"NC - Must See"

EvaluTech
http://www.evalutech.sreb.org/

Landmarks for Schools
http://www.landmark-project.com/

LEARN North Carolina
http://www.learnnc.org/

Meridian
http://www.ncsu.edu/meridian/

Midlink Magazine
http://www.ncsu.edu/midlink/
http://longwood.cs.ucf.edu/~MidLink/

NC WISE OWL
http://www.ncwiseowl.org

The Virtual Quilt
http://www.ibiblio.org/~ephesus/quilt.html

Additional Excellent Sites

Gateway to Educational Materials
http://www.thegateway.org/

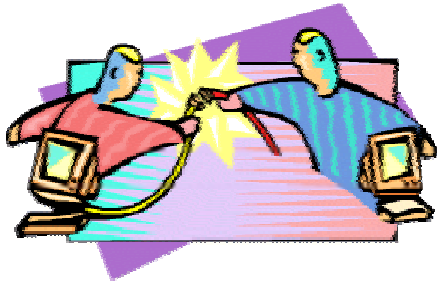
Tools4Teachers
http://tools4teachers.com

The WebQuest Page
http://edweb.sdsu.edu/webquest/

http://www.gaston.k12.nc.us/schools/mtholly/sharks/

Mt. Holly Middle School
124 S. Hawthorne Street
Mt. Holly, NC 28120
Phone (704) 827-4811
Fax (704) 822-1049
http://www.gaston.k12.nc.us/schools/mtholly/

Teaming with Technology



Essential Question

What are some strategies that will allow the technologies that are available in classrooms to be used most effectively?

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Teaming with Technology

Middle school teaming requires that the *same* group of teachers share the *same* group of students housed in the *same* part of the facility for the *same* block of daily instructional time. However, no school configuration is the same. Educators need to look at resources and develop strategies that utilize available technologies in their instruction. This may require restructured classrooms. Successful implementation of technology-enhanced instruction relies on the ability of the teacher to organize well-structured workstations and projects, as well as have a clear understanding of a variety of technology-based resources. When teachers network and allow students to use technologies available in every classroom, the resources are maximized. Students can even effectively utilize unused computers in classrooms where instruction is taking place.

Multitasking and use of workstations maximizes the utilization of available technologies. This allows the teacher to be the facilitator by being where s/he is most needed at any given time.

Examples of Multi-tasking

Science: Positively Trashy

Select frames and movie segments from a **DVD/laserdisc** to show the impact of litter on the environment, target paper recycling. Print the barcodes of visuals to use during the class presentation.

Prepare an environmental brochure, using a **desktop publisher**, that explains ways to reduce and recycle solid waste, target metals.

Create a manual database of ways to reuse discarded materials, concentrate on plastics. Enter data into an electronic **database**. All students will use this information to answer questions applying filtering, sorting, and searching skills.

Use a **word processor** to create a step-by-step guide for composting. Describe how to compost and included diagrams and original graphics.

Redesign packages to reduce wrapping and make them more environmentally friendly. Rank a crate of packaged products according to amounts of excessive wrappings. Select two of the worst designed packages to redesign. Using a **spreadsheet**, create a circle graph to show the percentage of package materials in our solid waste. Also, create a comparison of the old package materials with the new designs.

Design and publish an environmental newspaper using a **word processor**. Include an article about the "Positively Trashy" day and an article about glass reuse and recycling.

Examples of Workstations

Geometry: Take the **digital camera** around the school campus to take pictures of objects that illustrate geometric shapes. Take two pictures of between 5 and 10 objects. Add the best pictures to slides in a **PowerPoint** presentation and use **WordArt** to identify. Select two objects, take measurements, and calculate the surface area and volume

Geometry: Use **Tabs** software to create nets of an object that has two or more geometric shapes. Be sure to look at the wire and solid views. When the object is completed and colored, print and construct.

Problem Solving: Using **Inspiration,** illustrate how your team would send a distress signal to three rescue teams. Look at page 12 of Alone in the Desert and indicate all the specific things that could be used to attract the attention of the rescuers.

EOG Review: Decide which two **computer tests** you will take from Chapters 3 – 9. You all know the process and the scoring system. Mr. Gurley will need to record the score.

Review: Select **DVD** video segments, create math word problems, and solve. Use the video blackboard to write the question and save. Create barcodes and print.

History: Use the **Internet** to complete the web portion of the Williamsburg WebQuest. All team computers have the harvested website.

Writing: Create journal entries using a **word processor**. Save on your personal diskette.