

OREGON COAST TECHNOLOGY SCHOOL

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Science Fair:

Southwestern Oregon Regional Science Expo, March 6, at SOCC

Now is the time to come up with a project idea and get to work. The project must be done outside of class time, although students may springboard from labs done in class. Mrs. Hutcherson will be available to give guidance and assistance, and can provide space in the classroom for projects. Students who enter a project in the fair will earn 20 points extra credit this term and 20 points extra credit next term. Having a hard time coming up with a project idea? Visit these web sites – they're fun even if you're not sure about this whole science fair thing.

school.discovery.com/sciencefaircentral/

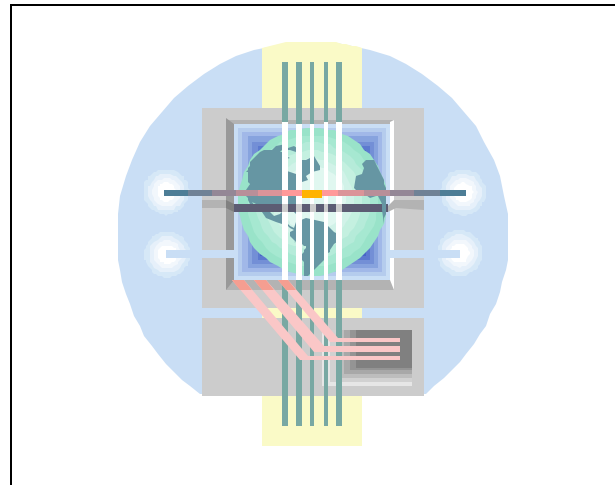
members.ozemail.com.au/~7Emacinnis/scifun/projects.htm

www.stemnet.nf.ca/sciencefairs/intermed.html

HEALTH TECHNOLOGY

By Ann Barker

In the health classes, fall term, we incorporated technology through a project Mrs. Abel put together. Once the class was taught the content of environmental health, they were asked to do a project on a current environmental issue. Students picked partners and were to present a poster, brochure, and a two-page paper on the issue they chose. They were given the opportu-



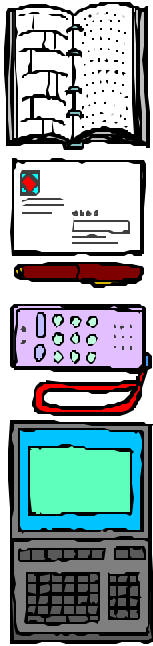
Caption describing picture or graphic.

nity to use the computer lab for five days. Students used the internet for research, Microsoft Publisher, and Microsoft Word. They were given a rubric

for each section and were scored accordingly. At the end of the project the students communicated to the class the depth of their research.

ENGLISH TECH TRAVELS THROUGH TIME

By Barbara Becker



Last fall, students in 8th grade Orco English completed a Web quest, as they read the novel, *The Witch of Blackbird Pond*, by Elizabeth George Spear. This story explores the life of Kit Tyler, a 16 year-old from Barbados, who is adjusting to Puritan life in Colonial America. The challenge remains for a teacher: How do you draw 8th graders from their world, into the life of a teenager in the 1800's? How can you

those images from the camera, to the computer, and finally into their completed reflection paper. Students enjoyed using new technology, as well as gaining a greater understanding of the setting of the novel, both historically and politically. In pairs, the classroom explored a virtual witch trial, with historical links to

help them understand the political and religious issues of the time period, which resulted in such happenings as the witch-hunt and the Revolutionary War? The web quest project allowed students to experience these issues firsthand, rather than simply hearing about them. Students explored this web quest, specifically designed for the novel, and chose a project. Then as students researched the links contained within the web

websites for further research. Being able to access background information beyond what the English teacher has access to within the classroom, students experienced colonial life through hands-on experiences that crossed the curriculum and went far beyond the walls of the school.

quest, they learned how to make a candle, knit, bake cornbread, or build a brigantine ship. Other possible projects included: a Barbados travel brochure, a 17th Century Puritan Diary, a 17th Century Connecticut Town Diorama, or a New England Witchcraft Trials Essay. In addition to the research through the links provided in the web quest, students learned to use a digital camera, took photos of their completed projects, and downloaded



Alisha Owen crafted candles from scratch.

INSPIRATION

Aptly titled, this new software does inspire students as they learn new concepts and processes. As part of the writing process, this tool also helps them visually organize their thoughts and ideas. Students in 8th grade Orco Tech English had their first opportunity to discover just how this software can enhance their writing. Using their

knowledge of the water cycle, students constructed a concept map showing each stage of the process, and then added notes that demonstrated their understanding of how the water cycle works. The next step was to describe the water cycle through the eyes of a molecule of water. Students were then able to add visual images to enhance the presentation. Finally, with a click of a button, the web is transferred into outline form for

the organization of an entire paper. A unique feature of this software also allows students to then export the document into either a Power Point presentation or a Microsoft Word document. This allows them to email their projects home to finish them, even if Inspiration is not available on their home computer. Because this software program includes templates for various subject areas, it will be used across the curriculum in Orco Tech.

**To Find out more
about *Inspiration*,
or to download a
free trial, visit
Inspiration.com.**

7TH GRADE ORCO ENGLISH EXPLORES NEW TECHNOLOGY

By Dustin Hood

As Tennyson wrote in one of his most celebrated poems, it's time to *Ring out the old, ring in the new*. Coupled with the ushering in of another year comes the unfolding of innovative information that generally leads to new possibilities. ORCO Tech students can look forward to implementing the latest technology as well as brushing up on previously learned skills.

Prior to the ringing in of the new year, students in seventh grade ORCO Tech

English honed their Microsoft skills as they created a poetry booklet that required them to download pictures and images to accompany each of the eighteen poems they wrote. As a culminating activity for the poetry unit, students were required to select their three best poems and read them in front of an audience comprised of their peers, parents and community members. These students were up to the challenge and performed quite well.

During their first week back

after the new year, these seventh graders have spent several days in the new technology building familiarizing themselves with new software and several new databases available to NBSD. In English these students are going through the process of collecting and organizing information for a research paper. They are using Inspiration software, which is a great tool for developing ideas and organizing the thought process. This software will also be employed later in

the year when they write autobiographical essays and create character webs for several stories they read. Additionally, students were introduced to Oregon Student Library Information System (OSLIS) and the research database EBSCO-HOST. These resources provide students access to tens of thousands of articles as well as software that will

take them through the steps of making a bibliography and will even create one for them. These are just a few of the activities that ORCO Tech students in seventh grade English have been engaged in over the first third of the school year. They can look forward to using the Inspiration software in the future as well as submitting book reviews online and hopefully creat-

ing short movies from scenes in our reading.



Kayla Miles reads one of her poems

“Orco Tech students can look forward to implementing the latest technology as well as brushing up on previously learned skills.”

THE IMPACT OF ROSA PARKS

By Judy Wicks

On Rosa Parks day, in 6th Grade Orco History and English, students researched and discussed Rosa Parks and her role in fighting racial discrimination. Students then used the internet to Research the rich history surrounding these issues. As a result of their research, students created a collage using

digital pictures they had found. This led to a classroom discussion about racial issues, both past and present, as well as the African American population in this area in the past 30 so years.





Coming Up in Science:

A project which will be coming up in the late spring will be our Astronomy internet research project and PowerPoint presentation. Students will conduct online research using the Nine Planets site, NASA sites, and other resources to learn about a planet, a moon, or another celestial body. Students will use publishing software to prepare a colorful travel brochure designed to entice "space tourists" to visit their vacation destination in space. They will also prepare an accompanying PowerPoint "commercial."

Eighth Grade OrcoTech Science - A Technology Sampler

By Erica Hutcherson

We started off this year with a unit called Our Place on Earth, which was intended to help students gain geographical knowledge about Oregon as well as an understanding of the diversity of geology, topography, climate, and habitat which can be found in our state. The culminating activity of this unit was a cross-curricular project that Mrs. Hutcherson and Mrs. Becker developed together, in which students applied their newly-honed knowledge of Oregon landscape and natural history to write a descriptive essay from the perspective of a young settler traveling through an assigned region of Oregon in the 1850s.

Our next science unit, on Earth's Interior, brought an opportunity to do a web-based science lab, called Virtual Earthquake. Our science department is committed to hands-on labs, and we generally feel that real experiences are far superior to a virtual lab. In some cases, however, a virtual lab can provide experience that would be impossible for us to duplicate in a middle school classroom. Using Virtual Earthquake, students generated a simulated earthquake and then acted as seismologists, analyzing seismographic data from several research stations in order to determine the epicenter and Richter Magnitude of the earthquake. They then took an online quiz which tested their skills in interpreting seismic data, and received a "Virtual Seismologist" certificate when they had successfully demonstrated their understanding. During the last two units of the fall term, on the Atmosphere and the Dynamic Earth, students learned science concepts with help from scientific websites. Through their internet investiga-

tions, they learned about weather, tectonic plate boundaries, continental drift, and sea floor spreading, among other topics.

We began the Winter Term with a unit on Weather Factors, and we also did our first science inquiry experiment which would be scored using the Oregon State Science Inquiry Scoring Guide.

This is the first year that the state is requiring inquiry work samples for each student. Students must design their own experiment, collect data, transform it into graphs, analyze their results and make conclusions. Students were required to word process their work samples on laptop computers, and many students produced their data tables

and graphs in Excel. Students submitted their work to the teacher electronically. Our Weather Factors unit also provided an opportunity for another cross curricular lesson. In English class, Mrs. Becker taught students how to use Inspiration, an exciting software program that helps students "learn to learn." Based on the principles of visual learning, the program allows students to create graphic organizers to clarify thinking, assimilate knowledge, and communicate information. Students used Inspiration to illustrate their understanding of the water cycle, then created a graphical story outline describing the adventures of a water molecule as it traveled through the wa-

ter cycle. The end of the Weather Factors unit brought our first experience with Quizdom, a system in which students use handheld remotes to interact individually, as teams, or as a class with content which is displayed on a computer screen via an LCD projector. We used Quizdom as a review tool before a test. Students enjoy Quizdom because it is fun, and teachers like it because it keeps everyone participating simultaneously.



8th Grade Orco Science using Quizdom

