



Study Skills #71014

(9th and NEW to OHS)

Introduction to Personalized Learning/Independent Study

Please read thoroughly

Welcome to Oasis High School (OHS). This course is intended for students new to the independent study modality. This packet will introduce you to skills needed to successfully navigate through classes while enrolled at OHS. Upon completion, you will receive 2.5 elective credits towards graduation. **All work** (assignments) must be satisfactorily completed before taking other courses at OHS. You will receive a grade and credit upon completing this two week course.

There is an emphasis on the use of technology. You will be **required** to complete computer tutorials on Word, Excel, PowerPoint, and learn to use WEB 2.0 Tools. You will then do assignments using these programs. If you have Internet access and Microsoft Office on your home computer, you may complete the assignments at home. Otherwise be prepared to spend time at the school. Using Google docs is highly recommended as you'll be able to access and share these documents anywhere.

You will need to **develop a strategy** to separate your school time (at least six hours a day) from your personal time. We encourage students to have a variety of activities in their lives, always keeping in mind the primary activity and responsibility is school. **Time-management is extremely important** to be successful at OHS.

Communicating with your Teachers is **critical** to your success at OHS. You are expected to communicate (call, email, or skype) with your teacher when you have questions. It is you **and** your parent's responsibility to contact your teacher if you will be late or in case of emergency. (Please refer to Parent/Student Handbook for reference = access at www.oasishigh.org). In addition, you and your parent are responsible for checking the OHS website for announcements on a regular basis.

Schoolwork at OHS is to be high quality. This may mean redoing or adding to an assignment that was incomplete or needed more work. Your assignments must always have **your name, course name, and/or assignment number**. **All** the assignments in this packet will be done **on the computer**, and sent to/shared with your teacher electronically.

This packet must be completed with a score of 70% or better.

9th and Students NEW to Oasis - complete assignments and send/share/submit electronically to your teacher.

Assignment List

Please complete the following assignments in the order they are listed below. All assignments are to be completed on the computer **and** titled with your name and other information that is explained on the page titled, "**How Should Your Paper Look.**" Remember to contact your teacher if you have any questions. This form is provided for you to keep track of your grade. Your teacher will have the final copy attached to class contract. If you're sending separate documents, include assignment number and name in email subject line.

Total Points for Assignments & Packet Grading Form

Assign #	9 th & NEW	Title	Score	Pts. Possible
1	*	Gmail Set-up, Google docs and teacher contact		10
2	*	Assignment Schedule and Introductory Essay		10
3	*	Review of Oasis High School website		10
4	*	Oasis Parent/Student Handbook questions		10
5	*	Transcript Evaluation and Counselor Contact/Meeting		10
6	*	Word (Tutorial/Quiz/Document)		5
7	*	Excel (Tutorial/Quiz/Spreadsheet)		5
8	*	Making a Personal Budget/Reflection		10
9	*	Timeline (Tutorial/Spreadsheet with graph)		10
10	*	9 th & NEW: PowerPoint (Tutorial/Quiz/Slideshow)		10
11	*	Presentation "All About You" - 9 th & NEW – use PowerPoint,		10
12	*	Plagiarism (Readings/Quiz) – Research "Turn it In"		10
13	*	Plagiarism Memo of Understanding – signed (required)		10
14	*	Search – Colleges, CAHSEE, UC Scout for Students HAIKU - LMS (learning management system), etc.		10
15	*	Internet Research and Citing Web Sources		10
16	*	Research Paper (proper MLA format)		20
17	*	Time Management / Calendar – Use Google calendar		10
18	*	Internet Safety and Digital Citizenship - Essay		10
19	*	WASC		10
20	*	Reflective essay		10
		Total Points		200

Grade: _____%,

Letter Grade: _____



How Should Your Paper/Document Look?

Every assignment should be organized and contain these elements:

- Your **full name, subject/assignment number** on every page – you will also use this format for assignments in all remaining OHS courses.
 - Margins are expected to be neat and clean
 - Font size for essays should be #12 (using larger fonts will NOT extend your essays) and All words and numbers legible
 - All papers/assignments are to be proof-read for spelling and grammar mistakes
 - All assignments are expected be neat, clean and readable.

Please be aware, because program and or apps providers update information, the referenced websites or links may no longer work. You can still find information by doing topic/subject searches to complete assignments, (a skill independent learners should master). There are plenty of free websites to use.

Final drafts/documents should be titled/identified and sent as an attachment.

**** Again, if you do not have access to a computer at home, use OHS computer lab, Fallbrook Library, or see a staff member.****

SAMPLE PAPER with Headings

Jane Q. Student
Earth Science
Assignment #2

Chapter Review sec. 1 (p. 11)

1.
2.
3.

Chapter Review 2 (p.15)

1.
2.
3.



Assignment #1: GAFE Gmail Set-up

All FUHSD students will be assigned a GAFE (Google Apps for Education) account, which will be your permanent email to use as long as you are a student of FUHSD. Please note that district, school and teacher correspondence will be sent to this email address. You will use the District assigned email for all school work.

NOTE: Transfer students from FHS or IVY, your GAFE email is the same.

I. Directions access your account are below:

- ✓ 1. Open your web browser (Use Chrome if possible)
- ✓ 2. Go to www.gmail.com or type "Gmail" into a Google search.
- ✓ 3. Click on "Sign In". All FUSHD students already have an account created using your student ID number.

Your ID is your 5 digit student ID number@fallbrookhs.org
(example: 64212@fallbrookhs.org)

○ The initial password is your date of birth in the following format: **YYYYMMDD** (example: 19961205) **The system will prompt you to**

change the password. PLEASE make sure you remember your password as your teacher will NOT have access to it.

○ If you already have an existing Gmail e-mail address or name, moving forward, you **WILL NOT** be able to use this address. You **MUST** use the District assigned ID for login information.

IMPORTANT NOTE: When sending e-mail, make sure to identify yourself by including your name on the **Subject Line.**

✓ 4. Congratulations, you can now begin using your new GMAIL account to create/send emails and homework attachments to your Teacher. You can access "Google Documents" to create WORD, PowerPoint, and Excel documents etc., if you do not already have comparable software on your computer.

✓ 5. Send an e-mail to teacher immediately. (Remember to include your name in subject/memo line as teacher will not readily recognize your ID number)

II. Google Apps

- 1. Explore all the options (Apps) available with your Google account. (example: Drive, Calendar, Videos, Site, etc.)
- 2. Select several applications and explain their usefulness.
- 3. In DRIVE, create a document and share with your teacher.

You can search U-Tube videos to learn about Google apps, or go to: <http://learn.googleapps.com/>



Assignment #2: **Assignment Schedule and Introductory Essay**

Complete:

1. Create an “assignment schedule” similar to the one below. Day 1 is already done for you because these assignments must be done first. All assignments should be completed in 2 weeks, and in the order they are listed. Divide the assignments according to a schedule you can manage. Use a highlighter to help you remember what needs to be emphasized when you are ready to complete each assignment.

2. 9th and NEW students:

- Write an introductory essay about yourself. Your essay should include something about your personal and educational background, why you’ve chosen the Independent Study modality, what strategies you will use to become a successful independent learner, your interests and goals, and what you consider as one of your unique qualities. Please proofread your essay, and pay attention to font size, paragraphing, spacing, etc. As a reminder, your essay assignment should have correct headings, title, and etc. then e-mail to your teacher.

Save the assignment schedule and essay as a document (titled appropriately, Example: Assignment #2-Assignment Schedule and Essay), then use your new Gmail account to send as an attachment to your Teacher. Be sure the purpose of the email is clear, in complete sentences, and the subject of your email is in the **subject line** and a clearly identified **document title**. Do not just send the attachments without including a concise message to your Teacher.

Assignment Schedule

Day 1 Assignments: 1. Schedule and introductory essay 2.	Day 6 Assignments
Day 2 Assignments	Day 7 Assignments
Day 3 Assignments	Day 8 Assignments
Day 4 Assignments	Day 9 Assignments

Day 5 Assignments	Day 10 Assignments
-------------------	--------------------

Assignment #3:

Review of Oasis High School and District Website

Explore the OHS website at www.oasishigh.org , and FUHSD website at www.fuhsd.net and familiarize yourself with the different tabs/headings/links etc. and what they contain, then answer the following:

** It's up to student to research unfamiliar items/subjects **

1. **Summarize** the Oasis High School vision statement.
2. What are the main tab headings? Be specific.
3. Find out about the history of OHS and write a **brief summary**.
4. What are the "Quicklinks", name them, follow the links and write their urls. Write a **brief explanation** of their content.
5. Read about and research 21st Century Skills. List the core subjects and 21st century themes. **Compare and contrast** the "old" and "new" versions of Bloom's Taxonomy of Thinking Skills. Which model does your current learning style reflect? **Explain** what you can do to become more aligned with the 21st century model. (you may have to search 21st Century Skills if there is no direct link on the website)
6. Navigate through other links on the website, then review and pick at least (5) sites (resources) that you think will be most helpful for your academic success. List and rate them from 1-5 (5 being the best), write urls, and give a brief explanation why they would be helpful. (subject, navigation ease, helpfulness) Hint: You may write this in a table format.
7. Besides "News and Announcements", what other information can you find while navigating through the Oasis Website? List and write a brief explanation of content.
8. What are the main headings for the District (FUHSD) website?
9. Navigate through other links on the district website, then review and pick at least (5) sites (resources) that you think will be most helpful for your academic success. List and rate them from 1-5 (5 being the best), write urls, and give a brief explanation why they would be helpful. (subject, navigation ease, helpfulness) Hint: You may write this in a table format.
10. Explain any daily information that is shared on both websites.

What to submit:

After answering and completing all the questions and activities above, use GAFE email to send/share with your teacher.



Assignment #4: Answer the Oasis Student/Parent Handbook Questions

1. Go to the Oasis Website and find the link - for Student/Parent Handbook.
2. After reading the Handbook, answer the questions below.
3. Title assignment, send/share answers as a document to your teacher

Parent/Student Handbook Questions For Study Skills #71014

Instructions: Go online to www.oasishigh.org, and read the “Oasis High School Student Handbook”. Use information from the Orientation Slide Presentation and Handbook to answer the following items in complete sentences; **with your best spelling, punctuation, and syntax and include your name and date on your paper.** This assignment is due as per Study Skills contract.

1. Write the names of the Oasis principal and secretary/registrar and their telephone numbers.
2. Explain what each of the OASIS “ESLR’s” means to you.
3. When are finals and the end of semester 1 and 2.
4. Explain which aspect of the Oasis Mission Statement is most important to you and why?
5. Why should the Oasis Vision Statement be important to you?
6. Please comment on your experience with the Oasis application process.
7. Summarize the attendance policy and procedures for Oasis High School.
8. In case of an emergency, who is allowed to reschedule a student appointment?
9. Summarize the “Annual Notification Notice”, and how do you and your parent access it?
10. (Trick question) How many excused absences am I allowed at Oasis High School?
11. How many credits are required to graduate from Oasis High School?
12. If I wish to transfer back to a classroom setting, when is the best time to do this?
13. For what length of time is a Master Agreement valid?
14. Name and explain one practice which strongly supports student success in independent study?
15. How would I benefit by taking a community college course?

16. Summarize the FUHSD dress code.
17. How many credits must I have to be considered an 11th grader, at the end of Freshman year?
18. Who is the Oasis High School counselor and how would you contact them?
19. Explain why it is important for you, if a ninth, tenth, or eleventh grader, to take and do your best on the CAASPP or SBA exams?
20. How can I acquire an Oasis parking permit, and who is responsible for transporting the student to and from school?
21. How many academic classes are needed to satisfy District graduation requirement, and what academic classes does UC/CSU and 4-year Colleges require?
22. After setting up your school email account, send an introductory email to your teacher. Include your educational background, and what are some reasons why you chose independent study as an educational option this year?
23. What should I do if I am harassed, sexually, verbally, or physically, or if I see it happen to another student? (See Annual Notification pages)
24. Please go online and explore the Fallbrook Union High School District and Oasis High School websites; explore any college, university, or technical training website of interest to you; and likewise for any military websites of interest. What resources are most valuable to you and explain why.
*Males turning 18 MUST go the www.sss.gov website and become familiar with your obligation and procedure to register for Selective Service.



Assignment #5: Transcript Evaluation and contact/meet with Oasis Counselor

1. At your next appointment, request that your teacher review your official academic transcript, Graduation Evaluation Form, the difference between taking college prep, honors, and general classes and any additional requirements for each, the requirements for laboratory time and UC/CSU additional hours, tutoring schedules, and any other pertinent information you will need to successfully complete your studies at OHS. Create a checklist of the above items to be discussed, **bring** this document/list to your first teacher/class appointment to review with teacher.
2. Contact Mr. Barraza, Oasis counselor via e-mail at hbarraza@fuhsd.net.
 - a. Introduce and identify yourself as an Oasis student and clearly state the purpose of your e-mail.
 - b. Schedule an appointment to discuss graduation requirements, credit verification, college and career planning including financial aide, and testing

information, (PSAT, SAT, CAHSEE, etc.) then, “cc” (correspondence copy) your e-mail to your teacher for verification.

Please NOTE: total points assigned to this assignment will NOT be earned if you do not “cc” your teacher or scheduled appointment is missed. (teacher will verify with Mr. Barraza) Encourage your parents to attend the appointment with you.

c. Junior or Senior standing only: Discuss FAFSA, and College options. Summarize what you have learned in either essay or bullet format. Send/share this document to your teacher.

Assignment #6

How to Use Microsoft Word or Google Docs

Follow these instructions:

1. Search a free tutorial online on how to use Microsoft Word or Google Docs. Include the link you used in your assignment page.
2. Find a link that includes lessons and a quiz on how to use Microsoft Word. Complete the lessons (show proof to your teacher), then, **take the quiz** and send/share results to teacher.
3. Create a word document which includes the following:
 - a) a bolded title
 - b) an image
 - c) a table
4. Take a screenshot of the website’s homepage and paste onto a new document. How would you create a more user friendly website? (Please don’t answer, “I don’t know” or “I would not change a thing”.)
5. Make sure you’ve identified this assignment as coming from you.

Assignment #7

How to Use Excel or Google Slides

1. Search a free tutorial, on how to use Microsoft Excel or Google Slides online, and include link in your assignment page.
2. **Find a link that includes lessons and a quiz** on how to use Microsoft Excel. Complete the lessons (show proof to your teacher), then, **take the quiz** and send/share results to teacher.

3. Create an Excel spreadsheet. Make sure you have titles, figures, etc. and use the formula features of the program.
4. Use the amounts/figures on your spreadsheet and translate to a graph of your choice. Make sure to clearly label everything.
5. Take a screenshot of the website's homepage and paste onto a new document. How would you create a more user friendly website? (Please don't answer, "I don't know" or "I would not change a thing".)
5. Make sure you've identified this assignment as coming from you.



Assignment #8:

Making a Personal Budget and Reflection

Assignment: Create a hypothetical budget and enter the information into an Excel or Google spreadsheet.

Please fill in the blanks of the following scenario:

You are a recent high school graduate, single, and currently living in _____ (pick a major city).

You are responsible for creating a monthly budget. Your budget must be realistic and you must live within your means. Please create an Excel spreadsheet that reflects your monthly income and expenditures with the following information:

You have a minimum wage job and earn \$15,360 per year.

- You must put 5–15% of your gross income into a savings account at the beginning of every month. (Gross income is the money you make before taxes are deducted. We will not be dealing with taxes in this scenario, so your gross income is just your total income.)
- Decide what percentage you will be setting aside, and determine a dollar amount that will be deducted from your monthly income.
- You live in a _____ bedroom apartment. (Please find the cost of the apartment per month, using the website, www.apartment.com - or a website of your choosing)
You may find that you must have at least one roommate to afford rent for the apartment. If your apartment doesn't include garbage pickup, water, parking fees, gas, heating, and lights, please determine your monthly costs for these expenses. You will need renter's insurance for the contents of your apartment. (Please find this monthly expense.)
- Please determine any cable expenses.

- Please determine your automobile expenses. Expenses must include monthly payment, insurance, routine maintenance and oil changes, car washes, and gas.
- Calculate your monthly entertainment expenses. Please find at least two entertainment venues in your city (i.e. movies, games, theme park, etc.).
- Clothing expenses/personal care (i.e. haircuts): Determine your monthly clothing expenses. List the items you will purchase.
- Food expenses/household items: Determine your monthly food expenses (i.e. groceries, take-out, and restaurants) and your monthly expenses for household items (i.e. toilet paper, shampoo, deodorant, cleaner, newspaper, etc.).

After you have gathered all of the above information, create a spreadsheet showing your budget. Your spreadsheet must contain formulas so you can enter data your spreadsheet will accurately calculate the current month's expenses. (your teacher will be able to check formula bar when he/she reads your spreadsheet – sent via e-mail). Make sure your budget is somewhat realistic and calculations accurate. On another page, translate your figures into a graph of your choice. E-mail your excel spreadsheet to your teacher. **You may print your spreadsheet during your appointment for discussion purposes.**

Reflection/Writing Assignment: Write at least a one paragraph essay on what you discovered through completing the budget. On a minimum wage budget, were you able to afford all that you wanted and needed per month? How were you able to make your budget work? What type of choices did you need to make? Elaborate on your discussion.

Read through the Excel rubric to be sure you have fulfilled all of the requirements of the assignment.

Sample spreadsheet:

Personal Budget	
January	
1280/month	
Savings Account	\$ 175.00
Monthly Rent	\$ 380.00
Heating/Air condition	\$ 50.00
Electric	\$ 50.00
Renter's Insurance	\$ 50.00
Cable Internet	\$ 60.00
Cell Phone	\$ 80.00
Car Insurance	\$ 50.00
Car Maintenance	\$ 50.00
Car Gas	\$ 150.00
Monthly Movies	\$ 10.00
Clothing	\$ 70.00
Food Expenses	\$ 100.00
Total	\$ 1,275.00
Difference	\$5.00

Assignment #9: Timeline

Assignment:

1. Find a tutorial for creating a **Timeline** online.
2. Write the URL and share/include in your timeline. Write and explain or demonstrate what you have learned.
3. Create a Timeline of your life events. Include at least five events with identifiers or explanations and is to include at a minimum, the following items: Try and include graphics as well.
 - o Your birth date
 - o Year you entered elementary school

- o Year you entered middle school
- o Year you entered high school
- o Include other important events such as sibling's birth dates, memorable vacations, memorable and important personal events, etc.
- o Intended date/year of graduation from high school

4. Read through the Timeline rubric to be sure you have fulfilled all of the requirements of this assignment.

5. Send/share completed timeline to teacher. If you are using a site, make sure teacher is able to access your completed timeline.

Assignment #10: **Using PowerPoint or Google slides**

1. Search a tutorial on how to use PowerPoint or Google slides, and master skill enough to complete your next assignment. Many future assignments will require knowledge or a presentation tool, and Powerpoint is one tool, so master the functionality and see what you can do.

2. Complete all lessons, and take any quiz. If there is no quiz, provide proof you've completed tutorials. Send/share results to your teacher.



Assignment #11: **Presentation- "All About Me"**

**Use the knowledge you have learned from the previous
PowerPoint/Slides assignment**

Create:

Using your new knowledge of PowerPoint or Google slides, make a slide presentation about you. You must have a minimum of 10 slides and include information about yourself that you would like to share. You may include images/slides about your family, friends, pets, hobbies, ambitions, goals, favorite music, favorite food, favorite places to go, or topics of your choice.

Be sure to include the following technical representations in your slide presentation:

- 1) At least five Graphics
- 2) At least one chart, diagram or table
- 3) At least one hyperlink
- 4) Animation within all ten slides
- 5) Transitions between all slides

****** Read through the Presentation rubric list above (#1 to #5) to be sure you have fulfilled all of the requirements of the assignment for full assignment credit.

9th and NEW = electronically send/share PowerPoint presentation to your Teacher.



Assignment #12: What is Plagiarism?



1. Read the information below, then write your own definition of plagiarism, and answer the five-question quiz. Complete the tutorial on plagiarism, and answer the quizzes.
2. Search and review 2 websites that check for plagiarism. List websites and write a summary of what they offer.
3. Search [Turnitin](https://www.turnitin.com) (Turnitin.com) and write about their services. Oasis students will use this site to turn in essays. Teachers use this site to check your essays. Take this [quiz](#) and send result to your teacher.

All middle and high school students have written some sort of paper for school by now and almost every paper written requires one to gather information. It is important that all students give credit where credit is due when obtaining information for a paper. This may be credit for something someone said, wrote, emailed, drew or implied. When one **does not** acknowledge the work of others it is **considered plagiarism**. **Consequences:** Plagiarism shall be subject to **disciplinary action, up to and including suspension or expulsion** from Oasis High School. Assignments will receive a **failing grade. (F)** Resubmission will be at the discretion of the student's teacher.

Plagiarism can be seen in many different ways:

- 1) **Word for word Plagiarism-** When material is taken directly from a book, article, speech, statement, remarks, the Internet, or some other source without citing where the information came from.
- 2) **Quoting with just quotation marks-** When material is quoted word for word, quotation marks and a parenthetical citation are required.
- 3) **Paraphrasing-** Even if not using an author's exact language, a parenthetical citation is still required.
- 4) **Receiving help from someone-** When someone helped to write the paper, it must be acknowledged.

QUIZ- True/False

Use your definition sheet to answer these questions.

- 1) It is acceptable to cut and paste information from the Internet onto my paper.
- 2) When I am writing from my own experiences, observations, insights, or thoughts, I do not need to document the source.
- 3) If I use information from a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, or advertisement, it is important to cite where the information came from.
- 4) If my friend helps me write a paper, it is nobody's business.
- 5) When I quote an author, I need to only include quotation marks.

Plagiarism is simple, but unrewarding and counter-productive. This issue is taken very seriously and is to be avoided.

1. Go to www.plagiarism.org and read about plagiarism, you can attend and view the webinar.
2. Now, read/view the following website and go through the tutorial. Email all quiz results to your teacher. You may discuss other concerns about plagiarism with the teacher during your class appointment.
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

3. After you and your parent read the "Plagiarism Memo of Understanding" on the next page, print, sign and turn the document in to your teacher.

Assignment #13:

Plagiarism Memo of Understanding Oasis High School

**** When one does not acknowledge the work of others it is considered plagiarism. ****

Consequences of Plagiarism:

Plagiarism shall be subject to disciplinary action, up to and including suspension or expulsion from Oasis High School. Assignments will receive a failing grade. (F) Resubmission will be at the discretion of the student's teacher.

I understand what plagiarism is. I will ask my instructor if I have questions regarding plagiarism. I understand my responsibilities regarding this matter, and I agree to abide by the above consequences should I intentionally plagiarize.

Student Signature

Date

This memo of understanding is valid throughout student's enrollment at Oasis High School.

Assignment #14: **Internet Search - College/Online Classes, CAHSEE** **prep, HAIKU LMS**

Most often, we search the Internet through Google, a comprehensive search engine that scans the entire World Wide Web, or Internet, to find websites that match the words and phrases that you have entered into the search field.

While attending OHS, you may take college courses through Community Colleges and receive both college and high school credits simultaneously.

UCCP (University of California Online College Prep Classes - through SCOUT) and APEX (Online courses offered by OHS through Apex) are available for all students. The course curriculum is online, however, testing must be done on campus.

OHS plans to offer classes through the HAIKU LMS (learning management system).

All students must also pass the CAHSEE (California High School Exit Exam) for graduation. This test is administered in the 10th grade. Study Island is an online CAHSEE preparation program used by OHS.

Note: "Notes" should answer What, How, When, Where...

1. Research APEX Online learning to learn about the program delivery. Take notes, and have questions ready to discuss with your teacher.



2. Research UC Scout to learn about the program delivery. Take notes, and have questions ready to discuss with your teacher.



3. a) Research HAIKU to learn about the program. Take notes and have questions

ready to discuss with your teacher. 

b) Use the following HAIKU demonstration links below to complete assignment.

http://resources.haikulearning.com/haikulearning/usinghaikulms/cms_page/view

<https://support.haikulearning.com/entries/243587--s-VIDEO-Getting-Started-Learn-the-Basics-of-Haiku-LMS>

4. Using the Internet, find **two** community colleges in your city or county. Research and answer the following.
- o Where is the college located?
 - o What are the requirements for admission?
 - o How much does it cost to take courses at the college?
 - o Which college courses will fulfill A-G UC/CSU graduation requirements?
 - o What is the process for receiving college course credits on your high school transcript also?
 - o Which general courses need to be completed to transfer to a four year college or university?
 - o Within each college, use the Search function to find information on the TAG (Transfer Admission Guarantee) or IGETC (Intersegmental General Education Transfer Curriculum) program or any program within the college that assists students with transferring general coursework to a four year university. In a paragraph, describe the transfer program the college uses and how it can help students who are seeking admission to a four year university.

Send/Share your notes and completed report to your Teacher.

Assignment #15:

Internet Research and Citing Web Resources

How to Validate Information on the Web

From: Alan November, "Web Literacy for Educators", Corwin Press, Thousand Oaks, CA. 2008.

Directions:

- **Read the following important information from "Web Literacy for Educators", then, complete the assignment.**

Students need to think critically about and validate information found on the Web. Too often, students accept information that looks authentic as the "truth," and this is one of the dangers of the Web, because anyone can publish anything they want. A simple scaffold to help students validate Web materials is a four-step process called **REAL**.

Step 1. Read the URL

Finding information on the Web is completely different than searching for a book in the library. A book in the library clearly displays the author's and publisher's name, along with when it was written. It's organized in stacks alphabetically or by the Dewey Decimal System.

Web sites are less clear with this type of referential information. You don't always know the author, the publisher, or how long ago the information was updated. And, most important, because anyone can be an author, you cannot always trust what you read. People might pretend to be an expert on a topic when really they are not. There is no fiction or nonfiction area of the Internet.

Although a site may or may not appear to be authentic one of the most expedient ways to find out is to glance at its address. Knowing how to recognize bits of information in the URL may provide information or clues about a site, its publisher and its relationship to other sites.

For example the site, <http://pubweb.northwestern.edu/~abutz/di/intro.html> (this may or may not be operational), has some important things to note in this Web address. The domain name: **northwestern.edu** – the name northwestern refers to a particular university and the extension, **.edu** confirms that it is an institution of higher learning. However, the word **pubweb**, refers to a public Web server – this is a clue that this is a personal posting and the tilde (~), followed by the name, **abutz** also gives a clue that this is a personal posting. A tilde indicates a personal directory. These information provide the biggest clues that this Web site is NOT an official academic page from Northwestern University, but actually a personal posting. And, students should understand that even though sites that contain personal postings can hold accurate information, they should hold these sites suspect, as they are more likely to contain bias.

(Hint: Peer-reviewed sources are acceptable and encouraged. But, NO: personal communications / organizations / chat-rooms / online news services / popular magazines / independent experts may be cited because they are not PEER-REVIEWED.

When reading a URL, you should ask three basic questions:

1. Do you recognize the domain name? The domain name can sometimes provide clues about the quality of information or tell you what a site is about.
2. What is the extension in the domain name? These bits of information are an important part of domain names because they show the type of establishment that owns the domain.

Common Extensions .k12 – Schools in the U.S. (but not all U.S. schools use this)

.edu – Educational organizations (most U.S. colleges)
.ac – Academic institution (outside of the U.S.)
.com – Commercial
.org – Any organization
.gov – Government agency
.net – Network.
.mil – Military institution (U.S.)

NOTE: Wikipedia.com is NOT a valid stand alone resource site. It can be used as a good starting point for your research, however, you also must vet the information.

Information on how to identify sites can be found at [this website](#). This is one example, there are other informational websites regarding reliable urls. **USE** academic search engines at college libraries, select sites with .k12, .edu or .gov, your bookmark, google scholar, etc. Ones to be on the lookout for are .com, .org, and .net as these extensions can be owned by anybody.

Informational search: <http://scholar.google.com/>

Infomine (example internet scholarly research): <http://infomine.ucr.edu/>

NOTE: Sources above may have moved. You can perform your own search.

3. Are you on a personal page? If you don't recognize the domain name or extension of the URL, keep reading past the first forward slash for more clues to see if you are on a personal page. Look for the following clues: A name (such as *abutz*), the Tilde (~), a Percent sign (%), the words ***users, people, or members***.

Step 2. Examine the Content

Some very convincing Web sites exist that have been specifically designed to stump readers. They are fun and beautifully done, but their facts are questionable. Image is not everything. Sites that look important may not be important at all. Look beyond the colors, pictures, cool Flash animations, and graphics to see what the content is actually saying. Unlike print material, it's not as clear whether you are reading fiction, nonfiction, editorials, or advertisements on the Web. Therefore, thinking critically about the information on the screen is imperative.

When judging the content, ask yourself these questions:

1. Is the information on the Web site useful for your topic?
2. Are additional resources and links provided? Do the links work?
3. Is the site current? Do you know when it was last updated?
4. Do you think the information is accurate?
5. Does the information contradict information you have found elsewhere?

Step 3. Ask about the author and owner.

Anyone who wants to be an author or a publisher on the Web can easily fulfill that dream. It's one of the beauties of the Internet. The drawback however, is that not all Web site authors are going to be reputable and reliable sources of information. A key to validating Web sites is learning how to check

for author and ownership information. Sometimes reading the URL of a site will give you clues about the author information, since the domain name of a site may tell you who published or who owns the site. For example, a URL that includes ***cnn.com*** tells us that the site is owned and published by CNN, we don't know exactly who the author is, but it may be safe to assume whatever is written was done by a CNN reporter. Try the following web site; it may be blocked by your school filter, but not at home. It's a questionable site because there is no author evident. The URL <http://www.martinlutherking.org/>, doesn't tell you much at all. It's very misleading, because the domain name – martinlutherking.org, suggests the site is about Martin Luther King, and the extension, .org, stands for organization, but this is a tricky one because that extension is available to anyone. There is no evidence of a personal page or personal directory, no clues such as a tilde or percent sign, or the words *users* or *members*. You may not always be able to find out who wrote a Website, but sometimes you can find out who owns it. There are several tools that can help validate a site's author and past information – **easyWhois** and the **Wayback Machine**.

easyWhois is a directory service that collects information from the Internet to track who owns and is responsible for a domain name. Go to easyWhois, enter the domain site (domain is martinlutherking.org), click next. This will give you information about who, what, when.

** Try this: Go to easyWhois (<http://www.easywhois.com/>) and find the owner of the site HarryPotter.com.

The **Wayback Machine** (<http://www.archive.org/>) charts the history of a Web site. It is a digital library of Internet sites and other cultural artifacts in digital form. It provides free access to researchers and the general public. To use this site, type in the URL of a site or page where you would like to start, and click the Take Me Back button. Once you have conducted a search, select a specific date from the archived dates available. The Wayback Machine allows you to browse through 30 billion Web pages archived from 1996. The purpose of looking for the history of a site is to establish whether any changes have been made throughout the years that might shed light on the reliability of information on a particular site. Checking the history also provides an interesting sense of how the site has evolved.

** Find out the history of the site HarryPotter.com using the Wayback Machine.

Using the information you've just read above:

1. Search three topics that interest you. (this is your choice)
2. Compare information you have read, determine what information/websites would be helpful if you were to write a research paper on the above topics. Make sure you will be able to site these websites properly.
3. For each topic in #1, Make a list of appropriate websites for research, and site properly. List at least three sites for each subject/topic.

Example: *Global Warming*

Website 1:

Website 2:

Website 3:

How to cite Internet sources in MLA

*A Note on the Use of URL's in MLA

MLA no longer requires the use of URL's in citations. Web addresses are not static and often change. Documents may also appear in multiple places on the web. If a URL is presented give it immediately following the date of access. (MLA 182)

Article from a Website -

Frontline: The Madoff Affair. Public Broadcasting Service. Web. 2 Oct 2009.

Article from an Online Journal -

Silberman, Steve. "The Invisible Enemy." Wired Feb. 2007. Web. 18 June 2007.5

Online Government Document -

United States. Census Bureau. Poverty in the United States: 2002. Sept. 2003.
Web. 17 June 2007.

Scholarly Website -

Reuben, Paul P. "Chapter 9: Countee Cullen." PAL: Perspectives in American Literature- A Research and Reference Guide. Web. 19 June 2007.

Name of person who created the site (if available). Title of Site. Name of institution or organization associated with the site (if available). Medium of Publication. Date of access (day Month year).

E-mail -

Ellis, Rose R. "Assistance with MLA Handout." Email to Todd C. Hampton. 3 Oct. 2009. Email.

E-mail author's name (last, first and initial). "Subject of e-mail message." E-mail to receiver's name. Date of message (day Month year). E-mail.

Share/Send your completed assignment to your Teacher.

Remember to include title and assignment number.

Assignment #16: **Properly Formatted Research Paper**

Directions:

1. Choose a current event and write a **two page research paper using proper MLA formatting and citing.**

2. Review the following links:

Citing sources:

<http://www.youtube.com/watch?v=2bVXJpIQAwI>

<http://www.bibme.org/citation-guide/mla/>

<https://www.easybib.com/guides/citation-guides/mla-format/>

Sample papers:

<http://owl.english.purdue.edu/owl/resource/747/13/>

http://www.csus.edu/owl/index/mla/mla_format.htm

3. 9th/ NEW - send/share final draft with teacher.

Assignment #17: **Time Management**

To be successful at Oasis High School, you will work an average of **six hours per day** (approximately the same amount of time you would be in a traditional school classroom). The benefit of this program is that you can choose when those six hours will occur. Preparing for tests and completing final projects may often become an additional time commitment. Additionally, you may be required to spend extra time if you are taking College Preparatory (P) classes or tutoring as per teacher's instructions.

Create:

Create a weekly schedule (showing Monday through Friday) using an online calendar program. (Example: Google Calendar). This schedule must include times when you are completing your coursework and times when you will meet with your teacher or scheduled appointments for tutoring, labs, or UC/CSU extra time. If you are taking an online class, include dedicated times for discussion groups or face-to-face contacts. Include other regular activities such as youth group, daily exercise, household chores, snack and meal times, sleep, sports, and other regular activities that are part of your general schedule. The calendar should contain scheduled tests (PSAT, SAT, CAHSEE, STAR, etc), special events, holidays, etc.

Share/send the calendar to your teacher and cc yourself.
Please create a schedule that will help you be successful in independent study and you WILL follow.

Assignment #18: **Internet Safety and Digital Citizenship**

Internet Safety:

Because use of the Internet is unavoidable, precautionary measure should be exercised. When you use FUHSD computers, you are on a network. Your registration packet contained an Appropriate Internet Use Agreement (which must be signed by you and parent). While you maintain a school account appropriate use and safety is of utmost importance.

1. Go to the following website <http://www.atg.wa.gov/bullying-online> on Protecting Youth, including Internet Safety for Teens and Bullying.



NOTE: Washington State Office is a sample website. If needed, research other sites.

2. Watch the video on how easy it is to obtain personal information about you. <http://www.youtube.com/watch?v=PE5GVihOJO8&feature=related>
3. Take the internet safety quiz on either site, send/share result to teacher. http://us.mcafee.com/en-us/landingpages/quiz_teen.asp?cid=40968

<http://www.proprofs.com/quiz-school/story.php?title=internet-safety-quiz-high-school-students>

Digital Citizenship:

Digital citizenship is appropriate, respectful and responsible use of all electronic/technological devices and resources.

1. Research "Digital Citizenship" online. Summarize information you've found and create five rules that represent the goals of digital citizenship that most closely pertain to you.
2. Read, print and sign the "Family Contract for Digital Citizenship" below.
<https://www.wolfcreek.ab.ca/download/111095>

After reviewing information on Internet Safety and Digital Citizenship, create a table listing 10 characteristics of each recommended conduct of technology use behavior. Share/send the document to your teacher.

Assignment #19: WASC

Oasis High School is accredited by WASC (Western Association of Schools and Colleges). The accreditation process is about fostering excellence in education. Through our WASC accreditation, Oasis High School has developed goals that we expect all of our students to achieve.

Expected School-wide Learning Results (ESLR's):

1. **Outstanding communicators** who effectively research and use information from various media and who use those skills to read, write, and calculate information relevant to them.

2. High school graduates who are prepared to enter college and/or career, and re tolerant, positively contributing members of the diverse global community.
3. Skilled individuals who Use technology to demonstrate high levels thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.

Quick Write:

Choose one assignment completed in this packet and select one ESLR from the list above that you used to complete the assignment. Write a paragraph about the ESLR you identified and the assignment to which it pertains. Be specific in your discussion. Share/send your paragraph to your Teacher.

Assignment #20: **The Final Essay**

Reflection Paper

This is the time for reflection. You will need to make an honest assessment. Although things were not expected to be perfect during these past two weeks, your success in this program relies on how well you were able to complete your work in a timely fashion.

Write: Write a five-paragraph essay discussing your experience while completing the assignments of this packet. Be sure to include which assignments you enjoyed most, which were the most challenging and how you scheduled your time and disciplined yourself. Please go to the following link for guidance on writing your essay.

http://grammar.ccc.commnet.edu/grammar/five_par.htm

Read through the Essay rubric to be sure you have fulfilled all of the requirements of the assignment. Complete the student portion of the rubric and send it as an email attachment, along with your rough and final draft essays, to your Teacher.

RUBRIC: Essays (This rubric will be used in all essay assignments unless teacher indicates otherwise).



Student Name: _____ Teacher: _____

CATEGORY	4	3	2	1	Student	Teacher
Response to Assignment/focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	The main idea is clear, but the supporting information is general.	The main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.		
Body paragraphs	Supporting paragraphs are provided with many details and examples and all paragraphs support thesis.	Supporting paragraphs are provided with some details and examples and most paragraphs support the thesis.	Supporting paragraphs are provided with some details and examples and some paragraphs support the thesis.	Supporting paragraphs are provided with few details and paragraphs do not support the thesis.		
Word/Language Choice	Words/phrases powerfully convey the intended message.	Correct, adequate words/phrases get the intended message across.	More precise and accurate words are needed to create a clear message.	Limited vocabulary; words may be used inappropriately		
Organization	-Strong, engaging introduction	-Engaging introduction -Conclusion reinforces thesis	Introduction, and/or conclusion may	Introduction and/or conclusion may not exist or may		

	-conclusion skillfully reinforces thesis and gives closure to essay.	and gives closure.	need some revision.	need major revision.		
Spelling, Grammar, Mechanics	Less than five spelling, grammar and mechanics errors are made.	More than five spelling, grammar and mechanics errors are made.	More than 10 spelling, grammar and mechanics errors are made.	More than 15 spelling, grammar and mechanics errors are made.		
TOTAL						



RUBRIC: Excel

Student Name: _____ Teacher: _____

CATEGORY	4	3	2	1	Student	Teacher
Requirements	At least 90% of the requirements are met and exceeded.	At least 80% of the requirements are met.	At least 70% of the requirements are met.	Less than 60% of all requirements are met.		
Data Entry	Title and project purpose are clear and identifiable. Data is complete and accurate. Headings and labels are clearly identified.	Title is present but not immediately identifiable. Data is 90%-80% accurate. Headings are labeled but do not stand out.	Title is present but there are not headings. Data is 70%-60% accurate.	Title and headings are missing. Data is less than 60% accurate.		
Organization	Chart is appropriate for displayed data. Correct number of rows and columns are used.	Chart is appropriate for displayed data. There may be unnecessary rows or columns present.	Chart is inappropriate but still displays data.	Chart is inappropriate and data display is unacceptable.		
Formula & Data Manipulation	Two or more formulas are used.	One formula is used.	No formulas are used but data is correct.	No formulas are used and data is incorrect.		
Presentation	Excellent use of font, color, graphics, effects,	Good use of font, color, graphics, effects, etc. to enhance chart.	Some use of font, color, graphics, effects, etc. but	Use of font, some color, graphics, effects, etc. But these		

	etc. to enhance chart.		occasionally these distract from the presentation content.	often distract from the presentation content.		
TOTAL						



RUBRIC: Timeline

Student Name: _____ Teacher: _____

Date: _____

CATEGORY	4	3	2	1	Student	Teacher
Item Choice	Evidence of care taken in choosing themes (either revealing some pattern or showing cause/effect relationship).	Items meet criteria of assignment; few or no inaccuracies.	Includes required number of items; some inaccuracies.	Does not include required number of items.		
Scale and Sequence	Scale consistent and accurate; all items in sequence; care taken on placement within increments.	Scale consistent, accurate, and appropriate; items in sequence; increments are marked.	Scale roughly drawn, a few times out of sequence, increments marked.	No apparent scale; numerous items out of sequence; time increments not marked		
Presentation	Visually striking; attention to apparent, to making timeline an effective tool for communicating information.	Clear, uncluttered, and attractive.	Legible	Illegible or messy and unclear.		

Spelling, Grammar, Mechanics	Less than five spelling, grammar and mechanics errors are made.	Five-six spelling, grammar and mechanics errors are made.	Seven-nine spelling, grammar and mechanics errors are made.	More than nine spelling, grammar and mechanics errors are made.		
TOTAL						

RUBRIC: Presentations

Student Name: _____ Teacher: _____

Date: _____



CATEGORY	4	3	2	1	Student	Teacher
Content	Content is accurate and information presented is in a logical order. Sources (if needed) are accurately cited.	Content is accurate but some information is not presented in a logical order. Sources (if needed) are accurately cited.	Content is questionable and information is not presented in a logical order. Sources (if needed) are included but not accurately cited.	Content is inaccurate and information is not presented in a logical order. Sources missing.		
Presentation	Presentation flows well and logically and reflects extensive use of tools in a creative way. Correct number of slides used to convey idea(s).	Presentation flows well and some tools are used to show acceptable understanding. Correct number of slides used to convey idea(s).	Presentation is unorganized. Tools are not used in a relevant manner. Correct number of slides used to convey idea(s).	Presentation does not flow well and tools are not used. Insufficient number of slides used to convey idea(s).		
Originality	Product shows a large amount of original thought. Ideas are creative and inventive	Product shows some original thought. Work shows new ideas and insights.	Product shows little evidence of original thinking.	Product shows no originality.		
Mechanics	No spelling or grammar errors. Text is in author's own words.	No more than five spelling and/or grammar errors. Text is in author's own words.	Six-seven spelling and/or grammar errors. Text is in	More than seven spelling and/or grammar errors. Text may be copied.		

			author's own words.			
Pictures, Clip Art & Background	Excellent use of font, color, graphics, background, effects, etc. to enhance presentation.	Good use of font, color, graphics, background, effects, etc. to enhance presentation.	Some use of font, color, graphics, background, effects, etc. but occasionally these distract from the presentation content.	Use of font, color, graphics, background, effects, etc. but these are cluttered and often distract from the presentation content.		
TOTAL						