

## Technology Plan 2008

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### Introduction

Abraham Lincoln High School first opened its doors in 1878. Our world has changed significantly in the last hundred years. New technologies are constantly changing how we access information and use computers. With the expansion and growth of Internet based technologies, the world has become much smaller and more interconnected. These technological advances are occurring exponentially and carry far-reaching implications for our educational system and what it will take to bring our students into the new millennium prepared to function in a society that is in the midst of a paradigm shift. In order to meet this challenge we need a clear vision as to where we want to go as an educational institution and the type of individuals we want to send out into the world. We need to take into consideration the whole individual and the whole society.

Thomas L. Friedman, in his book, *The World is Flat*, states:

“The flat-world platform is the product of a convergence of the personal computer (which allowed every individual suddenly to become the author of his or her own content in digital form) with fiber-optic cable (which suddenly allowed all those individuals to access more and more digital content around the world for next to nothing) with the rise of work flow software (which enabled individuals all over the world to collaborate on that same digital content from anywhere, regardless of the distances between them).”

We now have become a school with Internet access in every classroom and by 2009, our school will have wireless campus-wide. These technology changes open a window through which we can peer into the lives and experiences of people all over the globe, in all fields from astronomy, arts, and sciences. It allows us to touch and be touched by the feelings and sentiments of others whom we have never met. It presents new venues for learning and collaboration with new found friends and colleagues. The world has suddenly grown smaller as we visit our relatives in various parts of the country and the globe with the click of a mouse. It provides quick and easy access to information needed to help us solve everyday problems. It offers new career opportunities and new ways of prospering. And it is just plain fun discovering so many ideas presented by so many people in so many unique expressions. It helps us to feel connected to the global community.

We, as educators should take full advantage of its lure and plug our students into this vast storehouse of information that will stimulate their thirst for knowledge and challenge them to seek further. This revolution in communications and technology is also revolutionizing the teaching/learning process. Colleges and universities expect that freshmen students come to them knowing how to access the Internet and use it for research and collaboration. The job market is wide open for those who have computer skills, are information literate and able to solve real world problems in the workplace. Students who are not prepared thus find themselves at a grave disadvantage. By giving our students access to this world stage we significantly increase their access to information and widen their sphere of influence. We empower them to reach out and touch the world with their ideas, values, knowledge and understanding - or lack there-of. It should be made ever so clear that with this greater sphere of influence comes greater social responsibility.

Charged with the enormous task of preparing our youngsters to assume their adult roles able to function and contribute to the global society of the new millennium, as educators we cannot afford to allow *ourselves* to become obsolete. This is a compelling reason for educators to upgrade their own skills and teaching strategies in order to help our students meet the challenges of an advance technological society.

### **Technology at Lincoln High School in 2008:**

The importance of preparing our students to be technologically literate is a priority at Lincoln High School. Every classroom at Lincoln has at least one computer with Internet access. We currently have three general use computer labs available for our content subject teachers, and they are open every day during breaks and after school for student use. During the last two years, teachers are relying more heavily on supporting their instruction with LCD projectors and Smart Boards. Our Technology Committee agreed last year to upgrade five of our nine existing labs with new computer systems, which allows our technology teachers to focus exclusively on instruction, and we have started to refurbish the old lab computers for distribution among classrooms for student use. Despite our district's partial support, we have taken on the burden of making our campus accessible by wireless. The district has started to prepare our school for wireless to be completed by 2009. For the last two years, our entire faculty has taken attendance and submitted grades using ISIS, and more than half of our faculty keeps an electronic grade book. With recent SAIT funds, every math and English teacher will benefit from a LCD projector in the classroom. In October, the technology coordinator began to offer professional development for teachers to increase their familiarity with new technologies and identify best practices for technology integration.

Our students' primary access to technology occurs through the general use labs and technology classes. A majority of our faculty uses the computer labs for a variety of content subject assignments. The primary programs used are Word, Excel, PowerPoint and Publisher. Students engage in research assignments and word processing as well as creating presentations, brochures, newsletters, and documents for publication. In addition, the labs are also used for ESL classes for language development. Math teachers take advantage of specialized math software, such as Geometer's Sketchpad to teach abstract geometric principles and Carnegie for algebra instruction. Our technology classes help students to develop proficiency in keyboarding, word processing, spreadsheets, graphic design, animation and web design. Technology classes are also offered after school and on Saturdays. We now offer four filmmaking classes this year which encourage students to participate in the process of developing short films (storyboarding, script writing, filming, editing, and publishing), and we are in the process of creating a filmmaking lab. We now have five laptop carts for checkout by classroom teachers and we are taking the initial steps to incorporate them into our instructional program regularly. The Lincoln website is playing a more important role in supporting students and complementing teacher instruction, and as a school, we still can make progress in advantage of the Internet. More teachers and staff are making information about their classes and programs available to the overall school, from school site council to small learning communities. Teachers are gradually posting assignments and resources for their classes, and each year, we have more technology lessons archived for use and as a resource. The faculty and staff at Lincoln High School believe technology is crucial in our students' future and we continue to make strides in making the importance of technology more pervasive on our campus.

**Purpose and Goal:** The purpose of this Technology Plan is to provide a framework for installation, operation, utilization and management of technology at Lincoln High School to support curriculum goals.

The Lincoln High School technology program will address the technology integration aspects to help achieve our Expected School-wide Learning Results. We will prepare our graduates to be:

- technologically literate
- functionally literate, creative, effective communicators who demonstrate mastery of the writing process.
- critical thinking problem solvers who demonstrate the ability to apply logical reasoning to determine outcomes.
- able to apply information literacy skills across the curricula.

**General Provisions:** All Lincoln High School students will be able to use and have access to computers to gain appropriate skills in the use of technology and its application to their learning process. Upon receiving parental consent, students will be issued an e-mail account and have access to the Internet to

develop appropriate skills in research, collaboration and problem solving. It's our hope that all content subject teachers will require students to turn in typed essays, reports and research papers using the available computers in classrooms and labs.

Computer technology will be integrated throughout the curriculum to improve the quality of instruction in the classroom with individualized projects and assignments, collaborative learning, and creative problem solving. Career options will be expanded through Internet access to colleges and job resources, the integration of technological advances in graphic arts and printing, desktop publishing, filmmaking, geographical information systems, automotive technology and computer repair.

### **Curriculum Support:**

A **Technology Coordinator** oversees the technology plan, coordinate staff technology training, and supports teachers with technology integration.

**Equipment:** Our computers labs are equipped with a minimum 30 multi-media student computer workstations with Internet access, peripherals (laser printers, color printers, scanners, LCD projection system, digital cameras). To supplement our computer labs, we have five computer laptop carts for students use in classrooms.

**Academic Support:** An "Introduction to Computers" class is in place as a requirement for all ninth graders, or is provided in conjunction to the Life Skills curriculum. Additionally, students will engage in word processing and Internet-based projects, desktop publishing, calculating, charting and graphing, developing web pages and multimedia slide presentations as an integral part of their normal academic coursework through core content areas and electives.

**Technical Support:** LHS currently has one microcomputer support position available for addressing Internet related issues and assisting with technical support as needed.

**Student Support:** LHS currently has one teaching assistant position to assist students with lab assignments and technology integration.

**Clerical Support:** Our technology program could benefit from an additional office/clerical position to assist with maintaining AUP database, website permission forms, student email accounts, updating website and instructional resource databases and the inventory.

## **Technology Vision for Lincoln High School:**

Educating students to their maximum potential means providing them with tools they need to contribute maximally to their families and to the society in which they live. In this era of technological advances and globalization, where everyone has equal access to the world stage via the World Wide Web, this society includes the entire planet Earth.

### ***Lincoln High School Vision Statement:***

“It is the vision of Lincoln High School to prepare problem-solving, critical thinkers who are responsible citizens in their communities.”

## **Basic Expectations for Technology of Lincoln High School Students**

All SLCs and faculty support the technology ESLR with the following basic expectations for all students in mind. These skills will be built in the 9<sup>th</sup> Grade English and Life Skills classes and expanded upon in succeeding years in core content areas, such as science, social studies, foreign language. Basic technology skills will then be supported through electives in graphic arts, web design, computer programming, and filmmaking classes.

All students will be able to:

### **Word process.**

- save, print, and open documents.
- format a document for academic purposes (margins, font size, double spacing)
- revise and edit documents (insert, delete, backspace, arrow keys)
- recognize standard document formatting, including inserting headers and footers, page numbering, footnotes, images, and tables into document.

### **Create spreadsheets.**

- input data into a spreadsheet for calculation and analysis.  
Students will be able to create basic formulas for calculation (totals, averages) and sort data.
- format spreadsheet for printing.
- generate and incorporate meaningful charts and graphs into documents, presentations, lab reports, and research papers.

### **Conduct Effective Internet Use and Research**

- use a search engine on the Internet efficiently, including refining searches to locate
- to evaluate websites for quality, bias, and appropriateness.

### **Create Oral Presentations and Multimedia Projects.**

-- create a PowerPoint presentation that includes text and graphics to aid and support an oral presentation

### **Perform General Computer Related Tasks.**

-- perform basic functions within an operating system (running programs, opening files, copying/deleting files, etc.)

-- identify the basic components of a computer and how they are used (monitor, computer, hard drive, floppy drive, USB, Ethernet cable, and optical drive)

-- communicate via email for academic purposes.

### **Print Publications**

-- create well-designed printed documents, such as newsletters, brochures, booklets, etc.

**Purchasing Adobe Design Premium CS3 Site License.** The Adobe Design Premium Suite Site License will address our school's technology ESLR by providing challenging, high-level experiences for our students in terms of technology. Most of the Introduction to Computer classes and core content subjects at Lincoln High School address our students' basic competencies with technology in the areas of developing skills in keyboarding, word processing, spreadsheets, and publishing software. These introductory experiences provide students with hands-on experience with common workplace applications, such as Microsoft Word, Excel and PowerPoint, and tasks, such as generating professionally formatted documents and reports.

To build upon our students' core technology competencies and expand our students' interest in pursuing careers in technology, it's imperative that we supplement our core technology curriculum with current versions of software endorsed by technology professionals. The Adobe Design Premium Suite includes the following software applications: Photoshop Extended (graphic design), Illustrator (drawing application), Dreamweaver (web design), Flash (animation/application, OOP programming), and In Design (publishing). These are the software applications of choice for web designers, programmers, graphic designers and photographers.

The cost of a single license of the Adobe Design Premium Suite is between \$250-400. The Site License allows us to install up to 500 copies of the suite of software, and up to 50 copies for use on teacher's personal computers. All Lincoln students enrolled in a technology class will benefit because it allows teachers to expose students to a wider variety of career opportunities through web design, photography, publishing, and programming.

Mr. Hirsch, Mr. Serna, and Mr. Gonzalez would certainly utilize all applications in the Suite with their students (they are currently using outdated version of the software). They all teach web design, graphic design, animation, and

programming in their classes, and the newer versions and additional software in the Suite will allow them to further develop their technology classes. Ms. Viramontes currently has four licenses of In Design and would benefit from the additional Photoshop, Illustrator licenses, as well as a full class license of In Design. Ms. Viramontes, Ms. Buenaventura, and Ms. Sandoval have all expressed an interest in expanding their course curriculum to cover web and graphic design. The Magnet program continually wants to address the "Technology" component in its name. The installation of the Suite on the computer labs will also open up the possibility of content area classes to take certain classes in new directions. In conjunction with the film editing lab and our recent purchase of video editing software from Vegas to Final Cut Pro, the Design Suite will fill a necessary void in our technology program. Licenses and copyright issues are a continual issue and the Site License package allows us to provide for our students without copyright violation. If we choose to purchase the software, we will have established a strong technology foundation for continual expansion. We still must address how we provide training for our teachers to use the advanced software effectively (through classes or professional development time) and the addition of more technology for students.

### **Filmmaking Studio.**

## ***Future Vision for Technology at Lincoln High School***

### ***We see students who are...***

- Engaging in online educational activities
- Researching topics via the internet
- Learning new ways of viewing the world around them
- Communicating with peers around the globe via e-mail,
- Collaborating with other students to solve real world problems
- Discovering and applying the myriad uses and applications of technology to enhance their own learning process
- Developing and presenting multimedia projects to demonstrate what they are learning
- Designing, publishing and maintaining class web pages
- Creating and maintaining electronic portfolios
- Broadcasting school and community news
- Conscious of their own point of power and aware of other's
- Becoming student technicians and trainers

### ***We see Administrators who are...***

- Computer literate
- Cognizant of the implications of technology for the direction of education
- Saving money spent for paper, ink and copier maintenance by communicating information to staff via an online bulletin board.
- Discovering and applying the myriad uses and applications of technology to enhance their own professional management style

### ***We see teachers who are...***

- Accessing and inputting school information via our intranet
- Keeping records and reporting grades electronically
- Researching and planning lessons using the internet
- Collaborating with colleagues around the globe via tele/video conferences
- Communicating, planning team projects, and collaborating online
- Exchanging technology ideas, strategies and lessons
- Communicating with staff, students, parents, businesses, higher education via  
Telecommunications
- Posting lessons online for student access from any computer within the intranet
- Discovering and applying the myriad uses and applications of technology to enhance their teaching/learning process
- Conscious of their own point of power and aware of that of others

### ***We see office staffers who are...***

- Accessing and inputting school information electronically

- Making school purchases via the internet
- Communicating with staff and parents electronically
- Discovering and applying the myriad uses and applications of technology to enhance their own work efficiency

***We see support staff who are...***

- Maintaining an environment for our students which is
  - a) Physically healthy and safe
  - b) Mentally challenging
  - c) Emotionally supportive
- Discovering and applying the myriad uses and applications of technology to enhance their own professionalism

***We see parents who are...***

- Developing technological skills
- Discovering and applying the myriad uses and applications of technology to enhance their own life process

***We see a School-wide Intranet for***

- Staff communication with one another within the school, and with their students.
- Teacher collaboration and sharing of lessons and classroom strategies
- Support for new teachers
- Lessons posted online for student access from any computer on the network
- Student collaboration on projects
- Class web pages designed for and developed by students/teachers

***We see Internet access throughout the school for***

- Research
- Collaboration with other schools around the globe
- Video conferences with schools, businesses, higher education
- Distance learning

***We see a closed circuit TV system throughout the school for...***

- Broadcasting school and community news
- Broadcasting live Studio productions
- Broadcasting videos of school events
- Broadcasting school-wide conferences

***We see the availability of Shared Resources***

- DVD's/CDs
- Digital Cameras
- Video Cameras
- Audio & video editing equipment

- Scanners
- Color printers

***We see every classroom secured and equipped with:***

- A minimum of one student computer work station with multi-media capability and Internet access
- Productivity software for word processing, spreadsheets, graphs and charts, desktop publishing, multimedia presentations
- Appropriate learning software to support curriculum
- One printer
- Projection system
- TV

## SLC Technology Plans:

Each SLC has agreed upon a general expectation of all students in terms of technology. In addition, each SLC has a unique focus and emphasis in the field of technology where they will build upon the basic competencies and challenge students with the new technologies for their SLC.

### Math, Science and Technology Magnet Technology Plan



The Magnet recognizes the value of the Technology ESLR shared by the entire school. The Magnet wishes to extend upon the general school goals for technology and provide a foundation for students to achieve a high level of *comfort* with technology, from keyboarding use, to navigating the Internet, to PowerPoint proficiency, to exposure to other media, from science software to computer hardware, and an introduction to computer programming.

We envision wireless access hubs in all Magnet classrooms would make laptop & printer use much easier for all. Many students have already expressed interest in bringing their own laptops from home, but as wi-fi access to Internet is not easily available, this level of use (common at universities) is denied. District has indicated a plan to rollout wireless access schoolwide by 2009.

A set of five laptop computers in each Magnet classroom would allow for technology to become a more integrated part of the classrooms, allowing for collaborative, project work (including wi-fi printing), especially useful for science/lab station work.

The Magnet would like to hire its own Technology teacher, to develop, enrich, and maintain curriculum.

Magnet is also interested in purchasing high-tech science equipment (digital telescope, lab sensors) for classroom use.

### Implementation of Technology across the curriculum:

9<sup>th</sup>: \*\*Need specifics.. who and what is being taught in each grade.

10<sup>th</sup>:

11<sup>th</sup>:

12<sup>th</sup>: Seniors will create a culminating final research project requiring all technology skills in the prior grades. Technology skills addressed include creating a PowerPoint presentation, using spreadsheets for data analysis, graphing/charting results, writing a final formatted research paper.

### **Professional Development**

There is no denying the need for professional development opportunities using technology. We need periodic all-day curriculum brainstorming sessions, but as our budget does not have enough support for this and would like help from the bigger school.

## Law, Business & Government Academy Technology Plan



**VISION:** The Law, Business and Government Academy will graduate all students, college prepared and career ready, with the basic business skills and experiences that will qualify them for entry-level jobs in business, government or law, which can translate across all industry and business sectors.

### **TECHNOLOGY PLAN:**

The Law, Business and Government Academy (LBG) is one of five small learning communities on the Abraham Lincoln High School campus.

Students take a rigorous interdisciplinary college preparatory A-G curriculum, and must become proficient in communication, multimedia and technological skills, as they learn fundamental business and legal basics. We teach our students to learn how to learn, and to master the leadership, analytical, technological and organizational skills necessary to enter the 21<sup>st</sup> century workforce.

LBG's purview covers three CTE pathways in **Public Services**; Human Services, Legal and Government Services and Protective Services. However, it is obvious that global economies, new technologies and the growth in information are transforming society and require 21<sup>st</sup> century literacies; therefore we heavily emphasize computer and video production skills in addition to the core legal, life skills and business competencies. We prepare our students with problem-solving and collaboration skills, so they become proficient working in teams as well as composing with images, facile in desktop video editing, graphic design, digital streaming podcasts, and social networking software.

LBG's goal is to create a learning environment that provides contextualized learning by exposing students to the vast range of opportunities in these industry sectors, ***while the students and the industries are shifting from page-based to screen-based media literacies***. In addition to the "achievement gap," LBG believes that our students will find it difficult to cross the "digital divide" unless we provide effective instruction in 21<sup>st</sup> century technology literacies and access to high quality access (broadband speed, multiple technologies and software packages). (NCTE 21st-Century Research Policy Brief, 2007).

In 2002, the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University and the University of California published a "guidebook" of competencies students should acquire before attending college, which LBG has adopted. The **Technology and Information competencies** includes recognizing the shift away from amassing a

knowledge basis, to acquiring techniques to find, evaluate, use and communicate information in all its various formats. This includes library research, research methods and study skills and technological literacy.

LBG Students are required to demonstrate they have the technology competencies, which include:

- ✓ The ability to type, knowledge of word processing software to cut, paste and format text, use of spell text, the ability to save and move files
- ✓ The ability to navigate email, compose, send and receive email and post attachments
- ✓ The ability to navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., .com, net, edu, org, gov)
- ✓ The ability to use search engines effectively
- ✓ The ability to evaluate the authenticity of the website, the credibility of the author and the validity of the material found on the web
- ✓ To know how to properly cite Internet and other sources
- ✓ To know what constitutes plagiarism and how to avoid it when using the Internet
- ✓ To contribute to discussions online
- ✓ To use visual aids or applications-based visual programs, like PowerPoint, to present original work or research, or support the content of an oral report
- ✓ To create and maintain a website

**TECHNOLOGY EDUCATION PLAN:** The LBG career pathways include opportunities in government, in law and legal services, and in legal related occupations in all areas of business. Each pathway provides all students with a seamless learning experience that combines a rigorous academic curriculum and integrated technology, with fundamental business and legal career skills, preparing students for high school graduation and career entry, or a post-secondary education.

The course sequence for the Law, Business and Government Academy includes two core technology classes: **Introduction to Computers** taught in 9<sup>th</sup> Grade and **Filmmaking 1AB** taught in 11<sup>th</sup> Grade, and **capstone or specialization classes** in 12<sup>th</sup> grade.

### **Technology by Grade:**

**Grade 9 – Introduction to Computers and Digital Media Classes** in combination with 9<sup>th</sup> grade English/Life Skills classes provide primary instruction in the basic industry standard Microsoft Office applications: Word®, Excel®, PowerPoint®, Publisher®, and Movie Maker®. These classes will also teach Internet research techniques and using email. In addition, these classes will also introduce students to Access®, DreamWeaver®, basic HTML design, Flash, Photoshop, and blogging. Technology faculty coordinate with other LBG content

area teachers to integrate interdisciplinary lessons, so that students apply the technology application while working on assignments, for example, in English or Biology. Recent examples include integration of a science based research paper with English 10, and a laboratory report of science experiments in Biology, assisted by English faculty and published in Introduction to Computers. The **Introduction to Computer and Digital Media** classes are programmed for all 9<sup>th</sup> grade students, to teach them the fundamental programs and applications, and in each subsequent grade level, students integrate and apply technology in all core content classes and the majority of elective classes. [Specific examples of integration of technology for classes and assignments can be found in the Forums/Classes section of the Lincoln High School website under LBG faculty names.] Students who wish to pursue careers in technology can continue to take specialized classes, taught by LBG faculty, including **AP Computers**. It is LBG's goal for LBG students to create and maintain a dedicated website for Law, Business and Government.

**Grade 10 – Constitutional Law AB is the CTE Introductory course** for all LBG students, which introduces students to fundamental legal and business concepts, Federal and Constitutional Law, and the basics of Civil and Criminal Law, Contracts, Torts. The class is designed to be team-taught with English 10 and World History. By 10<sup>th</sup> grade, LBG students should have completed the basic Introduction to Computer classes, and therefore are applying what they've learned in the technology classes to projects for their English, Constitutional Law and/or World History classes. 10<sup>th</sup> grade teachers in core content subjects will provide students applied

**In 11th Grade**, LBG students take **Filmmaking 1AB**, which teaches the importance of clear and succinct expression necessary to produce visual media, a requirement of 21<sup>st</sup> century careers, and industries shift from page based to screen based literacies. LBG has 42% of the EL students at Lincoln High School, therefore, Filmmaking is a powerful tool for teaching critical literacy skills to ELs and gives them an engaging and creative arena to practice and apply them through differentiated instruction and collaborative group work strategies. This class satisfies the one year Visual and Performing Arts requirement for high school graduation and satisfies the Service Learning Certification, which is also mandatory for high school graduation. Filmmaking has been approved as an A-G requirement (elective requirement for four year California State University or University of California University requirements). It is a year long class; students earn five credits each semester. Students may also take **Filmmaking 2AB** in 12<sup>th</sup> Grade, which will satisfy the Applied Technology requirement for high school graduation.

One of the goals of the Law, Business & Government Academy is to inform students and their peers about legal issues they may not be aware of through film, and to educate their peers and the community at large about legal and educational policies and procedures and their legal rights and responsibilities.

This information helps members of our community to become aware of their legal rights and responsibilities, enables them; to protect their own rights and to help others be more accountable for their education.

The Filmmaking class teaches students to apply technology skills they learned in Introduction to Computers, specific skills for the critical viewing of media, and emphasizes Media Literacy, the critical thinking skills necessary to analyze the messages that inform, entertain and sell to teens. The “digital arts” (which encompass film, television, and video on/over the Internet or on cell phones) are a big part of all students’ lives. Filmmaking students learn that there are several languages that must be learned in the study of film, including comparing learning English grammar and learning the grammar of film. Many of our students are English Language Learners (ELL) who learned English by exposure to television and by oral practice, but they only study grammar in English classes. More than 70% speak their native languages at home. In Filmmaking, students learn to study the grammar of film, because like any language, film is a system of images and sounds, which are arranged systematically. We make the point that words, like film images, are arranged correctly in sentences according to the rules of syntax (the order of words) and choice (the selection of words).

In addition to the verbal language in film, Filmmaking students analyze the languages of color, lighting, motion, movement and action, music and sound, how the framing (the camera’s field of vision, the lenses and angles used) and transitions (flashbacks, crosscuts, reaction shots) between shots affect the interpretation of setting, character, mood, ideas and action. In the same way we review conventions of literary texts in English, we look at the cinematic conventions of film (show the light in a character’s eyes and warmth in her voice to show she loves someone, coupled with lingering close-ups and music swelling in the background). In short, students apply what they’ve learned in English, Technology, Law and Film classes by writing, filming and producing their own films.

**The Filmmaking Process:** LBGA students work collaboratively in production teams and create Public Service Announcements (PSA) on a subject important to them and their peers. Students research their topics, using library and Internet research so they can include accurate and useful information for their audience. All groups are required to include and explain an educational policy, procedure or legal right, statute, law or Supreme Court case holding in their film. In three years, student film topics have included students’ taking personal responsibility for meeting graduation requirements (“You’re In Charge”); the proceedings and requirements for sealing juvenile records (“Sealing Your Juvenile Records”); identification and consequences of harassment in high school (“What is Harassment?”); legal rights when in police custody (“Do You Know Your Rights?”); and students’ right to privacy of personal information in high school (“Privacy Rights”).

Students are required to read appropriate level expository text materials which contain specific information, practice summarization skills to document their research, and have many opportunities for vocabulary development, grammar and usage, reading comprehension and oral fluency. The students receive feedback from peers on how to improve their written descriptions (treatment) and focus on characterization, conflicts (character arcs) and dialogue.

After the research phase, each team develops a treatment (using Microsoft Word®), a screenplay (using industry standard Final Draft® scriptwriting software) and writes multiple revisions until they receive production approval. The students prepare a storyboard (using Microsoft PowerPoint®) and a production schedule, based on their shooting script (using Microsoft Excel®). When they receive production approval, they recruit actors and film the script (filming with Sony Digital Video Cameras). They report their progress (via a Production Report created in Microsoft Excel®) and edit the footage (using Microsoft Windows Movie Maker® and Sony Vegas® on IBM PCs, or use Final Cut Pro® on the Mac). Each production team delivers a broadcast quality film (on DVD).

In addition to determining the actors and finalizing the shooting script, the team considers other production requirements, including selecting a director to direct the action and overall shooting of each scene; a script supervisor to plan each day of shooting and check the results against the storyboard and shooting script; a cinematographer to set up and operate the camera; a set designer to create the sets or furnish props; a lighting director to illuminate each scene; a sound technician in charge of the sound track (sound effects, music and dialogue); and an editor to combine the final video. They must practice their collaboration and negotiation skills to achieve consensus. In short, students integrate and apply what they've learned in Constitutional Law, and learn advanced and industry standard computer software programs, while producing Public Service Announcements (PSAs) to inform their peers about laws which affect them on a daily basis.

In **12<sup>th</sup> Grade**, students take the law or business **Concentration and Capstone** CTE courses, taught by LBG credentialed teachers, or dual enrollment classes taught on Lincoln's campus by ELAC or LACC (community college) instructors. These classes include: Business and Financial Law, or Criminal Justice/Policies and Procedures (Legal and Government Services) or **AP Psychology** or International Relations (Human Services). Students specializing in the **Protective Services** pathway will take their courses in Fire or Forensic Science in dual enrollment classes at the community colleges, or the First Responder or General Clerk courses in ROP. We encourage LBG students to take **AP English Language & Composition** (either in 11<sup>th</sup> Grade in the place of American Literature and Contemporary Composition or in the 12<sup>th</sup> Grade in the place of Modern Literature and Expository Composition). LBG students who wish to specialize can also take additional electives: **Filmmaking 2AB** (Applied

Technology) or advanced technology classes, such as **Computer Programming, Web Design** and **AP Computers**.

Students continue to apply their computer and video production skills in English and Social Science classes, which emphasize interdisciplinary assignments, including PowerPoint® and MovieMaker® for presentations; blogging and discussion boards for continuation of classroom discussion.

We encourage our 11<sup>th</sup> and 12<sup>th</sup> grade students to participate in internships and work experience classes. These have included the Los Angeles City Council, the U.S. Senate, several City Council local offices, the Mayor's Office as well as legal and business internships in the community. For example, one of our students took an ROP course in CAD (Computer-Aided-Design) and participated in LAUSD's iSEE internship program, applying what s/he learned in a real life application in an architectural firm. That internship turned into a part-time job (work experience) in 12<sup>th</sup> grade, and changed the student's career plan.

LBG has submitted a grant application to create a **state-of-the-art interactive courtroom**, to provide the venue for the alignment of the CTE pathways. The facility would contain a soundproof broadcast studio with a control room and sound room that mirrors industry standards. The state-of-the-art broadcast studio would work in conjunction with the existing video production computer laboratory, and provide students with hands-on experiences to create and produce video, broadcast announcements and news. It would be designed with wiring capabilities for closed circuit broadcasting throughout LBG. It will be used to conduct trials (in person and online for all classes, including English, History and Law); it will be used after school for the Debate team and Academic Decathlon practice, and for meetings of the Student Court, LBG Governance Council and faculty meetings. LBG has had exploratory discussions with the Superior Court of Los Angeles about the possibility of holding Small Claims and other special Court procedures. Students will interface with other students in small learning communities to create, edit and broadcast school newscasts, bulletins, and career interest stories, thus developing the technical expertise required for 21<sup>st</sup> century careers in Law, Business and Government.

## **VOICE: Victory Over Ignorance Through Culture and Education Technology Plan**



In the VOICE SLC at Lincoln High School, the incorporation of technology in the classroom is essential for the success of all students. As ninth graders enter Lincoln High School, they will be integrated into introductory computer classes, where they will learn the basic fundamentals of using computers. In ninth grade, through English/life skills and Introduction to Computer classes, students will learn the fundamentals of Microsoft Office, know how to research online, send and receive emails, and strengthen keyboarding skills. In tenth grade, students will begin to apply the basic computer skills learned in the ninth grade in their core content area classes. Tenth graders will also begin to partake in projects, using both PowerPoint and Word, which will demonstrate competency in alignment with the content standards of the core subject matter and the national standards for technology. Eleventh grade students will begin to use information gathered from research on the internet and of primary sources to create interdisciplinary projects that require complex as well as basic computation skills. Students will focus on improving research skills for the completion of a research project and presentation. This grade will become instrumental in preparing for their V.O.I.C.E. capstone project in the twelfth grade. Once V.O.I.C.E. students reach the twelfth grade, they will prepared a final presentation using their learning from their previous three years at Lincoln and their acquired technology skills to perpetuate a notion of change, acceptance of multiculturalism, self-empowerment, and most importantly their social and political awareness.

Students will be required to use technology to create PowerPoint presentations, professional publications using Microsoft Publisher, web pages using Adobe Dreamweaver, short films using a combination of film editing software in support of state content areas, LAUSD requirements, and Small Learning Community (SLC) requirements. In recognition of the importance of technology in the workplace, we expect our VOICE teachers to provide all students opportunities to use new technologies in the classroom in support of the Technology ESLR. Teachers of Victory Over Ignorance through Culture and Education (V.O.I.C.E.) teach lessons using PowerPoint or the Internet to complement their lesson plans. Videos may be used, but other types of electronic media must be used to enhance the curriculum for students.

We envision that VOICE will have a computer lab accessible to all students and teachers throughout our SLC. We are looking to create a common assessment where students will need to use PowerPoint, Excel, Publisher in every class. Math and science teachers will use scientific/graphing calculators and/or peripherals, Smart Boards, math software to remediate and/or enrich individual student need. History teachers will use the History Alive program, images, and

sound bytes to make content relevant and informational. Science teachers will use programs and computers to plan and teach lessons.

Many students in the VOICE SLC will desire to pursue careers in teaching, social service, social reform and \_\_\_\_. We will to emphasize the importance of public speaking and teaching/training of others. The value of using technology for these goals is crucial to our faculty. Students in our SLC will gain experience in all core classes in developing PowerPoint presentations for public speaking, create informative publications on social and educational topics, and use technology where appropriate to teacher and tutor others.

Currently, the math department is attending professional development for the incorporation of Smart Boards and interactive software, including Geometer's Sketchpad. Lincoln also has training for teachers who would like to brush up their basic computation skills; therefore, providing teachers with options for development. As a SLC, we would set up a rotation, where teachers will present technology based lessons to their colleagues for examples of technology based lessons. We also wanted to setup days where our technology coordinator might train our SLC in developing lessons based on the adoption of technology in classroom lessons. Teachers will also receive time to plan lessons that incorporate technology other than films and basic computation.

## Humanitas School of Arts and Media Technology Plan



Each classroom in the Humanitas School for Art & Media has the highest level of Instructional Technology. The SLC shares four LCD projectors, with plans to purchase more, and two computer labs with 30 or more Mac computers, and one shared computer lab with 40 Pentium IV PC computers. In addition, each classroom has a Pentium 4 Gateway desktop computer with a DVD burner, a printer, and high-speed Internet connection.

The faculty of Humanitas School for Art and Media recognize the importance of technology in the workplace and careers related to the arts and media. We consider it important that all students have access to technology during their four years. During the ninth grade, students will gain exposure to basic word processing, conducting Internet research, and evaluating websites for content in their 9<sup>th</sup> grade English classes and Life Skills Classes. Students will be given a school email address for academic purposes. In the 10<sup>th</sup> grade, students will partake in extended Internet research in their English, science, and social studies classes as well as elective classes. Students will begin to develop PowerPoint presentations in groups. Students will be introduced to basic spreadsheets and graphing in math classes. In the 11<sup>th</sup> grade, students will be expected to create a correctly formatted research paper (title page, table of contents, works cited, MLA style, citations, incorporation of pictures, charts, graphs). Students will begin to develop PowerPoint projects individually for presentation in classes. In the 12<sup>th</sup> grade, through English classes, students will begin to utilize technologies for career and college exploration, fill out job applications and resumes, and engage in a final culminating research project, including technology skills developed through the earlier grades (creating PowerPoint presentations, formatting research papers (MLA format), incorporation of images/charts/graphs, and presentation in front of peers.

### **Technology Opportunities during 11<sup>th</sup> and 12<sup>th</sup> Grades:**

Students in the Humanitas School for Arts and Media will be enrolled in technology classes in their 11<sup>th</sup> and 12<sup>th</sup> grade years, introducing students to graphic design, animation, web design, and “what is Serna teaching...”

### **Sample projects completed in our technology classes include:**

- The students studying computer design create PowerPoint presentations that describe their families, communities and future plans.

- The students studying media arts create a personal biography incorporating still pictures, video, music and graphic design.

Other technology projects by HAM teachers?

**How do you intend to spend the technology monies to continue to “put technology into the hands of your students”?**

**Possible ideas:**

Camcorders for recording presentations/performances

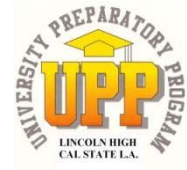
Microphones for presenting

Sound system of some sort

Sketchpads used for drawing on the computer

Additional LCD projectors with laptops for checkout for presentations

## University Preparatory Program Technology Plan



University Preparatory Program supports the Lincoln High School Technology ESLR and intends that our students gain a competency in the use of technology in all domains of their studies. To ensure that our students will master the use of 21<sup>st</sup> century technologies currently integral for success in university and public and private sector careers our students are required in all disciplines to include technology in their presentations and projects.

Our intention is to have the majority of our students attend summer school between their 8<sup>th</sup> grade middle school graduation and their entry to Lincoln High School in order to take Introduction to Computers. Due to the academic demand of high school students to meet CSU & UC requirements, A-G LAUSD requirements, and the engineering, mathematics, and scientific demands of UPP our students' schedules require them to begin their core academic subjects; that is in the 9<sup>th</sup> grade. Those students who did not have the Introduction to Computers class before their Freshman year are given tutoring and extra assistance to comply with their core discipline requirements. By the 11<sup>th</sup> grade all students will have taken the Introduction to Computers class.

In the 9, 10<sup>th</sup>, and 11<sup>th</sup> grades students are required to use Microsoft Word for their essays and Power Point in their oral presentations for English, Social Studies, and Science classes. All essays and presentations requires students to the use of the Internet for research, Excel for graphing and statistical data gathering, as well as Publisher to create magazine and newspaper articles. These multimedia presentations culminate in a 12<sup>th</sup> grade inter-disciplinary Senior Project, incorporating all technology skills learned in prior grades.

Professional development for our community of teachers begins with course found at the L.A.U.S.D. Digital Library. Teachers also take tutorials given by our Technology Coordinator. Teachers are encouraged to take more formal classes to enhance their knowledge base in instructional technology.

Teachers ensure "equal access" to instructional technology by embedding in each discipline requirements that essays and presentations use computers, printers, copy machines, cameras both still and motion picture, as well as the use of traditional poster making for use as advertising and as teaching tools. Since each student is required to take English, Social Studies, and Science each student is ensured a full compliment of instructional technology. Those students who did not have the Introduction to Computers class before their freshman year are given tutoring and extra assistance to comply with their core discipline requirements. By the 11<sup>th</sup> grade all students will have taken the Introduction to

Computers class. Students have additional opportunities to learn advanced technology applications and skills through electives in graphic design, web design, filmmaking, print-publications, yearbook, and journalism.

English Learners receive computer instruction regularly one day per week. Special education students have access to computers in the Learning Center. These students receive on-line CAHSEE intervention instruction. Career-Locker is also available on-line as an on-line survey for Job search training. Students also receive instruction in Smart Board in order to gain familiarity with the use of this innovative device. Laptop carts have been made available to UPP teachers for use within classroom in conjunction with the general use computer labs.

Collaboration across disciplines that is between teachers enables assistance and intervention for students who for various reasons may be falling behind their grade advancement.

UPP requests to purchase a 36" television, document readers, as well as in tandem with LCD projectors and two wireless computer carts. **\*\*Explain rationale for purchase in a few sentences.**

## Health and Medical Careers Technology Plan



### Vision:

MHC students will graduate with the technology skills necessary to excel in their educational, professional and personal lives.

### Implementation Plan:

Grade	Technology Courses
9	Introduction to Computers Word Processing
10	Content Area Classes
11	Graphic Arts A/B
12	General Office/Medical Careers or Advanced Computer Class

Grade	Subject Area Skills Practice
9	Health: internet navigation Life Skills: word processing English: word processing
10	PE: Excel/PowerPoint Foreign Language: internet research English: word processing
11	Math: software applications Science: Excel/PowerPoint English: word processing
12	History: internet research English: word processing Service Learning Project: PowerPoint

Other activities: MHC Online Survey, USC Online Lesson Plan, CAHSEE Challenge

### Professional Development:

Professional development meetings for technology and curriculum integration will be periodically scheduled as funds become available. Professional development will include software and hardware training sessions for teachers and collaboration time for lesson plan development.

### Equal Access:

Technology will be required in every course in the MHC curriculum; all students will use technology in all of their classes. Students with special needs (including special education students, gifted students and English language learners) will receive additional support, when needed, from other students, teachers and support staff.

### Resources Needed:

As an SLC, we think the best way to achieve our MHC Technology Vision is to have an MHC designated computer lab. A computer lab would enable us to provide the best equity and access because every student in a class could use a computer at the same time. And, although we face the challenge of finding a room for the lab, it may be a lesser challenge than charging, storing and protecting laptops from theft and damage. In order to model technology use in the classroom, we also need 5 laptop computers and 5 LCD projectors to be shared among MHC teachers. A part time MHC technology coordinator would also greatly enrich technology instruction for our SLC (we already have someone interested in the position).