



Technology Tips



COOL STUFF TO KNOW

VOLUME I, ISSUE 8

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- Santa's workshop closes down for two weeks in January for vacations and for one week in early summer to attend the big toy convention in New York City. It's also a little known fact that Mrs. Claus also likes the tequila shooters at the Tavern on the Green with her watercress soup.
- You should be "defragging" your hard drive a couple times a month if you use your computer frequently to help with performance.
- Make sure you delete everything in your "Deleted Items" and "Sent Items" folders when you're giving your e-mail folders a cleaning to fully clear up hard disk/server space.



PEACE

A message for all seasons

Thinking about what I was going to say to everyone with this last Tech Tips newsletter of 2006 I was somewhat reluctant to actually be serious for a few moments for fear it might tarnish my reputation irrevocably. However, I recognized that even my irreverence has to be put on the side for a spell. What topic is it that caused me to recognize this? The most important of this entire season of the year. Peace.

Now I'm not one for the sentimentality of persons who wish for world peace and expect it to happen for at least a couple of short weeks during December and early January every year (although I do give thought to the notion and how nice it would be on occasion). I tend to take a more pragmatic approach to the matter so...I'd like to give you something more personal to think about.

Peace isn't something that can happen without looking inward first. As

teachers we have to be very aware that the only way we can teach the folks who are in front of us is if we are focused and clear headed. We can't let external forces we have no control



One of the more well known symbols for Peace.

take.

With regard to the subject area this newsletter is about (and will continue to be about), peace and patience is what we have to remember.

over be the basis for the decisions we make and actions we

We all know machines will not work at times (generally the most inopportune of times). Frustration is understandable but, we do have alternatives. This is one of the more important reasons I'm here. I can help you move past obstacles and find solutions to these obstacles you encounter. In addition, I can show you things that you can do before the issues of meeting your content area's technology standards (and every content area has them) become something you find to be nothing more than exasperating at every turn.

Folks, I know that we hear phrases that are so clichéd it makes you really wonder about the true meaning of the words. I can only say that I'm here for you to encounter the little bit of peace with technology in the classroom and give it a nudge in the right direction so it's not so hard for you to find it the next time.

The HSC Website!!!

There are many new and interactive features of our very own website that are now up and running. The latest additions involve our basketball teams. Their schedules can be seen on the Raider Xtras page.

If you are the advisor or coach of a club or a team, please let me know! We'll set up a page where your students can have their own little piece of cyberville for themselves. Let's keep on moving toward having the most comprehensive web presence of any school in Springfield!!!

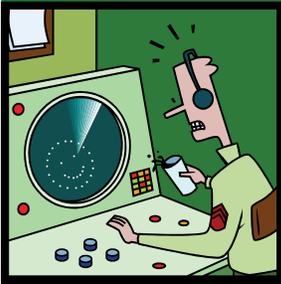
Think about it. We already

have:

1. All of our Administrators with pages up and running.
2. Several staff members with pages up and running.
3. An interactive Library page.
4. Resource links to: up to the minute news (for inclement weather), PVTA bus schedules, teacher resources, content area resources and many other school related sites on the Internet.
5. All the Massachusetts Curriculum

Frameworks included in our Mission Page (where we lay out our expectations for the whole HSC community)

Folks, so much more is possible if we all contribute. There are many different things that will be happening between now and when we come back from the holidays and I want everyone who wishes to be a part of the creation of our next level of communication among ourselves, the students, and the community to be a part.



Tracking The Big Fella...

For more than 50 years, NORAD and its predecessor, the Continental Air Defense Command (CONAD) have tracked Santa. The tradition began after a Colorado Springs-based Sears Roebuck & Co. store advertisement for children to call Santa on a special "hotline" included an inadvertently misprinted telephone number. Instead of Santa, the phone number put kids through to the CONAD Commander-in-Chief's operations "hotline." The Director of Operations, Colonel Harry Shoup, received the first "Santa" call on Christmas Eve 1955. Realizing what had happened, Colonel Shoup had his staff check radar data to see if there was any indication of Santa making his way south from the North Pole. Indeed there were signs of Santa and children who called were given an update on Santa's position. Thus, the tradition was born. In 1958, the

governments of Canada and the United States created a bi-national air defense command for the North American continent called the North American Air Defense



Command, known as NORAD. Canada and the U.S. believed they could better defend North America

together as a team instead of separately.

NORAD carried out its first Santa tracking in 1958 after inheriting the tradition from CONAD. Since that time, Canadian and

American men and women who work at NORAD have responded to phone calls from children personally. Additionally, media from all over the world call NORAD on Christmas Eve for updates on Santa's location. Last year this Website was visited by millions of people who wanted to know Santa's whereabouts. This year, the information is provided in six languages. NORAD relies on many volunteers to help make Santa tracking possible. Hundreds of volunteers spend part of their Christmas Eve at the Santa Tracking Operations Center answering phones and emails to provide Santa updates to thousands of inquiring children worldwide.

From the website
[NORAD Tracks Santa](#)

And the Grinch, with his Grinch-feet ice cold in the snow, stood puzzling and puzzling, how could it be so? It came without ribbons. It came without tags. It came without packages, boxes or bags. And he puzzled and puzzled 'till his puzzler was sore. Then the Grinch thought of something he hadn't before. What if Christmas, he thought, doesn't come from a store. What if Christmas, perhaps, means a little bit more.
~ Dr. Seuss
"The Grinch who stole Christmas"

A Visit from Saint Nicholas

by Clement Clark Moore

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave the lustre of mid-day to objects below,
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name;
"Now, Dasher! now, Dancer! now,

Prancer and Vixen!
On, Comet! on, Cupid! on, Donner and Blitzen!
To the top of the porch! to the top of the wall!
Now dash away! dash away! dash away all!"
As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky;
So up to the house-top the coursers they flew,
With the sleigh full of Toys, and St. Nicholas too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of Toys he had flung on his back,
And he looked like a pedler just opening his pack.
His eyes—how they twinkled! his dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow
And the beard of his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a

wreath;
He had a broad face and a little round belly,
That shook when he laughed, like a bowlful of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread;
He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose;
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle,
But I heard him exclaim, ere he drove out of sight,
"Happy Christmas to all, and to all a good-night."



Internet Ethics-What are they? And...do they exist? Part One...

I know you all thought that this was going to be a fun filled ride with lots of witty repartee from yours truly. There's a good deal of that here, but I have to actually fill you in on a few things too so...

Have you ever wondered where some of the students we teach get their worldview? Some of it comes from the twisted way that communication is between them and how some folks refer to each other. Some of it is because they don't understand what the word "consequence" means because nobody has ever held them accountable. Any way you slice or dice it, the fact is, our students don't really understand ethics.

Now I can't get into all the implications of the word "ethics" in this short article. Not by a long shot. What I can do is show what the term means in relation to the use of the Internet and the myriad of resources available to us.

Plagiarism

The possibilities for our students, and ourselves, to take ideas and words that are not our own and pass them off as if they are is becoming almost commonplace. The difficult part of this is the fact that there was almost no way to calculate the number of articles on let's say, lightbulbs.

This can be solved in the main by typing a sentence from the student's work into your handy dandy Google toolbar and hitting enter. You'll then see if Johnny or Sally has

lifted some, most, or all of his, or her, paper.

But finding out whether they've (or we've) cheated, isn't hard at all. Most of the time all we have to do is look at the style of writing to know that. What is disturbing is when you've either proven or caught someone plagiarizing, they'll deny it (even when confronted with incontrovertible evidence), or state that what they did wasn't wrong because "everyone does it".

Now before you break out the old "would you jump off the bridge" adage, think about it. Some of our students (and teachers for that matter) really believe that because they can "cut and paste" all's fair as it were. I heard, right outside my door (a great place to hear stuff by the way) a student denying, with the tears dripping even into her voice, that she was ever aware that taking stuff from the Internet without providing references was something that was not only very illegal, but something she would fail her class because of.

I was amazed. Considering the fact that I'm quite sure the teacher, who didn't buy the sobbing by the way, was perfectly clear about what constituted something needing a reference, the student was really believing the line she was trying to feed the teacher. How could this be? The student in question is very bright and generally a good person (so I'm told). What's wrong with this picture?

There are folks who would blame society, some who would blame the parents, some the child, some the schools, and so on and on. The fact is, it's all of us. The only aspect of that huge pile of cir-

cumstance that we can control rests with ourselves. We absolutely have to make the rules and our expectations for the use of the Internet as a resource startlingly clear. There can be no mistake about what the intentions for its use are and should be.

The first, and foremost, of these should be, "If you didn't create/write it, give credit to the one (s) who did, even if you're paraphrasing or simply basing your work on theories/ideas of someone else's".

Excellent Resources for the proper ways to cite references found on the web and other electronic forms

MLA styles

[Beyond the MLA Handbook](#)

APA styles for electronic reference

[APA Reference Examples](#)

Copyright Infringement— Part One

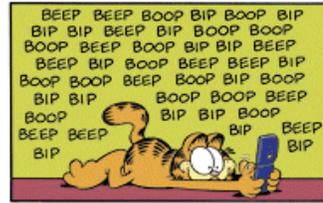
While there are certainly many ways we could jump into the discussion of the copyright infringement debate, the one that is most pressing involves "intellectual property". Basically that means anything that is set down in a fixed format. This includes: books, poetry, newspaper articles, magazine articles, music, video, photographed images, among other things. "Intellectual Property" for the purposes of our discussion could include any of the materials we use in our rooms to teach our classes.

Does this mean we're all breaking the

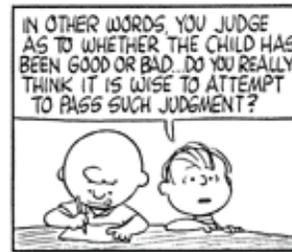
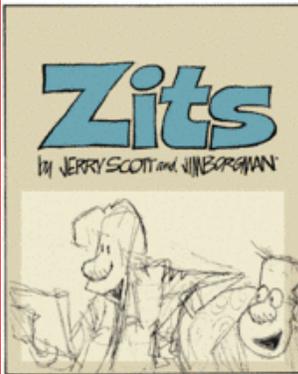
law? Not necessarily. As teachers in an educational setting, we can use specific amounts of copyrighted material in our classes without having to receive permission from the copyright holder. For instance, if you wanted to copy material from your friend who just happens to be a Bob Dylan Fan, your chances of getting permission are pretty slim. However, since you are (honestly) only going to use the Dylan version of "Lily, Rosemary, and the Jack of Hearts" to cover the essential nature of imagery in poetry and music, then the possibility of Bob Dylan coming after you for copyright

infringement is a bit of a longshot.

However even though we're educators, we can't simply buy one copy of a textbook and then just make copies. This violates the copyright holder's ability to make money off their intellectual properties. This is why book companies like Prentice Hall, McDougal Littell, and so many others raise such a ruckus with school systems. Additionally, think of the licensing agreements for software made by the big companies. They're certainly not taking kindly to folks making copies of their discs.



HSC Life Lessons in Comics



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