 21**

Page 21 makes reference to insertion as done in Page Spinner, however most Editors follow the same basic insertion procedures.

J. Viewing Your Website

1. Web sites may be viewed by opening them in internet browser with **File / Open File**.

2. Students can post their web site pages to Free WWW servers like Geocities at **www.geocities.com** or AngelFire at **www.angelfire.com**, so that people off your LAN can view them BUT that is a whole other set of workshops OR ask kids in your school who have done it to step you and other students through it.

K. Text insertion **-** adding **words** to your webpage
- type them into the **body** area i.e. After ***<Body>*** and above ***</Body>***
- Use **
** to put text on different lines, use **<P>** to insert a space line.

L. Text size - e.g. <FONT SIZE=6> *Sample text* </FONT>
- scroll over text
- choose Size / Font size "n"

M. Text color **-** e.g. <FONT COLOR="2fd3ff"> *Sample text* </FONT>
- scroll over text
- choose Text / Text Color and one of 16 colors or
    go to **Other** at bottom and use color wheel (slide toggle first)

N. Background color - e.g. <BODY **BG**COLOR="ffccff">
- highlight and **delete** the **<BODY>** tag
- choose Menu / "Helper Assistant" next to Window (in Menu top of page)
- select **Document Body...**
- in Color box (at center page) click on box next to **Background**
- use color wheel (slide toggle first) to select color
- Select ***APPLY or INSERT*** at window bottom
- Delete the extra </BODY> that is also applied

O. Inserting Images
<p align="center">**<img src= "name.gif" width=23 height=56>**</p>

1. Place cursor on page where you want to insert image and ***Save page (command S)***
2. Open Image tool (to right of Anchor - green square, red triangle, yellow circle)
3. click on **folder** beside Filename box, select .gif or .jpeg file in your image folder
4. If you choose to, select **Align** "left, right, top, bottom, etc"
5. Select INSERT (or APPLY) at window bottom

P. Hot Link (Hyperlink)
<p align="center">** Disneyland Website **</p>

1. lace cursor where you want HOTLINK and ***Save page (command S)***
2. Open link tool in tool box (looks like an 8)
3a. Click on Folder to right of Enter URL box and open a page to link to in your folder.
3b. *Or* enter a complete URL address (with **http://**) such as ***http://www.disney.com***
4. Enter text in Text box e.g. **Link to page 2**. or **Link to Disney Website**
5. Select ***APPLY or INSERT*** at window bottom.

Q. Hot Link w / Button Image

      ** <img src= " disney.gif"> Disneyland Website **

1. *** *Save page before starting this process (command S)*

2. Place cursor on page where you want to insert image

3. Open Image tool (to right of Anchor - green square, red triangle, yellow circle)

4. click on **folder** beside Filename box, select .gif or .jpeg file in your image folder

5. Click box to left of "Enter URL to link to:"

6. In **"Enter URL to link to:"** at bottom, enter FULL URL to link to

       - include **http://** - e.g. http://www.disney.com

7. Select INSERT (or APPLY) at window bottom

R1. Editing Images   (.gif or .jpeg)

1. In a paint programme

      a. Open a clipart image or find an image on the Net and use Copy Image

      b. Velcro into paint and edit it into what you want

      c. Copy to Draw

2. Save as PICT (not AppleWorks) ... goto R2 next to convert to .gifs or .jpegs

R2. Converting PICT files to .gif or .jpeg images

1. Using a gif or jpeg converter such as Clip2Gif - Choose File / Convert

2a. Select Option / Save as PICT to convert from gif to pict for editing in Paint

2b. Select Option / Save as GIF to convert from pict back into gif or jpeg

3. Note: conversion happens 'automatically' and image is saved with .gif or .pict affix.

Names of all files, both images and linked pages, must be identical to those saved file names and the pathway to their folder should be included.
(path is inserted automatically if the folder selection procedure in step 4 above is used)

e.g. **../images/** "porsche.jpg"

HINT: - Use only alphanumeric characters in file names
- no spaces or symbols especially the **slash /**
These characters often represent network and file system pathway branches and can be confusing for a browser when searching for files.

<HTML><HEAD>
<TITLE>**My Website**</TITLE> } **'Shell' start from <HTML> to <BODY>**
</HEAD>
<BODY BGCOLOR=blue>
<CENTER> ← turns on centring
Welcome to my homepage
I love basketball and the NBA.
 ← text showing in body of page
<IMG SRC="nbalogo.jpeg"><P> ← image of the NBA logo
<A HREF="http://www.nba.com">Goto the NBA Website</A>
 ← link to NBA
<A HREF="page1.html">Go to page 1</A>
 ← link to page 1
<A HREF="page2.html">Go to page 2</A> ← link to page 2

</CENTER>

</BODY> } **'Skeleton' ends at**
</HTML>   **</BODY>   </HTML>**

Basic Homepage
saved as: **index.html**

START HERE

1. Make a webpage using HTML Tags <u>as above</u> and save as <u>index.html</u>

2. Make a new page *as shown to right* - save as page1.html

3. Make a new page *as shown below* - save as page2.html

4. Enhance pages following basic 'B' below right.

5. make sure to 'interlink' all your pages and include a link to another website

<HTML><HEAD>
<TITLE>**Page 1**</TITLE>
</HEAD>
<BODY>
<CENTER>
Welcome to page 1

My favourite place is Disneyland

<IMG SRC="disney.gif"><P>

<A HREF="http://www.disney.com">Go Disney</A>

<A HREF="homepage.html">Go to Homepage</A>

<A HREF="page2.html">Go to page 2</A>

</CENTER>
</BODY>
</HTML>

Page 1
saved as: **page1.html**

<HTML><HEAD>
<TITLE>**Page 2**</TITLE>
</HEAD>
<BODY>
<CENTER>
Welcome to page 2

Some day I hope to go to the U.B.C.

<IMG SRC="ubclogo.gif"><P>
<A HREF="http://www.ubc.ca/tour">UBC Tour </A>
<A HREF="homepage.html">Go to Homepage</A>
<A HREF="page1.html">Go to page 1</A>
</CENTER>
</BODY>
</HTML>

Page 2
saved as: **page2.html**

Basic 'B' Mark

1. Assorted text, colours & sizes

2. Background color

3. One to 3 images each page

4. All page are linked together:

Homepage <u>to</u> page 1 and page 2
Page 1 <u>to</u> Homepage and page 2
Page 2 <u>to</u> Homepage and page 1

5. Link to another website

'A' Mark

Meet a 'perfect B' (no errors) and develop advanced skills on extra web pages or your own "off LAN" web site.

LRead

Name:_____
___

Part I. Place the proper letter in the blank to the right

Read the descriptions to the right and choose the correct tag from below.

a. **<TR>**
b. **</CENTER>**
c. **
**
d. **<BODY>**
e. **</TITLE>**
f. **<HEAD>**
g. **</A>**
h. **<B>**
i. **<TD>**
j. **<IMG SRC="name.gif">**
k. **</HEAD>**
l. **<TABLE>**
m. **</TR>**
n. **</TD>**
o. **</HTML>**
p. **<CENTER>**
q. **<HR>**
r. **<P>**
s. **<TITLE>**
t. **<FONT COLOR=   >**
u. **</TABLE>**
v. **<FONT SIZE =   >**
w. **<H1>**
x. **<A>**
y. **<HTML>**

1. ends a page _____
2. starts a page _____
3. displays the page header _____
4. displays title of page _____
5. ends a title line _____
6. closes the head _____
7. start of main part of a page _____
8. centres text & images _____
9. ends centring _____
10. headline font _____
11. turns bold on _____
12. puts in a blank line _____
13. ends a line, starts a new line _____
14. a ruled separation line _____
15. opens "anchor" to a hot link _____
16. ends a table row _____
17. inserts a graphic image _____
18. changes the font color _____
19. changes the font size _____
20. starts a tabled area _____
21. ends the tabled area _____
22. ends table data _____
23. closes the anchor _____
24. table data "deposit" _____
25. starts a table row _____

Part II. True or false
- place a T or F in the Blank

26. 2 line spaces can be inserted using <P><P>
_____

27. **Tags** can be upper (capital) **or** lower case letters
_____

28. **<b>** and **<bold>** are the same
_____

29. to convert graphics simply add **.gif** to the file name
_____

30. anchors can go to other web sites or your disk files
_____

31. more than one <TD> can be used in a <TABLE> area

Computer Study Sheet - HTML Tags   Name:_____

Part I. Place the proper letter in the blank to the right

Read the descriptions to the right and choose the correct tag from below.

1. ends a page	__o___
2. starts a page	__y___
3. displays the page header	__f___
4. displays title of page	__s___
5. ends a title line	__e___
6. closes the head	__k___
7. start of main part of a page	__d___
8. centres text & images	__p___
9. ends centring	__b___
10. headline font	__f___
11. turns bold on	__h___
12. puts in a blank line	__r___
13. ends a line, starts a new line	__c___
14. a ruled separation line	__q___
15. opens "anchor" to a hot link	__x___
16. ends a table row	__m___
17. inserts a graphic image	__j___
18. changes the font color	__t___
19. changes the font size	__v___
20. starts a tabled area	__l___
21. ends the tabled area	__u___
22. ends table data	__n___
23. closes the anchor	__g___
24. table data "deposit"	__i___
25. starts a table row	__l___

a. <TR>
b. </CENTER>
c.
d. <BODY>
e. </TITLE>
f. <HEAD>
g. </A>
h. <B>
i. <TD>
j. <IMG SRC="name.gif">
k. </HEAD>
l. <TABLE>
m. </TR>
n. </TD>
o. </HTML>
p. <CENTER>
q. <HR>
r. <P>
s. <TITLE>
t. <FONT COLOR=   >
u. </TABLE>
v. <FONT SIZE =   >
w. <H1>
x. <A>
y. <HTML>

Part II. True or false
- place a T or F in the Blank

26. 2 line spaces can be inserted using <P><P>   __f__
27. **Tags** can be upper (capital) **or** lower case letters   __t__
28. Table data cells can be started with **<td> or <tc>**   __f__
29. to convert graphics simply add **.gif** to the file name   __f__
30. anchors can go to other web sites or your disk files   __t__
31. more than one <TD> can be used in a <TABLE> area   __t__
32. some tags like **<B>** have mates which turn them off

page 28

Name:_____

Computer Quiz - HTML Tags

___

Part I. Place the proper letter in the blank to the right

a. **<H1>**
b. **</CENTER>**
c. **
**
d. **<BODY>**
e. **</TITLE>**
f. **<HEAD>**
g. **</A>**
h. **</HTML>**
i. **<FONT SIZE =   >**
j. **<IMG SRC="name.gif">**
k. **<HR>**
l. **<TABLE>**
m. **</TR>**
n. **</TD>**
o. **<A>**
p. **<CENTER>**
q. **</HEAD>**
r. **<TITLE>**
s. **<HTML>**
t. **<FONT COLOR=   >**
u. **</TABLE>**
v. **<TD>**
w. **<TR>**
x. **<B>**
y. **<P>**

1. ends a page   _____
2. starts a page   _____
3. displays the page header   _____
4. displays title of page   _____
5. ends a title line   _____
6. closes the head   _____
7. start of main part of a page   _____
8. centres text & images   _____
9. ends centring   _____
10. headline font   _____
11. turns bold on   _____
12. puts in a blank line   _____
13. ends a line, starts a new line _____
14. a ruled separation line   _____
15. opens "anchor" to a hot link _____
16. ends a table row   _____
17. inserts a graphic image   _____
18. changes the font color   _____
19. changes the font size   _____
20. starts a tabled area   _____
21. ends the tabled area   _____
22. ends table data   _____
23. closes the anchor   _____
24. table data "deposit"   _____
25. starts a table row   _____

Page 1 _____ / 34
Page 2 _____ / 6
Total   _____ / 40

Part II. True or **f**alse
- place a T or F in the Blank

26. <cent<u>re</u>> cannot be used because it is Canadian spelling

_____

27. **<b>** and **<bold>** are the same

_____

28. to convert graphics simply add **.gif** to the file name

_____

29. anchors can go to other web sites or your disk files

_____

30. more than one <TD> can be used in a <TABLE> area

_____

31. 2 line spaces can be inserted using <P> <P>

Number the following in the proper order

Sample 1

Netscape: BMX Express

<HTML>
<HEAD>

____ <A HREF="service.html">Link to Service
Page </A>
____ <FONT SIZE = 6> Welcome
to BMX Express
Home of the most durable bikes <P>

____ </HEAD>

____ <BODY> <CENTER>
____ <A HREF="info.html">Link to Information
Page</A>
____ <TITLE> BMX Express </TITLE>
</BODY>
</HTML>

____ / 3

Sample 2

Netscape: Citadel Home Page
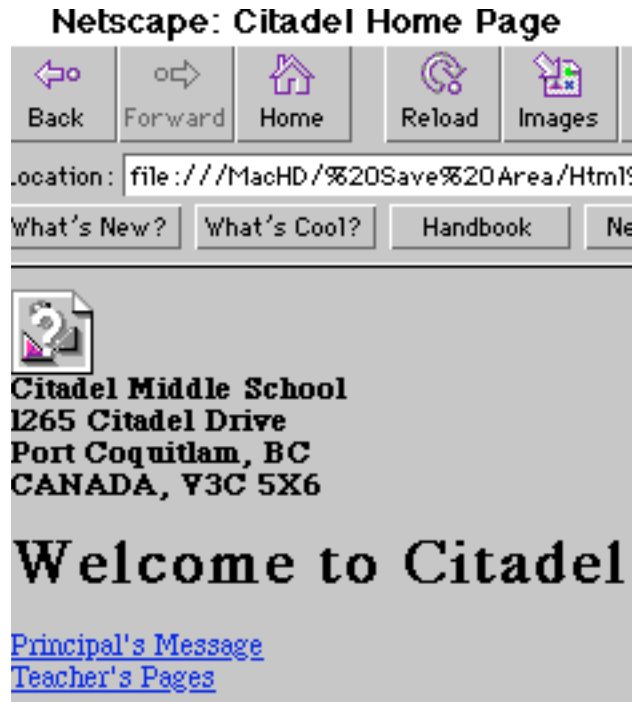
<HTML>
<HEAD>
____ <BODY>
____ <A HREF="principal.html">Principal's
Message</A>
____ <TITLE>Citadel Middle School</TITLE>
____ </HEAD>
____ <IMG SRC="Citadel Logo.gif">
____ <B>Citadel Middle School
l265 Citadel Drive
Port Coquitlam, BC
 CANADA,
V3C 5X6</B> <P>
____ <H1 >Welcome to Citadel</H1 > <P>
____ <A HREF="teacher.html"> Teacher's
Pages </A>
</BODY>

____ / 3

Total score for page 2

___ / 3 + ___ / 3 = ____ / 6

page 30

Name:_____Answer Key_____

Part I. Place the proper letter in the blank to the right

a. **<H1>**
b. **</CENTER>**
c. **
**
d. **<BODY>**
e. **</TITLE>**
f. **<HEAD>**
g. **</A>**
h. **</HTML>**
i. **<FONT SIZE =   >**
j. **<IMG SRC="name.gif">**
k. **<HR>**
l. **<TABLE>**
m. **</TR>**
n. **</TD>**
o. **<A>**
p. **<CENTER>**
q. **</HEAD>**
r. **<TITLE>**
s. **<HTML>**
t. **<FONT COLOR=   >**
u. **</TABLE>**
v. **<TD>**
w. **<TR>**
x. **<B>**
y. **<P>**

1. ends a page ___h___
2. starts a page ___s___
3. displays the page header ___f___
4. displays title of page ___r___
5. ends a title line ___e___
6. closes the head ___q___
7. start of main part of a page ___d___
8. centres text & images ___p___
9. ends centring ___b___
10. headline font ___a___
11. turns bold on ___x___
12. puts in a blank line ___y___
13. ends a line, starts a new line ___c___
14. a ruled separation line ___k___
15. opens "anchor" to a hot link ___o___
16. ends a table row ___m___
17. inserts a graphic image ___j___
18. changes the font color ___t___
19. changes the font size ___i___
20. starts a tabled area ___l___
21. ends the tabled area ___u___
22. ends table data ___n___
23. closes the anchor ___g___
24. table data "deposit" ___v___
25. starts a table row ___w___

Page 1 _____ / 34
Page 2 _____ / 6
Total _____ / 40

Part II. True or false
- place a T or F in the Blank

26. <cent<u>re</u>> cannot be used because it is Canadian spelling
___t___

27. **<b>** and **<bold>** are the same ___f___

28. to convert graphics simply add **.gif** to the file name ___f___

29. anchors can go to other web sites or your disk files
___t___

30. more than one <TD> can be used in a <TABLE> area
___t___

31. 2 line spaces can be inserted using <P><P> ___f___

32. **Tags** can be upper (capital) **or** lower case letters

Number the following in the proper order

Sample 1

⟵

          `<HTML>`
          `<HEAD>`

6 `<A HREF="service.html">Link to Service`
          `Page </A> <BR>`

4 `<FONT SIZE = 6> Welcome  </font><BR>`
          `to BMX Express <BR>`
          `Home of the most durable bikes <P>`

2 `</HEAD>`

3 `<BODY> <CENTER>`

5 `<A HREF="info.html">Link to Information`
          `Page</A> <BR>`

1 `<TITLE> BMX Express </TITLE>`
          `</BODY>`
          `</HTML>`

____ / 3

Sample 2

          `<HTML>`
          `<HEAD>`

3 `<BODY>`

7 `<A HREF="principal.html">Principal's`
          `Message</A> <BR>`

1 `<TITLE>Citadel Middle School</TITLE>`

2 `</HEAD>`

4 `<IMG SRC="Citadel Logo.gif"><BR>`

5 `<B>Citadel Middle School <BR>`
          `l265 Citadel Drive <BR>`
          `Port Coquitlam, BC<BR> CANADA,`
          `V3C 5X6</B> <P>`

6 `<H1 >Welcome to Citadel</H1 > <P>`

8 `<A HREF="teacher.html">Teacher's`
          `Pages </A>`
          `</BODY>`

____/ 3

Total score for page 2

___ / 3 + ___ / 3 = ____ / 6

Teacher outline

1. Create a New folder called - **PPoint**

2. Decide on a topic from grade 6, 7 or 8 list (see over page)

3. Create New PowerPoint- save as "Medieval.ppt"(gr.8) or "Egypt.ppt"(gr.7) "Japan.ppt" (gr.6).

4. New Slide- always choose the blank slide bottom right for all new slides

5. In View make sure Formatting Palette is checked, also View Toolbars/Drawing

6. Add slide Title with WordArt from Drawing tools

7. Always Add text by opening a Text Box from Drawing tools as wide as needed on slide

       NB - do not just Velcro text from net without opening text box first

8. To add saved images choose Insert Picture from File in DrawTools

9. To Insert Sound choose:

    a. Insert/Movies and Sounds/Movie from file
        -go to Students/Egypt or Japan or Medieval folder
        -choose sound file

    b. Slide Show/Animation/Custom
        select Options:
            While playing- Continue slide show
            Stop playing - (enter number of cards in show)
            Loop until stopped
            Hide while playing

12. To set timing:

    a. Slide Show/Slide Transition

        1. click off ☐ On mouse click (bottom left)

        2. click on ☑ Automatically after (bottom left)
        3. choose   Apply to all (top right)

    b. Slide show/ Rehearse timings
        1. run show manually with right arrow key on keyboard
        2a. "Save" timings at end if you are happy with them
        2b. Don't save if you screwed up
        3. (you don't have to "view slides")

Grade 8 Topics

Middle Ages:

Armour and Weapons
Banquet Celebration
Battle of Hastings
Black Plague / Black Death
Castles
Castle Siege
Clothing / Fashion
Feudal System
Falconry / Hunting
Historical Outline
Knights
Manorilism
Mediaeval Tools
Royalty
the Tournaments
(e.g farm and metal craft implements)

or- Middle Ages Personality:

Charlemagne
Eleanor of Aquitaine
Richard the Lion Hearted
King John
St. Francis of Assisi
Joan of Arc
Anne Bolyne
Elizabeth I
King Arthur
Robin Hood

See teacher if you have a suggestion for other topics for approval

Grade 7s choose one:

Early Humans or Mesopotamia or Egypt or Greece or Rome or China

Project may explore one sub-topic extensively or several sub-topics or one sub-topic briefly per slide

Sub-topics:

Agriculture
Climate
Clothing
Education
Fashion
Food
Geography
Government
Holiday Celebrations
Leisure
Religions
Sports
Transportation

See teacher if you have a suggestion for other topics for approval

Grade 6s choose one:

Japan or Peru

Project may explore one sub-topic extensively or several sub-topics or one sub-topic briefly per slide

Sub-topics:

Agriculture
Climate
Clothing / Fashion
Education
Food
Geography
Government
Holiday Celebrations
Leisure
Religions
Sports
Transportation

See teacher if you have a suggestion for other topics for approval.

Student project Procedures

1. Open Microsoft Power Point
2. Choose the "blank" slide - bottom right corner (use ONLY blank slides)
3. Make 20 new Slides - Ctrl or Apple M(ake)- always choose the blank slide bottom right
     You will need 20 slides total.
4. Save "Presentation" as - "PPT" in Projects folder
5. Menu Select- View / Formatting Palette
6. Menu Select- View / Toolbars / Drawing
7. Title slide 1- Add Title with WordArt - A from Drawing tools.
Add your Name, Day and Block to first slide also.
8. Surf internet for info:
9. Copy .jpeg or .gif images to Slide (click / hold "copy image") and resize
10. Select information text, Copy and Velcro into Text box onto slide and resize
11. Always add text by opening a Text Box " A" first from Drawing tools ONLY as wide as needed
12. Reduce text to point form
13. "Cite the Site you Sight"
14. Add Sound file (2 marks)
15. Add Transitions (2 marks)
16. Add Automatic Timing (3 marks)

Need more HELP with PowerPoint??? See - "Tutorials" on-line

1 a. Hypermedia (HyperCard / HyperStudio / Powerpoint type software) can be used in its simplest form to make a series of linked cards (a stack).

   b. As Web page Hot or "Hyper" Links can jump from page to linked page- hypercards can be linked in a sequence to go from card to card and many multi- media sources can be activated, from special visual effects to sound to pictures and video. On this project we focus on simple Black & White animation.

2 a. In it's simplest form hypermedia can flow from card to card showing simple changes in image position - animation.

Lesson 1:

Have a look at all tools in the tool box (similar to Drawing Tools) and how to use them.

Lesson 2: (see page 32)

A circle (ball) "character" is drawn in the upper right corner of the first card in the stack. It is copied to card 2 (Command **C, N, V**) and moved down right **0.5 to 1.0 cm**. This procedure is repeated until it hits bottom and vectors off right and back up.

A simple background may be added. A straight "floor" line 1-2 cm above the card bottom.

Enhancements include exiting the "stage" by shaving the ball "character" so that it appears to disappear out of "scene"

Lesson 3-4:

A clip art graphic "character" is IMPORTED (or Velcro onto a card).

In our case we use a black line image of the "Starship Enterprise".

The saucer section is separated and gradually moved up and back towards the Impulse Engine. Upon separation, students must "repair" the crew deck with PAINT TOOLS.

As the saucer moves towards the Impulse Engines it is **rotated** slightly.

As the saucer contacts the Engines an explosion begins.

All HECK gradually and slowly breaks loose (using spray can, chopping, etc).

Credit screens are added at the end.

Lesson 5-6:

Clip art graphics of 2 cars are placed at extreme opposite sides of Card 1.

Both cars are copied to the next card and are moved separately toward each other until the point of impact.

All Heck gradually breaks loose (using spray can, lasso chopping, etc).

Lesson 7⁺:

Students begin own story line and are encouraged to constantly circulate during the remainder of the unit and copy, share and learn techniques from each other.
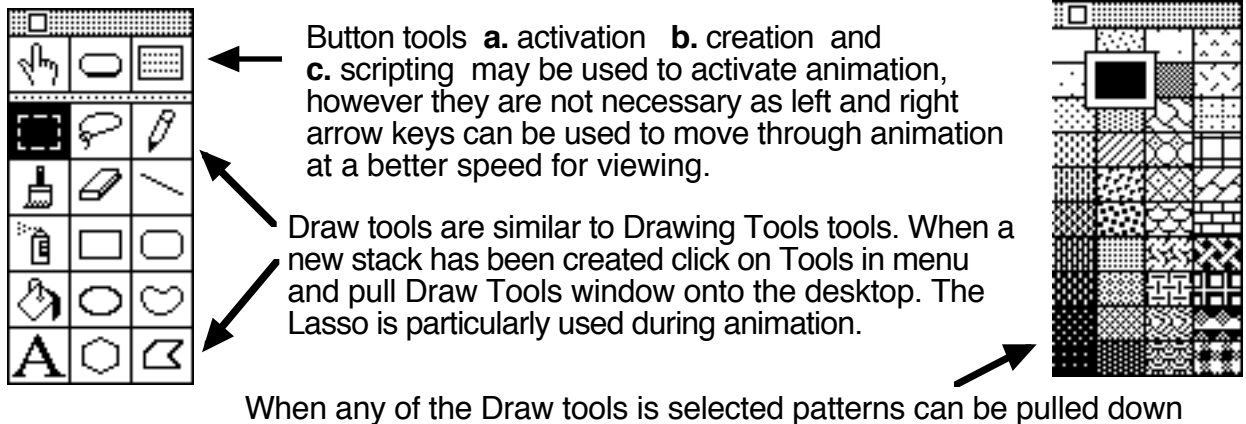
NOTE

Encourage mentors to help classmates for extra marks.

L.Read 960915   -   Freely adapted from Doug David's 1994 Citadel Middle School Unit

Hypercard basics.

(For PC "Wintel" type computers use Roger Wagner's ***Hyperstudio***.)

1. Launch Hypercard and choose File / New Stack - name the stack and save

2. When blank card appears, open Tools in Menu and pull "ghosted" Tool Box window onto desktop. Click on any Draw tool and pull down Patterns from Menu.

3. To import a piece of clipart select any Draw Tool and choose File/Import Paint

Button tools **a.** activation **b.** creation and **c.** scripting may be used to activate animation, however they are not necessary as left and right arrow keys can be used to move through animation at a better speed for viewing.

Draw tools are similar to Drawing Tools tools. When a new stack has been created click on Tools in menu and pull Draw Tools window onto the desktop. The Lasso is particularly used during animation.

When any of the Draw tools is selected patterns can be pulled down

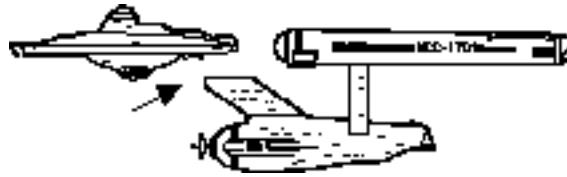**Single Object / Single Motion - "Bouncing Ball" (see sequence following pages)**

1. Double click on the Circle Tool to make it "solid" shade - choose a "ball" pattern

2. Use "shift" key to draw a "perfect" circle at top left corner of card.

3. Double click lasso to select object "ball" (shimmering when selected)

4. **C**opy to **N**ew card and **V**elcro it on using "**Command"** key, **C**, **N**, **V**

5. Move object app. 1 cm (or less for more lifelike action).

6. Repeat 3 - 5 moving ball on angle down right to bottom of card. "Bounce" back

Single Motion / Rotation & Special FX paint - "Star Trek Enterprise" (see below)

1. Import "Enterprise" clipart using File/Import Paint

2. Position object "Enterprise" on page at start position near bottom right

3. Double click Lasso to select "Enterprise" (all parts shimmering when selected)

4. **C**opy to **N**ew card and **V**elcro it on using Command **C**, **N**, **V**

5. Lasso "saucer" section only, move app. 1 cm up and left.

6. Use pencil or line tool to "fix" "torn" parts of saucer and ship.

7. Repeat moving saucer step by step around towards ship body.

8. Use Cropping Tool (broken rectangle) to select saucer and then Option/Rotate to tip saucer "out of control) NB tip saucer less than a cm per time.
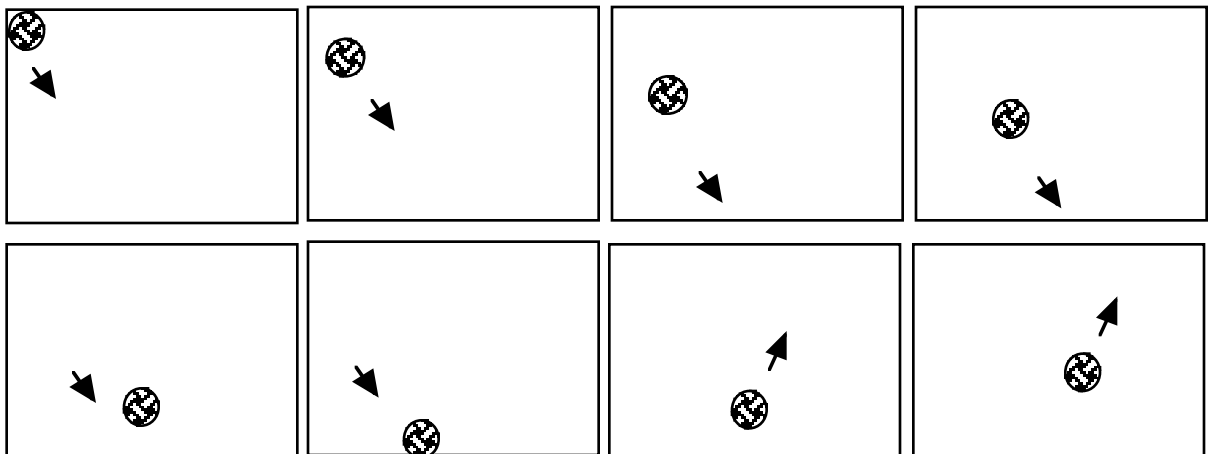
9. Repeat until saucer hits body section and begin to "tear" body apart.

See complete sequence following pages.

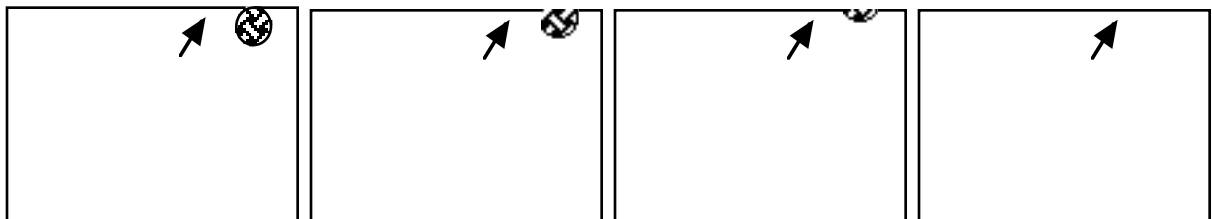**Bouncing Ball stack - single object, single motion**

This is the simplest of animations.

Student learn basic tool use, object selection lasso, lasso double click, copying, making a new card, pasting into card, moving object (character) 0.5 to 1.0 cm. , creating a background and exiting the stage
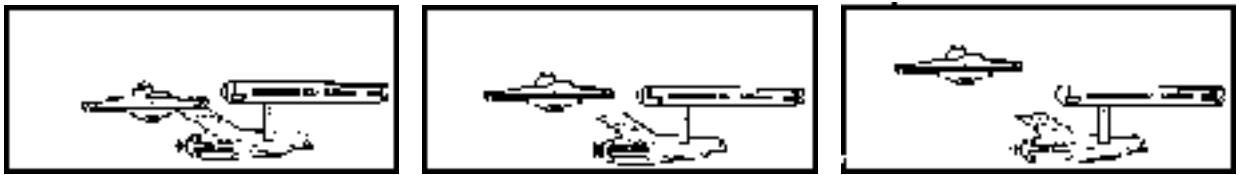

Exiting the stage

1. When the object reaches the stage edge part of it is erased and moved to edge
2. Copy, erase, move, etc.

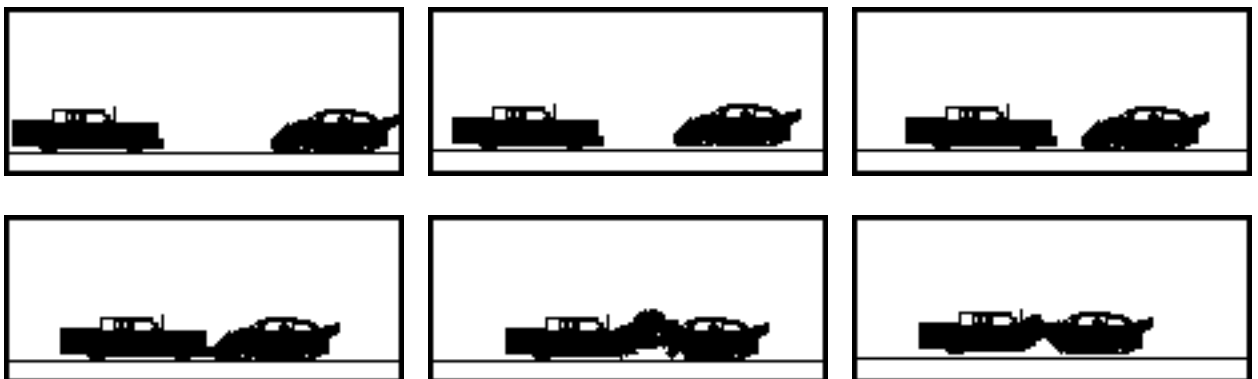**Star Trek - single motion, rotation & paint tool special effects**

Saucer rotation starts here

Saucer crashes into main body and engine rotates away

Car Crash -two motion, two direction, background, paint fx

Marks:

Speed/Motion -	5
Entering Stage -	5
Rotation -	5
Originality / Artwork -	5
Titles -	5
Total -	**25**

Unsolved Mysteries Research Project
Credits to Lisa Mulzet

See the Webquest project links shown below at the following Internet location:
http://www2.sd43.bc.ca/summit/infotech.html
http://www.meraloma.com/infotech/webquest/instructions.html

Step 1 - Choose A Topic

Bermuda Triangle:

*   The Bermuda Triangle
*   Naval Historical Centre
*   Savage Seas-The Captains Bridge

Big-foot/Yeti/Skunk Ape:

•   Big-foot Field Researchers Organization
*   The Hairy Hominid Archives
*   Legend of the Yeti
*   Florida's Video of Skunk Ape
*   The Legend of Skunk Ape
*   Skunk Ape 2
*   The Skunk Ape Photographed in Florida

Lochness Monster:

*   Lochness 2000 Exhibition
*   Lochness Live
*   Nessa Project
*   The UnMuseum- The Loch Ness Monster
*   Nessie's Grotto
*   Ongoing Search For Nessie

Atlantis:
*   The Mysterious and Unexplained
*   Atlantis: The Lost Continent Finally Found
*   Atlantis in Antarctica

Stonehenge:

*   Mystic Places: Stonehenge
*   Sacred Places: Stonehenge
*   Stones of England: Stonehenge
*   Stonehenge, Wiltshire

Roswell:

*   The Roswell Incident
*   International UFO Museum and Research Center
*   The Mysterious and Unexplained
*   Area51
*   National UFO Reporting Center

Assignment:
Search the links listed above and search for other websites. Start by reading information on some of the web sites to get an idea of what the key ideas about your topic are. You may want to copy key points into a Word.doc and save as you search.

PowerPoint - You will need 8 Power Point slides that have information on them.

Here are some ideas to help you focus your topic:

*	What is the mystery?
*	What part of the world is your mystery found in?
*	Evidence that supports the possibility of existence.
*	Information or explanations that argue the possibility of existence.
*	Stories or myths about the phenomenon.
*	Chronology, timeline, or dates of events.
*	Different Theories about your topic.
*	Form your own opinion. Do you believe or disbelieve and why?

What is your theory about the mystery?

Step 2 - Find and Filter the Information
Locate your resources

Find several websites about your topic and decide which ones are the most valuable and appropriate for your topic. You can use the ones listed above AND you can "Google" search for others on the internet. Find the most interesting information.

Step 3 - Work With The Information
Organize your information so that it flows. There should be a logical order to the facts which you present.

Try to pick facts that are interesting to you. Chances are that if it is interesting to you it will also be interesting to your peers.

You must compose the information in your own words. Do NOT copy and Velcro from websites. Read the information, think about it, and type it out in your own words.

Step 4 - Create a Presentation- save as "Webquest" in Projects folder

1.   8 slides ~HELP~ (website link)
2.   The first slide should be a title slide with your name and block e.g. D#, T#, Blk# - Slide Background should support the topic ~HELP~ (website link)
3.   There should be text Objects on all slides. ~HELP~ (website link)
4.   At least 3 Graphics. All graphics should be relevant to your topic. If you take them from web sites please make sure that you list the sources of these graphics as a Works Consulted on that slide. ~HELP?~ (website link)
5.   All objects on slides should be animated and animations should occur automatically. ~HELP~
6.   Consistent appearance on all slides (eg. every slide transition should be the same, background of cards should be the same, text blocks should be the same font size and color on each slide, titles all look the same)
7.   * Each slide should have a Works Consulted link. Use this framework to list your works consulted. (Example: If you used online resources, you need to cite the author, site name, date visited, and Internet Address.)

For a complete PowerPoint tutorial check out "PowerPoint In The Classroom" (website link)
View Sample slide

Step 5 - Evaluation

Criteria

*   Information is presented in an organized manner
*   Information is easy to understand
*   Information is written in your own words
*   Information is presented in an interesting way
*   The reader learns something new
*   Sources for information, graphics, and sound are listed in works consulted.
*   Follows the Works Consulted Framework.
*   Title slide contains Title, author, Block
*   Slide background supports the topic
*   Text appearance is readable
*   Titles, subtitles, and text blocks are the same on each slide
*   There are at least 3 graphics and all graphics are relevant to topic
*   Animations consistent between slides and automatic
*   Animations support (don't distract) presentation

The presentation should adhere to the following values:

*   Focus attention on key points not on flashy animations or sounds. In other words don't put in sounds and animations that distract the audience's attention from the content
*   Information should be well organized and clearly presented
*   The audience should learn something new

Process
When you have completed your project, Mr. Read will draw an assessors name randomly. You and the person whose name is drawn will use this Evaluation Form to determine your project mark.

The assessor will E-Mail the evaluation form to Mr. Read (lread@sd43.bc.ca) for recording.

Please do not e-mail the PowerPoint presentation. Your teacher will view them if there is an issue with the evaluation process.
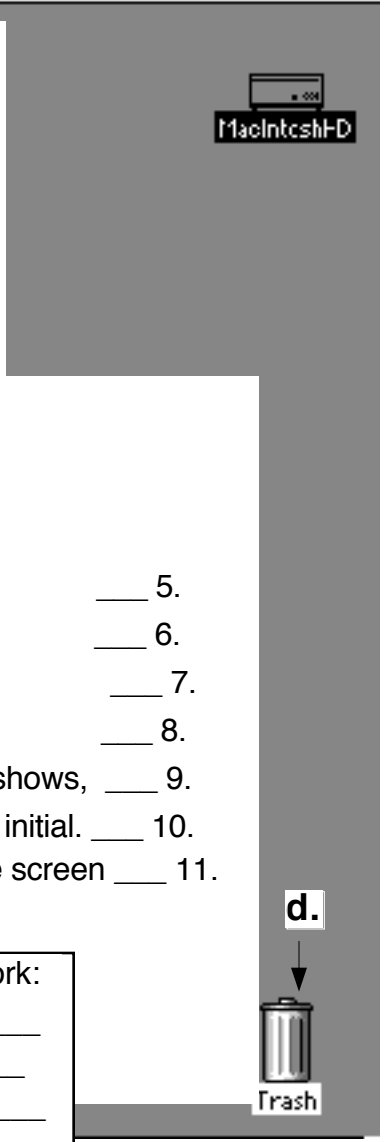
Basic Skills Quiz #1

Name: _____

c.

a.   **b.**

 File   Edit   View   Label   Special   9:54 PM

MacIntcshHD

Fill in blank with a letter from a-- d

1.. This is the most important part of the desktop. It tell what applications are in memory. If you can not seem to get into an application you should look here first and see if it is already loaded into memory.

1. ____

2.. This is where you throw away old files.

2. ____

3.. This is where you logon.

3. ____

4.. This is where you open, close, save and print from.

4. _____

True or False

5.. To logon choose / Network Disk and Students   ___ 5.

6.. Always reboot by using the "triangle" button on the side.   ___ 6.

7.. Check Finder if you get a "Not enough memory" message   ___ 7.

8.. If application is showing in the Finder - next, open a new file.   ___ 8.

9.. Reboot computer if nothing is in memory and memory error shows, ___ 9.

10. Your logon name is made up of 102- your 1st name and last initial. ___ 10.

11. On some iMacs volume is on keyboard, on some it is on the screen ___ 11.

d.

Put in order.

12. To restart after freeze:

Unplug/ plug power   ___
Use keyboard commands ___
Push "triangle" button   ___

13. To save files on NetWork:

Open Students Folder   ___
Select Desktop   ___
Open your Grade folder   ___
Open Your Folder   ___

Trash

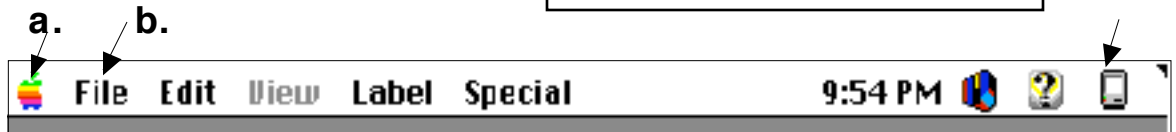**14.** An internet address reads:

www. ___
yahoo ___
http:// ___
.com ___

15. Copy a GIF to Newspaper:

Command **C**opy   ___
Command **V**elcro   ___
Open image into Browser ___

Marked by

_____

Marks Total   15

Basic Skills Quiz #1

Name: _____**Key**_____

c.

a. **b.**

| | File | Edit | View | Label | Special | 9:54 PM | | | |

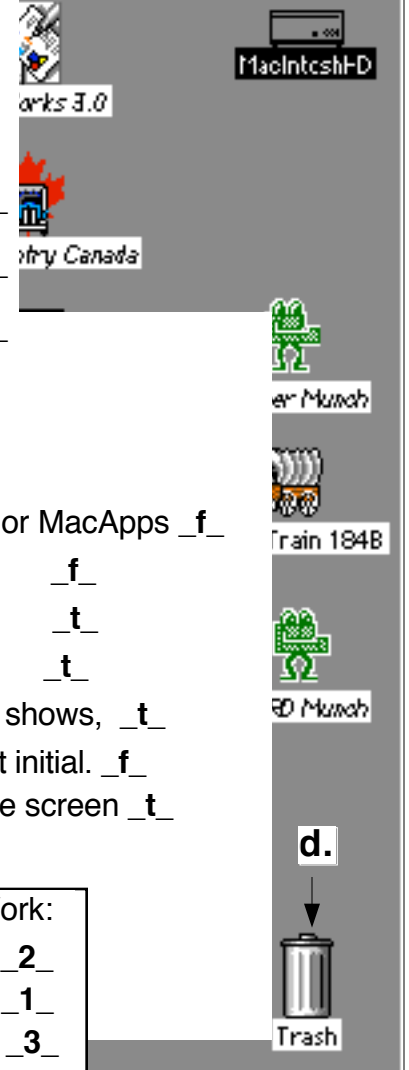### Fill in blank with a letter from a-- d

1.. This is the most important part of the desktop. It tell what applications are in memory. If you can not seem to get into an application you should look here first and see if it is already loaded into memory.

1. _**C**__

2.. This is where you throw away old files.

2. __**D**__

3.. This is where you go to logon.

3. __**A**__

4.. This is where you open, close, save and print from.

4. __**B**__

True or False

5.. To logon you must choose 🍎 / Network Disk and Students or MacApps _**f**_

6.. Always reboot by using the "triangle" button on the side.   _**f**_

7.. Check Finder if you get a "Not enough memory" message   _**t**_

8.. If application is showing in the Finder / open a new file.   _**t**_

9.. Reboot computer if nothing is in memory and memory error shows, _**t**_

10. Your logon name is made up of 102- your 1st name and last initial. _**f**_

11. On some iMacs volume is on keyboard, on some it is on the screen _**t**_

d.

Put in order.

12. To restart after freeze:

Unplug/ plug power   _**3**_
Use keyboard commands _**1**_
Push "triangle" button   _**2**_

13. To save files on NetWork:

Open Students Folder   _**2**_
Go to Desktop   _**1**_
Open your Grade folder   _**3**_
Open Your Folder   _**4**_

14. An internet address reads:

www. _**2**_
yahoo _**3**_
http:// _**1**_
.com _**4**_

15. Copy a GIF to Newspaper:

Command **C**opy   _**2**_
Command **V**elcro   _**3**_
Open into Browser   _**1**_

Marked by

_____

_**15**__
15

Marks Total

Computer Basic Quiz 2

Name

a. b. c. d. e. f.

🍎 **File   Edit   View   Label   Special**   💡 📱 **g.**

25

---

h. ▦ ▦▦ **Applications** ▦▦▦ **i.** ▦▦

17 items   449.6 MB in disk   1,599.1 MB available

-VAX   Apple File Exchange   ClarisWorks 3.0

clip2gif   Communicator   Eudora1.5.1   Fetch 3.0.1

GIFConverter 2.3.7   HyperCard   IPNameTool

Microsoft Word alias

NetWare Tools   Norton Utilities   GetTheirAddress

PageSpinner 1.1   PhotoFlash™   reMark! 1.1

j. ▱ Macintosh HD

k. 🖥 Mac_Apps

l. 🗑 Trash

Fill in blank with a letter from the desktop diagram above.

1. Most important part of the desktop. It tell what applications are in memory.   _____
2. This is where you throw away old files.   _____
3. This is where you logon to Network Disk/Students.   _____
4. This is where you open, close, save and print from.   _____
5. This is where you resize the window (maximize/minimize).   _____
6. This is the school shared network for Applications.   _____
7. This square closes the window.   _____
8. This allows you to restart, empty the trash or eject your disk.   _____
9. You can list your files by kind, date or name here.   _____
10. This is the hard drive of the computer you are sitting at.   _____
11. You can Cut, Copy, and Paste, files here.   _____

True or False

12. If Network Disk / Student is NOT open you can not save. _____
13. You can reboot the computer with the round button /triangle on the side. _____
14. You can use command N to open a New Browser in Browser. _____
15. In Drawing Tools Draw you can erase parts of pictures. _____
16. In Drawing Tools you change the rulers in Format in the menu area. _____
17. To Velcro you press the Apple/Command and type the P key. _____
18. You can add more pages to a Draw file in Format/Document _____
19. On the Network disk you can save a file in the MacApps Network disk. _____
20. Your Login name is made up of your first name and last initial. _____
21. To erase or modify pictures use Paint _____

Put in NUMERIC (1,2,3) order.

22. To restart after freeze:

   Unplug/ plug power   ____
   Use keyboard commands ____
   Push "triangle" button   ____

23. To save files on NetWork:

Open your named folder   ____
Open Students disk   ____
Open your grade folder   ____

24. To import clip art to paint:

Open MacApps disk   ____
Copy to Clipboard   ____
Open Clip Art   ____

25. An internet address reads:

   www.   ____
   yahoo ____
   http://   ____
   .com   ____

**Please enter number correct out of 25
in the box on the top front page**
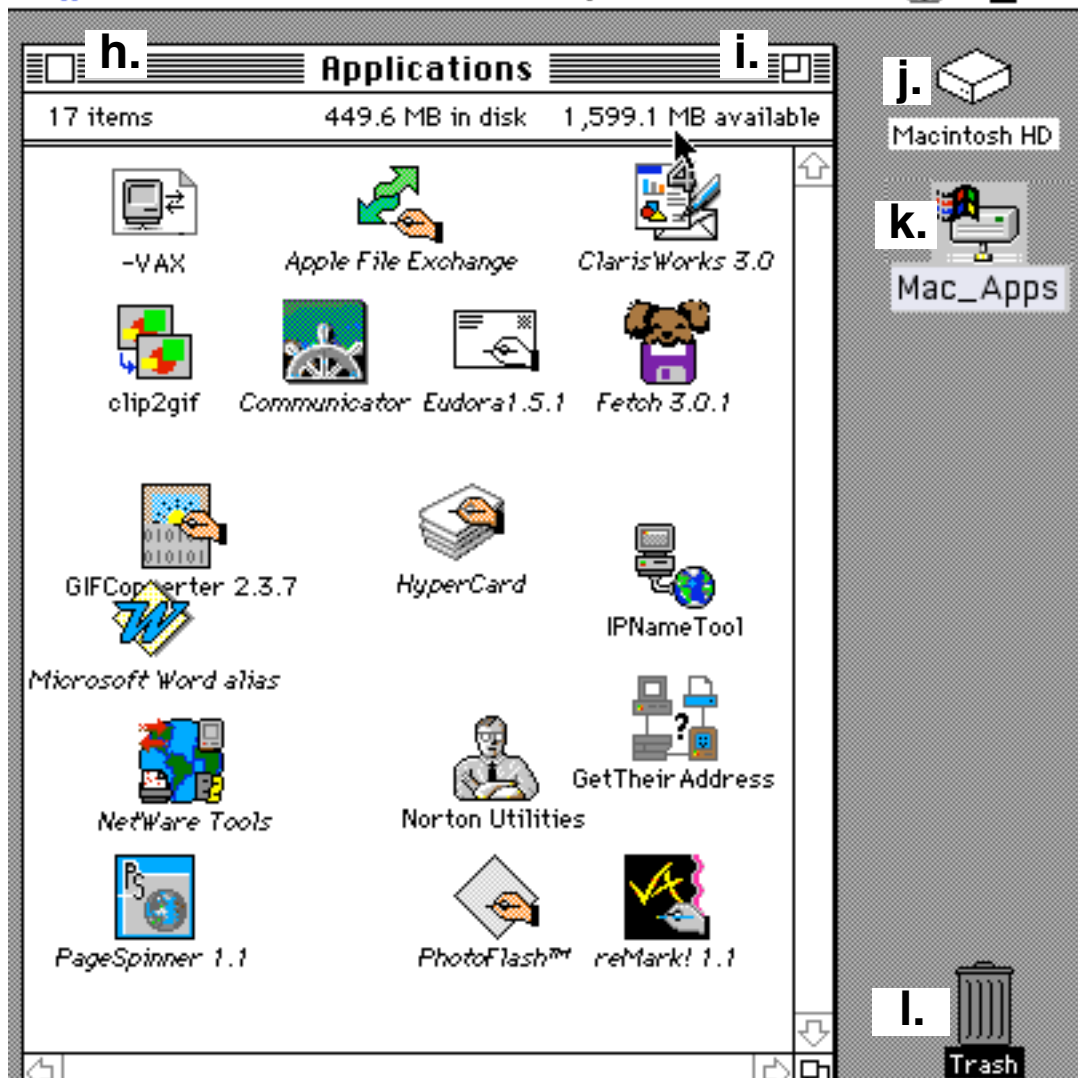
Computer Basic Quiz 2

Name

a. **b.** **c.** **d.** **e.** **f.**
 File Edit View Label Special   **g.**

25

h. Applications **i.**

17 items   449.6 MB in disk   1,599.1 MB available

-VAX   Apple File Exchange   ClarisWorks 3.0

clip2gif   Communicator   Eudora1.5.1   Fetch 3.0.1

GIFConverter 2.3.7   HyperCard   IPNameTool

Microsoft Word alias

NetWare Tools   Norton Utilities   GetTheirAddress

PageSpinner 1.1   PhotoFlash™   reMark! 1.1

j. Macintosh HD

k. Mac_Apps

l. Trash

Fill in blank with a letter from the desktop diagram above.

1. Most important part of the desktop. It tell what applications are in memory.   ___G__
2. This is where you throw away old files.   ___L__
3. This is where you logon to Network Disk/Students.   ___A__
4. This is where you open, close, save and print from.   ___B__
5. This is where you resize the window (maximize/minimize).   __i__
6. This is the school shared network for Applications.   __K__
7. This square closes the window.   ___H__
8. This allows you to restart, empty the trash or eject your disk.   ___F__
9. You can list your files by kind, date or name here.   ___D__
10. This is the hard drive of the computer you are sitting at.   ___J__
11. You can Cut, Copy, and Velcro, files here.   ___C__

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True or False

12. If Network Disk / Student is NOT open you can not save. __T_
13. You can reboot the computer with the round button /triangle on the side. __T_
14. You can use command N to open a New Browser in Browser. __T_
15. In Draw you can erase parts of pictures. __F_
16. In you change the rulers in Format in the menu area. __T_
17. To Velcro you press the Apple/Command and type the P key. __F_
18. You can add more pages to a Draw file in Format/Document __T_
19. On the Network disk you can save a file in the MacApps Network disk. __F_
20. Your Login name is made up of your first name and last initial. __F_
21. To erase or modify pictures use Paint __T_

Put in NUMERIC (1,2,3) order.

22. To restart after freeze:

Unplug/ plug power _3_
Use keyboard commands _1_
Push "triangle" button _2_

23. To save files on NetWork:

Open your named folder _3_
Open Students disk _1_
Open your grade folder _2_

24. To import clip art to paint:

Open MacApps disk _1_
Copy to Clipboard _3_
Open Clip Art _2_

25. An internet address reads:

www. _2_
yahoo _3_
http:// _1_
.com _4_

**Please enter number correct out of 25
in the box on the top front page**

Computer Technology in Schools

8 major trends have been identified from research & from observations in schools that have a successfully computer studies programme.

1. A shift away from whole class instruction to small group / individual instruction.

2. A shift from lecture (and recitation) to coaching / facilitating.

3. A shift from working with better students to working with weaker students.

4. A shift toward more engaged students.

5. A shift from assessment based on test performance to assessment based on products, progress and effort.

6. A shift from a competitive to a co-operative social structure.

7. A shift away from all students learning the same thing at the same time to different students learning different things.

8. A shift away from primarily verbal thinking towards integration of visual <u>and</u> verbal thinking.

As applied to Computers in School District 43

1. Whole group initial instruction limited to 2-5 min. / period.

(Unless giving a 15 - 20 min. overview <u>with examples</u> at starting of a unit.)

2. New skills shown briefly to whole class, then less capable students are 'tutored'.

3. A shift from working with better students to working with weaker students.

(In 2 and 3 most capable students are encouraged to help teacher assist & tutor.)

4. Students spend 85 - 100 % of time engaged on projects.

5. Students are evaluated 65 to 75 % on project output (quizzes 25 - 35%).

6. Students are encouraged to share techniques they have discovered.

7. Students work at their own pace towards a project deadline.

(Computer lab open before and after school for extra project work time.)

8. Students spend a large portion of their time engaged with manipulating the screen output and only a small time discussing it with teacher peer helpers.

Computer Literacy

Computers are now used, virtually, in all fields of employment.

Four main Factors influencing the spread of computers from engineering and business into almost all other professions and creative domains are:

First

Computers formally used almost exclusively in business administration
e.g. bookkeeping
are now migrating to help manage back-room operations
and creative digital infrastructure

**e.g. company produced web and DTP hardcopy information
(booklets, brochures,and pamphlets)**

Second

More and more products used in sectors as diverse as health to law have "smart products" containing dedicated or networked computers, require skills in network and communication technology as well as traditional computer hardware and programming skills.

(Fire-fighter safety checks and Hydro metre-reading done using hand held storage)

Third

The internet is the most popular way to interconnect, sharing information online.

The Internet empowers the
6 'A's

Access, Anywhere, Anytime to Anyone, Authorized and Able.

The internet allows work group collaboration, online learning, messaging
and chat sessions, special interest sites with animation,
multimedia presentations and simple public postings.

Fourth

Computers enable more efficient creative design and innovation.
Almost all illustrators, graphic artists, architects, designers and many musicians use
computers as an integral part of their creative process.
Network computing allows for large scale collaboration
between groups of creative people.

2003.09.15

Citadel Middle School Internet Policy
as it appears in the student's agenda
and in Conjunction with District 43 Policy

Computer Internet and World Wide Web Access

Students at Citadel Middle School currently have access through a high speed connection to the InterNet and World Wide Web.

Keeping in mind that this is a school for Grades 6, 7 & 8, we currently allow students as much access as possible to the internet. We will continue to work closely with parents and our PAC to make sure we have acceptable guidelines in place as this learning tool develops over the years.

However, at this point, this great opportunity comes with strict guidelines as follows:

1. Students should not be looking for information or images on the Web that would not be appropriate to display on their locker, as already established in school rules.

2. Students should not download or save information or images that are inappropriate at school in general.

3. Students should not download or save information or images that would be inappropriate within their own home or family.

4. If you suspect that ANYone else might be offended or upset with something you have found on the World Wide Web you should not access it or quit out if you accidentally find an inappropriate site. e.g. "Your Mamma's so fat" jokes.

Failure to adhere to these guidelines will result in the following consequences:

First offense: contact with parents and a suspension from
all extra curricular computer access for 2 weeks.

Second offense: contact with parents, letter in student G4 file and a suspension
from all extra curricular computer access for 4 weeks.

Third offense: contact with parents, letter in student G4 file and a permanent
suspension from all extra curricular computer access.

Parents who do not wish their children to access the
Internet and World Wide Web at this time
should contact the school in writing or fill out the sheet supplied with school registration
package.

(copy of these and District internet use Policy is included in the student handbook)

Course
Previews

L.Read

=====================
Computer Studies at Citadel
=====================

Middle School computer curriculum focuses on
Effective Information Presentation
that is,
"the effective presentation of information using computers."

Total estimated actual classroom time allotment- **42 blocks** of **41 minutes**

-each block begins with **10** minutes of **typing skills** using
All The Right Type by Didatech Software Bby. B.C.
sold through **IngenuityWorks** www.ingenuityworks.com/

Additional non-project IT skills covered include:

Safety on the Internet- "www.question_everything.???" AND "Cite the Site you Sight"
LAN&WAN student e-mailing, folder and file management, use of scanner,
digital still imaging cameras, LCD projector, DVD burner, voice over hardware and software

Projects covered are:

a. Desktop Publishing **(8 blocks)**

b. Website development skills **(8 blocks)**

c. Power Point **(10 blocks) -** multi media presentation software

d. HyperCard or Hyperstudio **(10 blocks)**- animation & multimedia

e. Webquest web-based assessment project **(6 blocks)**

Computer instruction at Citadel this year will cover the following:

1. Basic computer skills including- keyboarding, troubleshooting, (applications, workstation and shared network), shared network folder and file management, application "interpretation" and usage skills.

Grade 6
    4 x 30 minutes formal intro. + app. 2 hrs. informal / term
Grade 7
    3 x 30 minutes formal review + 1.5 hr informal / term
Grade 8
    2 x 30 minutes formal review + 1.0 hr informal / term

2. Information Presentation Skills including:

Desk **T**op **P**ublishing - **W**ord **P**rocessing , embedding objects
i.e. graphics import, newsletter design and layout

Grade 6
      2 x 30 minutes **WP** basics
      8 x 30 minutes **DTP** newspaper project
         enhancements including internet graphics import

Grade 7
      2 x 20 minutes **WP** review
      6 x 20 minutes **DTP** newspaper project-
         enhancements including scanned images and internet graphics import

Grade 8
      1 x 20 minutes **WP** review
      4 x 20 minutes **DTP** newspaper project -
         enhanced including scanned images, internet graphics import and digital photo import

3. Hyper**T**ext **Mark-up L**anguage (**HTML**) web page programming Skills Include:

Grade 6
      3 x 20 minutes
      -basic Internet access skills, Web site history and architecture
      6 x 20 minutes
      -basic page set-up, image (gif, jpeg) insertion and Hotlink intro and business web site
         design, layout and production

Grade 7
      2 x 30 minutes
      -basic Internet access skills, Web site history and architecture review
      6 x 20 minutes
      -basic page set-up, image (gif, jpeg) insertion and Hotlink organization,
         Tables Cataloguing and scroll boards insertion in a business web site
         design, layout and production

Grade 8
      1 x 20 minutes
      -basic Internet access skills and Web site architecture review

      6 x 20 minutes
      -basic page set-up, image (gif, jpeg) insertion and Hotlink organization,
      Tables Cataloguing, scroll boards insertion, JAVA script preparation in
      a business web site design, layout and production
      6 x 20 minutes Uploading and maintenance at remote web server.

4. Power Point presentation skills

  Grade 6

        1 x 35 minutes
        -basic PPT set-up, background and tool use

        1 x 20 minutes
        - gleaning, assessing, summarizing and editing internet information
        - independent development time

        4 x 35 minutes
        - independent and co-operative development time

Grade 7

        1 x 35 minutes
        -basic PPT set-up, background and tool use

        1 x 30 minutes
        - gleaning, assessing, summarizing and editing internet information

        4 x 35 minutes
        - independent and co-operative development time
        \

Grade 8

        1 x 35 minutes
        -basic PPT set-up, background and tool use

        1 x 20 minutes
        - gleaning, assessing, summarizing and editing internet information
        - independent development time

        4 x 35 minutes
        - independent and co-operative development time

4. HyperCard animation skills as used in: - entertainment; CD-simulation,

Reference Info & Teaching manuals (grade 6/7)

Grade 6

3 x 30 minutes
-basic HyperCard Stack set-up, background and tool use

2 x 30 minutes
- animation sequencing introduction
    i.e. lasso object, Cmnd N, C, V & move

10 x 30 minutes
-student project work including co-operative shared technique exchange

Grade 7

1 x 30 minutes
-basic HyperCard Stack set-up, background and tool use review

1 x 30 minutes
- animation sequencing review
    i.e. lasso object, Cmnd N, C, V & move
2 x 30 minutes object , path intro
2 x 30 minutes colorizing intro

9 x 30 minutes
-student project work including co-operative shared technique exchange

Grade 8

1 x 30 minutes
-introduction to Power Point
    e.g. review full use presentation sample

2 x 30 minutes set-up, card development and object importation
2 x 30 importation, embedding and activation

10 x 30 minutes
-student project work including co-operative shared technique exchange

In some terms, certain classes will complete course work more efficiently and earlier. In this case these classes will look at how to use iMovie and Final Cut Pro.

Additional projects available for "Hotshots":
School archives team, yearbook team, newspaper team, school website team

Computer lab "out-of-hours" schedule

Citadel computer lab is available several mornings, several lunch hours and several after school sessions depending on Mr. Read's seasonal coaching schedule.

Computer Skills Assessment
at Citadel Middle School

Criterion based assessment occurs not just through a comparison with standards within our own school but with other Middle Schools in the district. Our Middle School teachers meet at least every two months. In the first four months of this 1990-00 we met three times and one of those was a full professional development day. At these sessions we give each other 'in-services' on network management and specific application skills. We also exchange student product samples showing least to best output and set a standard marks reference for project work.

Assessment for computers at Citadel include the following:

	Task Type	11 tasks	Out Of	Max Score	Scale	% of Term	Missing Scores	Avg. %	Std. Dev %
1	Computers	Typing Base Assess	30.0	30.0	0.0	0.0	22.0	0.0	0.0
2	Computers	DTP Project	25.0	25.0	1.0	40.0	10.0	86.0	8.6
3	Computers	DTP Quiz	25.0	25.0	0.5	20.0	1.0	57.0	16.2
4	Computers	Basic Skills 1	15.0	15.0	1.0	24.0	0.0	75.8	11.9
5	Computers	HTML Project	100.0	100.0	1.0	Omit	22.0	n/a	n/a
6	Computers	HTML Quiz	40.0	40.0	0.2	Omit	22.0	n/a	n/a
7	Computers	Typing Interim	30.0	30.0	0.3	Omit	22.0	n/a	n/a
8	Computers	Hypercard6/7 - Powerpoint 8	25.0	25.0	1.0	Omit	22.0	n/a	n/a
9	Computers	Basic Skills Final	30.0	30.0	1.0	Omit	22.0	n/a	n/a
10	Computers	Typing Final	35.0	35.0	0.5	Omit	22.0	n/a	n/a
11	Computers	Mentoring	10.0	10.0	1.0	16.0	0.0	0.0	0.0

As can be seen by the marks weighting used above, Project work is worth twice that of quizzes. In other words, the focus is on product, e.g. A Website done in HTML, a DeskTop Publishing project such as a simple newspaper and a Hypercard animation.

Basic computer skills are worth more than typing skills as outlined in the curriculum.

Finally, a few students who have a strength for regularly assisting other students are given extra marks for 'mentoring'.

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Basic computer skills are worth more than typing skills as outlined in the curriculum.

Finally, a few students who have a strength for regularly assisting other students are given extra marks for 'mentoring'.

SUMMARY of the Instructional Resources Plan for **Info Tech** K-12 - **2005**

• Learning requires the active participation of the student.
• People learn in a variety of ways and at different rates.
• Learning is both an individual and a group process.

Overview of Information Technology K to 12.

Grades K to 3
• identify information technology tools that are useful in their daily lives
• use information technology tools independently and in groups
• demonstrate an awareness that information can be collected, organized, and presented in a variety of ways
• consistently apply suitable and safe use of information technology tools technology is all around them.

4 to 7
• use a variety of information technology tools, applications, and production processes • apply problem-solving skills to meet an information need
• practise using a variety of information technology tools
• demonstrate a willingness to manage resources and information
• demonstrate an awareness of the protocols and ethics involved in the use of information technology

8 to 10
• use a variety of information technology tools to access information
• apply information technology to all walks of life, including education and recreation, and to future careers
• identify and describe various information technology tools related to careers
• demonstrate an understanding of ethics and acceptable use of information when accessing and processing information
• develop simple programs for the computer • demonstrate an understanding of safe ergonomic strategies for the use of information technology
• apply information technology tools in research

11 - 12
• demonstrate an understanding of the integration and use of information technology tools in the workplace
• use information technology tools to increase productivity and to enhance communications
• demonstrate an ability to draw conclusions about the impact of multimedia communications on society
• demonstrate a mastery of media to convey or enhance their own messages
• demonstrate an awareness of the power of networked communities
• demonstrate an understanding of the networking problems that are common to their own LANs and their community's WANs
• identify the potential of the Internet in their daily lives • analyse information received from the Internet
• use the Internet as a tool for their own communication requirements

Foundations - fundamental skills

• acquiring skills for using information technology tools
• developing the knowledge and skills to formulate questions and to access information from a variety of sources
• exploring careers and occupations related to information technology
• developing suitable attitudes and practices about safety and ergonomics in the use of information technology tools
• developing an understanding of the ethical use of information technology tools • developing a positive attitude toward using information technology as a tool for lifelong learning

Process allows students to select, organize, and modify information to solve problems.

• awareness of multiple solutions for a problem
• evaluating and selecting information based on specific requirements
• personal relevance of problems involving technology
• developing information literacy by accessing, evaluating, synthesizing, making inferences, validating, and creating information using appropriate information technology tools
• understanding the ethical use of information

Presentation

• developing an understanding of digitized media
• applying the principles of communication and design to develop an effective presentation
• using a variety of information technology tools to synthesize the presentation of ideas and information
• thinking critically to determine and develop the most effective media for presenting ideas and information to an audience

Strategies The suggested instructional strategies may be undertaken by individual students, partners, or small groups. Emphasis is given to the following:

• Strategies that foster the integration of ideas and skills with other curriculum areas. Information Technology K to 10 is not

SUGGESTED INSTRUCTIONAL STRATEGIES
The suggested instructional strategies in this IRP include techniques, ideas, and methods that illustrate a variety of approaches to the prescribed curriculum for a diverse population of students. Teachers determine the best instructional methods for their students, the best way to group students for particular studies, and the best way to present material to make it relevant and interesting. Each set of instructional strategies in this IRP consists of a context statement followed by several suggested instructional strategies.

Context Statements

The context statement links the prescribed learning outcomes with instruction. It states why these learning outcomes are important designed to be a stand-alone curriculum area. At this level, knowledge, skills, and attitudes associated with information technology must be approached within the context of other subject areas.
• Strategies that recognize and support the progressive development of knowledge, skills, and attitudes. Learning outcomes and instructional strategies have been designed to recognize the cumulative nature of skill development.

• Strategies that recognize a variety of learning styles. Students find the interactive nature of working with information technology tools exciting and challenging. They have opportunities to create, organize, and present information in ways that are unique to their learning and interests.

• Strategies that develop research, critical thinking, and problem-solving skills. To make informed and responsible choices about the appropriate use of technology, students need to listen, view, and read critically. Using information technology tools, students learn to gather, evaluate, synthesize, and present information from a variety of sources, and apply their knowledge using problem-solving strategies.

Background

        1967, age 15, started programming in machine then assembler code on a mainframe at I.B.M. on Georgia St, Vancouver, with father when company booked time there. 1969, started using time on the U.B.C. mainframe working in FORTRAN programming language. 1970s made use of the U.B.C. computer system for Chemistry lab and research work. Also did some programming of small projects like the grad registry, etc. 1973-1974 worked on airport management software for Andromeda Group and also took computer courses as electives. 1976 began programming for Carlsbad Private Hospitals / Dayboy Industries on an IBM 5110 minicomputer. At that time began programming in AppleSoft BASIC. 1982, began working on Dos/Windows programming in Basic then Q-Basic. 1988 started working on the MacIntosh platform.

        Since that time he has worked extensively in both Mac and 'Wintel' PC environments.

Present:

        Currently uses a WINDOWS NT platform to manage a school network of about 90 computers, including 19 PCs (4 office, 15 library), 80+ iMac G3s. Currently familiar with HTML (language) to develop Home pages for the Web. Prefers to use Mozilla- composer to do basic Webpage/website layout but is versed in Dreamweaver as well.

Past Projects include:

-Computerized lab management for several U.B.C. Chemistry Labs 1975-78
-Business management computer set-up for Dayboy Industries 1976-78
-Character generation software for Interior Salish language text 1977-78
-Computerized dairy inventory & plastics factory, Kibbutz Ginegar, Israel 1981-83
-Business management computer set-up for a number of Doctors and Dentists '86-87
-Business management set-up for Pacific Trading Company 1986
-Character generation software for Nuuchanulth (Nootka) language text 1985-86
-MacJanet network installation and design Seaview, Trembath, Mary Hill, Central & Kilmer Elementary
    Schools (Coquitlam) & Cambie School (Richmond) 1988-1994
-MacJanet network platform design for elementary schools, Waterloo University 1st place
    national award (a Mac Colour Classic) - 1993.
-Novell Network set-up design & management Citadel Middle School 1994- 2000
-Windows XP Pro Server maintenance. 2000-2003
-WWW Home page design District 43 & Citadel Middle School

1997 visited several exemplary middle schools in southern California to help develop the Info-Tech program currently being implemented in Coquitlam SD43.

Mac vs Wintel Platform ??

Why we use Macs in a 'WIntel' world?

We are often asked this question by parents and educators who work in a Windows-Intel environment. The answer is not a simple one but here goes!

• **Wintel people point to cheaper, more competitive initial costs for their platform. They point to the fact that Wintel "rules the world of PCs in the business and home market".**

• Mac supporters can not dispute these claims. However, when total costs of maintenance and support are taken into consideration Mac wins hands down. **Understanding the Total Cost and Value of Integrating Technology in School** **by IDC** is available from the United States government or contact me at **lread.sd43.bc.ca** for a copy**.**

• **Wintel people have forecast the end of the Mac platform for most of the 1990s.**

It is estimated that as of Jan 2005 there were over 80 million loyal Mac users in the world who have gone through many more millions of Macs since the early 1980s - more than a million computers a year on average. In 1998, leading auto maker Honda, sold it's 20 millionth car since the early 1960's - just over half a million a year. They are very, very happy about that fact. You do the math!

• **Most students who have a home computer work on the Wintel platform!**

When they come to school and work on the Mac platform as well as the PC, students become more versatile and adapt at working in the environment of computers. They are more flexible. At university, they make the switch to the Unix / IBM OS2 / Mainframe terminal environments more easily.

• **Students accept "bilingual" computer use better than adults.**

It is an advantage to learn more than one platform. When students enter post secondary schools they are often exposed to Unix operating environment. Certainly many will become familiar Linux based platforms in the next decade.

• **There are more software titles available for Wintel than Mac!?**

All of the best educational software is available for both platforms. Excluding the gruesome first person shooter and "Doom" style games, there are now almost as many good titles available for Mac. Most Mac stores can bring in any of over 60,000 software titles requested or you can order thousands of titles on line, from Mac 'soft-warehouses' at 40% to 60% of retail cost. Microsoft OFFICE is available in a better version for the Mac and files are now totally transferable between platforms.

• **Industry Leadership?**

The **D**esk**T**op **P**ublishing and Multimedia/Film industries are almost exclusively based on the Macintosh platform. A large part of the Animation Industry is Mac based also. These are the fastest growing and largest areas of computer use outside of the "number-crunching / word processing business" world.