



INTERNET AND EDUCATION



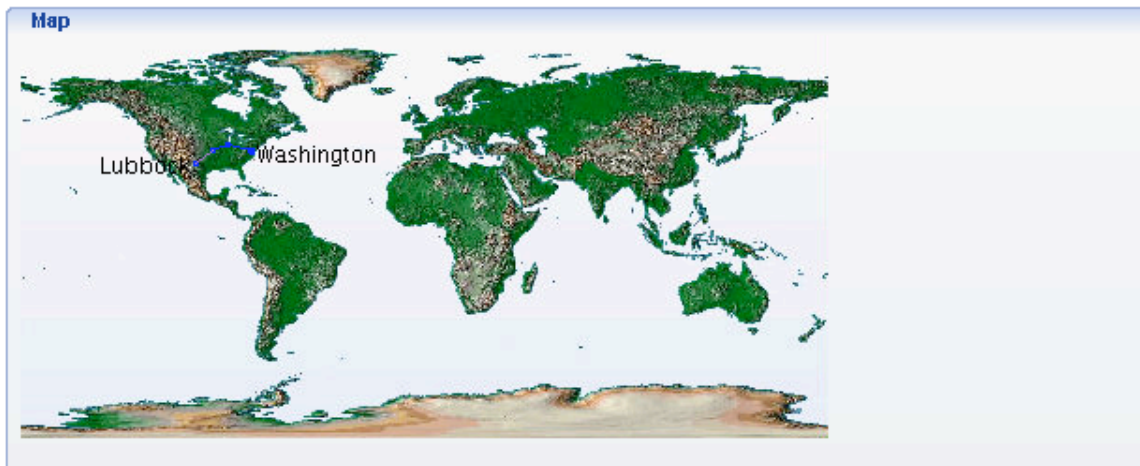
(1) Navigating the Internet: A Uniform Resource Locator (URL) is the unique address which identifies a resource on the Internet for routing purposes. Know how to interpret URLs.

- Use a "traceroute" program such as "WhatRoute" (Mac) or Neotrace (PC) to trace the route between your computer and a website outside of the United States. Include a screen shot showing a map and the text of the specific route taken when contacting the website. Compare your findings with those of others in the class. Are websites always located in the country in which they are registered? What does this show about the nature of Internet-based business and commerce?
- Compare the connection in the CSUN laboratory with your connection at home or school. What are the IP addresses of the computers you are working with? What kind of connections are you working with (dial-up, DSL, cable, 100-Base TX (twisted-pair LAN), 100-Base FX (fiber LAN), etc.)? Compare your connection speeds.
- Most schools have developed Acceptable Use Policies (AUP) and have installed filters to keep students focused on education. Include text (scan or download is easiest) of your school's AUP and a description of the filters in place. If a school AUP is not available, provide a sample AUP, cite its source, and provide a link. If you are not working in a school, summarize how filters work.

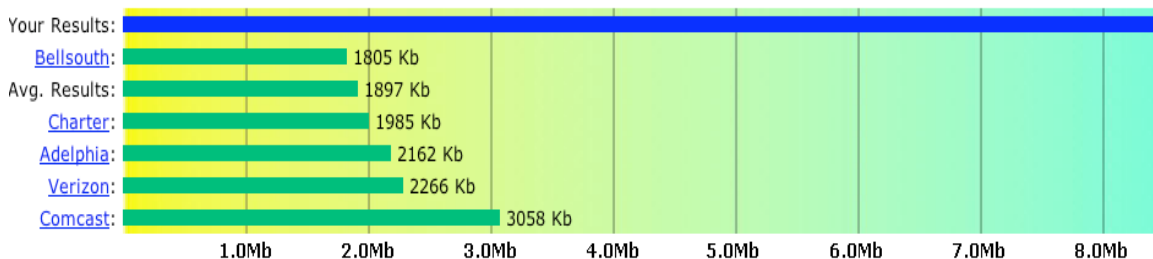
Report for www.touregypt.net [205.160.12.27]

Analysis
Analysis: 'www.touregypt.net' [egyptegyptian.com] was found in 12 hops (TTL=51).

Route Table							
Hop	%Loss	IP Address	Node Name	Location	Tzone	ms	Network
0		205.234.111	DTG316.visua	*			Defender Technologi
1		205.234.111	r03-8.iad.def	Washington, DC, I	-05:0	0	Defender Technologi
2		205.234.111	r01.iad.defen	Washington, DC, I	-05:0	0	Defender Technologi
3		208.173.50.1	cpr1-ge-14-i	---		0	Sawis SAVVIS
4		208.173.50.1	sl-st21-ash-5	Ashburn, VA, USA	-05:0	0	Sawis SAVVIS
5		144.232.20.1	sl-bb26-rly-6	Relay, MD, USA	-05:0	2	Sprint SPRINT-INNET
6		144.232.14.1	sl-bb27-rly-1	Relay, MD, USA	-05:0	5	Sprint SPRINT-INNET
7		144.232.20.1	sl-bb23-chi-	Chicago, IL, USA	-06:0	32	Sprint SPRINT-INNET
8		144.232.26.5	sl-bb25-chi-	Chicago, IL, USA	-06:0	20	Sprint SPRINT-INNET
9		144.232.20.1	sl-bb20-kc-2	Kansas City, MO,	-06:0	31	Sprint SPRINT-INNET
10		144.232.23.6	sl-gw11-kc-5	Kansas City, MO,	-06:0	30	Sprint SPRINT-INNET
11		160.81.151.2	sl-interci-2-1	Reston, VA, USA	-05:0	50	Sprint SPRN-BLKI
12		205.160.12.2	www.touregyp	Lubbock, TX, USA		49	INTER CITY OZ FON-



Most of my classmates found that the website that they chose that was supposed to be based outside of the United States was not. I cannot recall anyone stating that they found a website that was based outside of the country. The website I chose was a website that was supposed to be in Egypt, but came back Lubbock, Texas. This shows that most internet-based commerce is coming out of the United States, and many of the sites were tourist sites.



The connection speed difference is tremendous with the computers in the CSUN laboratory working tremendously faster than the rest. The fastest alternative one was Comcast at 3058 KB, while the CSUN lab was working at 15687 KB that is about 5 times faster. The IP address is 130.166.109.153 and there is a build in modem on these computers.

Acceptable Use Policy

 [Back to LAUSDnet Home](#)

[Click here for a Printable Version of the A.U.P.](#)

For Your Information:

Los Angeles Unified School District

Chief Administrative Officer

DISTRIBUTION: All Schools and Offices

ROUTING: Administrators

SUBJECT: BULLETIN NO. K-19 (Rev.)
ACCEPTABLE USE POLICY (AUP) FOR THE INTERNET

DATE: April 20, 1999

DIVISION: Information Technology Division

APPROVED: Chief Technology Officer and Deputy Superintendent Instruction and Curriculum

For further information, please call LAUSDnet Support, at (213) 633-1620.

This revision replaces the bulletin of the same number and subject dated August 31, 1998. The content has been updated to reflect current procedures.

I have provided a link to the LAUSD website about AUP, thus creating a uniform policy for any school in LAUSD. The same filtering system is used, and the procedures are the same throughout. If you just click on the picture above you can view all of the procedures and guidelines about AUP throughout the district.

(2) Knowing your School: Teachers should have a good understanding of their school, students, and the communities they represent. Much statistical data can be gained using online resources. *TPE-tip You may wish to develop a case study of your school using this and your personal observations to meet TPE 8.

- Develop a written profile of your school and students. Your profile should include the following:
 - School distinctives : Study your school website and discuss school history, distinctives and goals.
 - Geography: Describe your campus and its community using satellite photos and maps. Using the photos, describe the nature of the community (commercial, apartments, single family homes, industry, etc.)
 - Socioeconomic status: Include maps showing the socioeconomic status (SES)

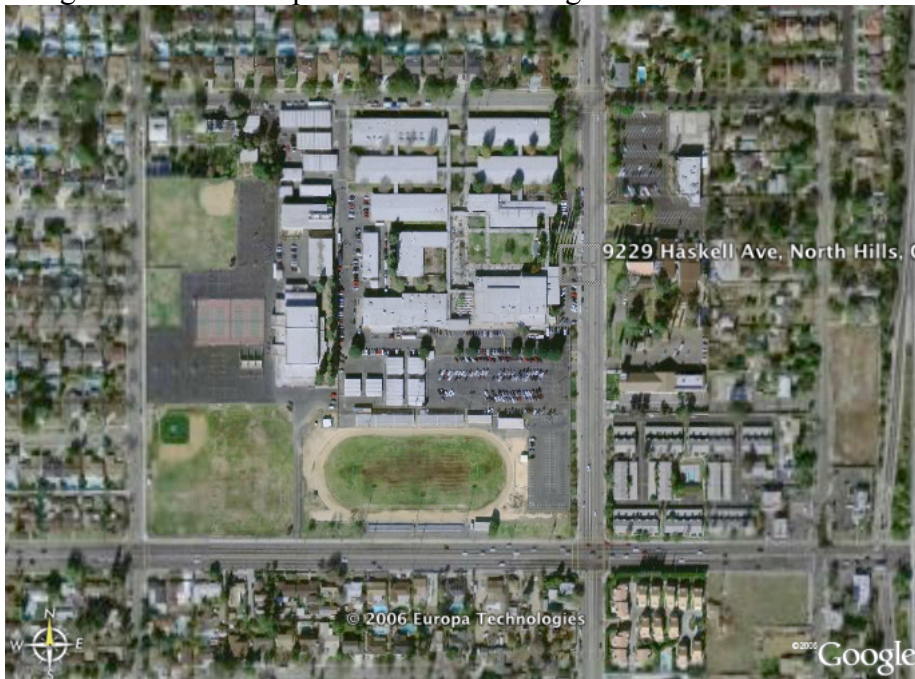
of the communities contributing students to your school. Discuss two or more prominent SES characteristics of the school population.

- School performance: Include test scores and the Academic Performance Index of your school. Discuss the academic climate of your school, including test scores, API, change in scores, dropout rate, English learners, students requiring special education, etc.

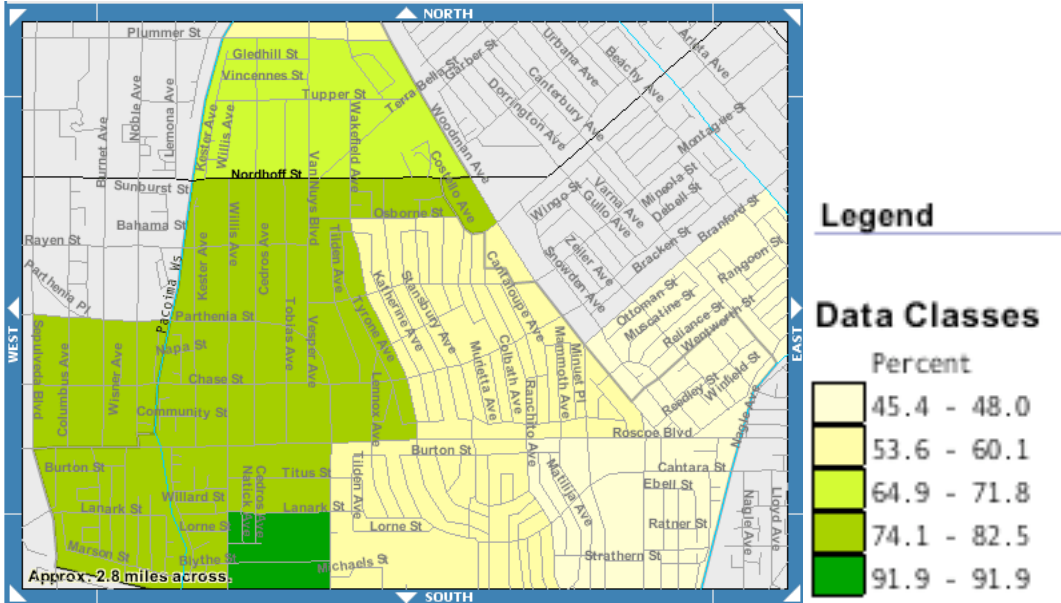
Panorama High School / James Monroe High School

- To view more about the feeder school visit <http://www.monroehigh.org/>
- Panorama High School is a brand new school, which has just finished being built and is ready to begin instruction in the fall of 2006. There is no real school history yet, but will be developed as the school continues to grow. Since this is true I will give a background of one of the feeder schools that these students will be coming from, James Monroe High School. Monroe High was built in 1958, and is now one of the largest populated high schools in LAUSD. It is on a year-round schedule to accommodate the large population.
- The campus of Panorama High is located on Van Nuys Blvd. and Strathern. Monroe High is located on Nordhoff St. and Haskell Ave.

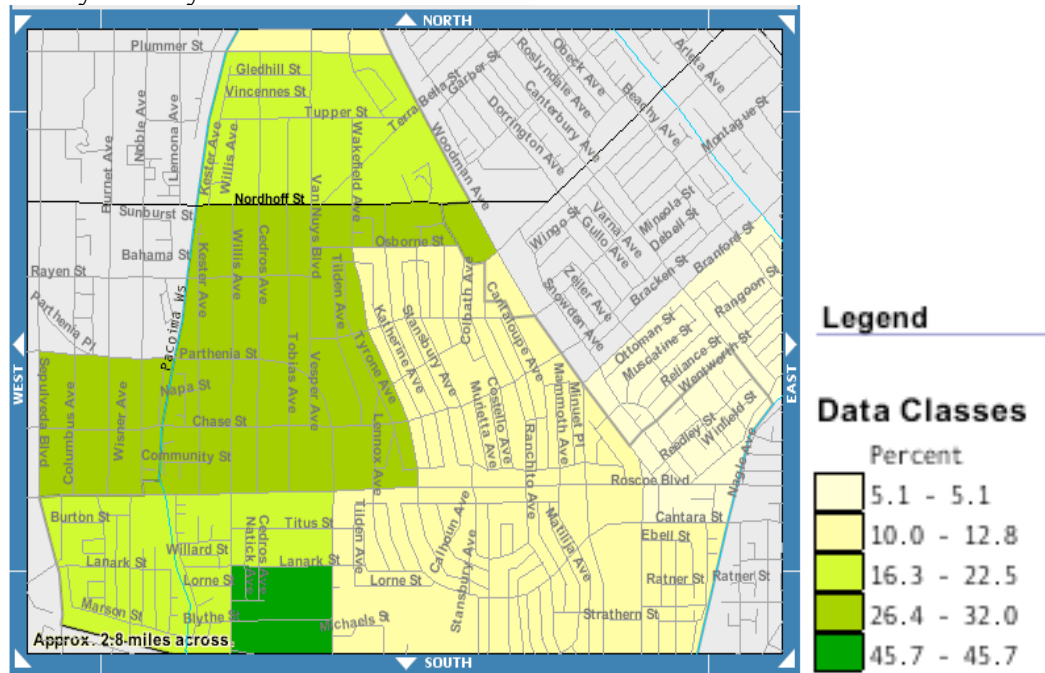
Google Earth satellite picture of Monroe High



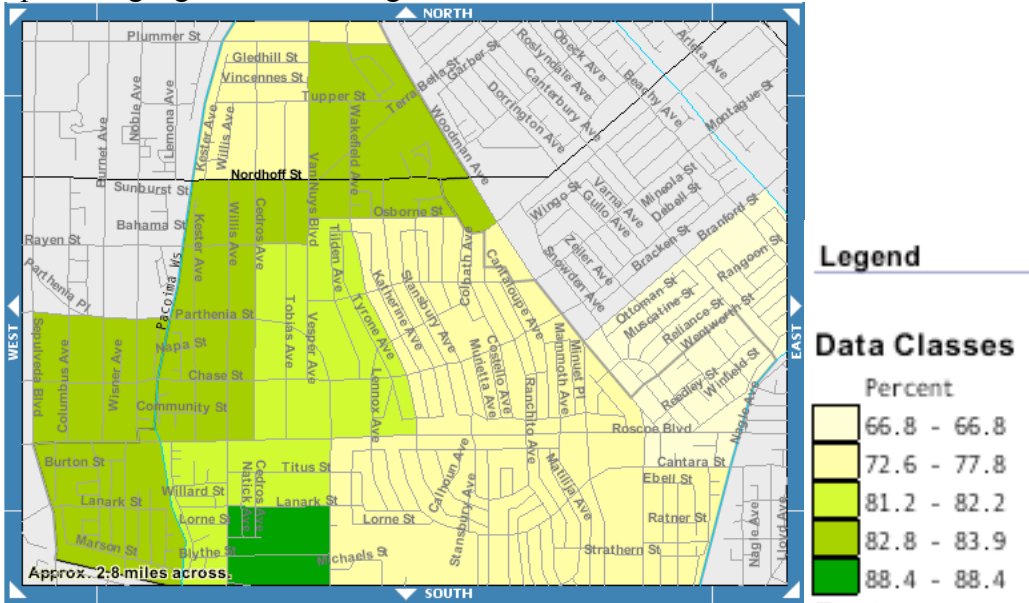
Ethnic Breakdown of the area



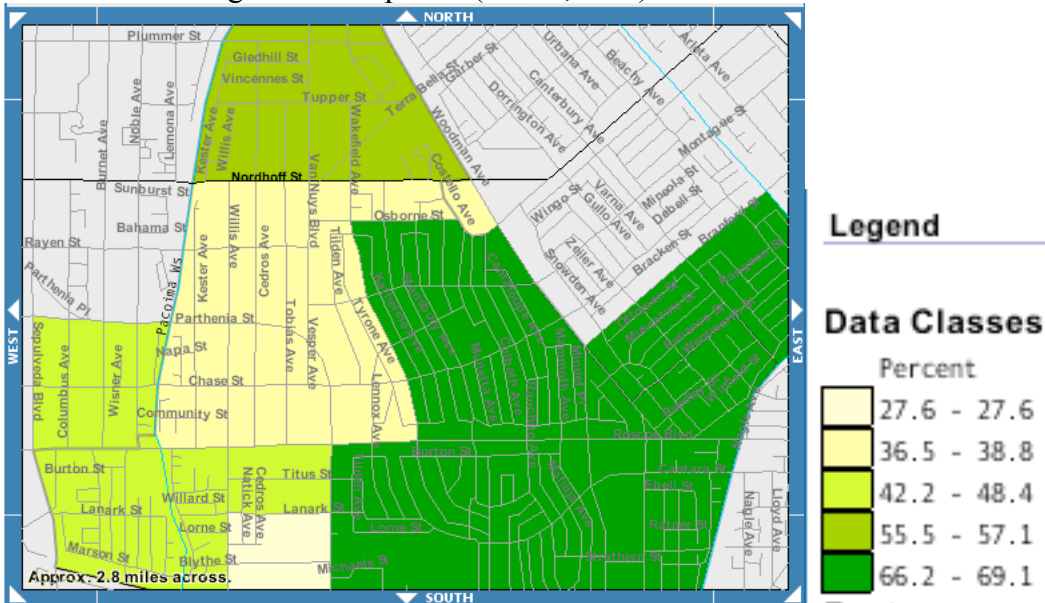
Family Poverty Level



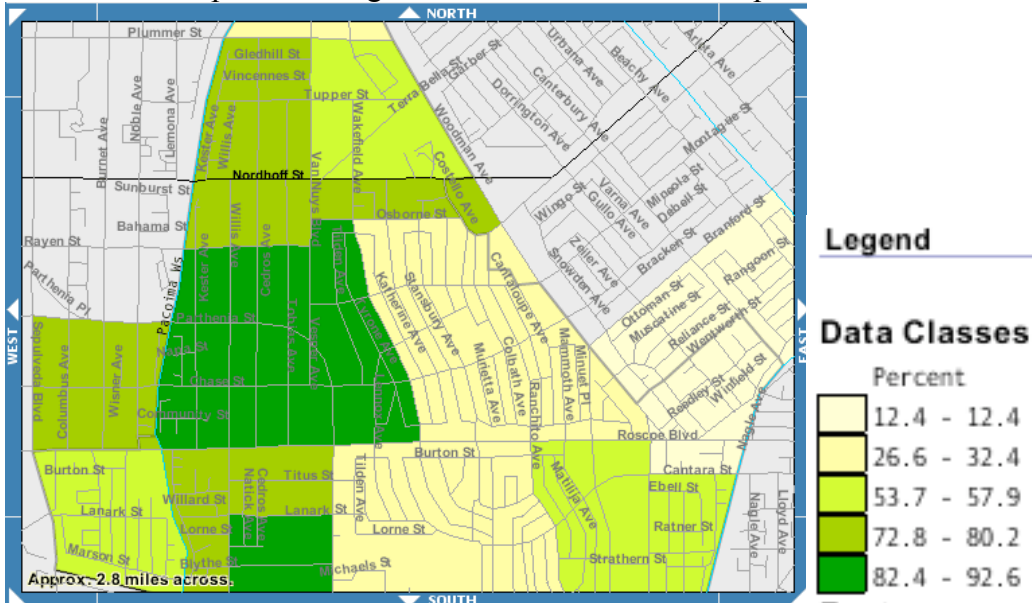
Speak language other than English at home



Citizens with a high school diploma (US 80, 51%)



Percent of Occupied Housing Units That Are Renter-Occupied



Number of businesses in the area

Total for ZIP Code 91402	
Number of establishments: 657	First quarter payroll in \$1,000: 90,793
Number of employees: 12,114	Annual payroll in \$1,000: 387,061

Employment Status

EMPLOYMENT STATUS		
Population 16 years and over	45,418	100.0
In labor force	26,762	58.9
Civilian labor force	26,698	58.8
Employed	24,262	53.4
Unemployed	2,436	5.4
Percent of civilian labor force	9.1	(X)
Armed Forces	64	0.1
Not in labor force	18,656	41.1

- From all of this information gathered about Panorama City and the people living in it I gathered that a very high percentage are speaking English as a second language. Also, the poverty rate in this area is very high compared to the rest of California. The number of citizens who have graduated from high school is very low as well. There are many small businesses in the area as well, and the traditional big businesses as well. A statistic that says a lot about the community is the number of residents that are renting and not buying. Overall this

community is a low-income area with most of its citizens working for low wages and not buying any homes, but mainly renting apartments.

Racial Ethnic History

Student Racial Ethnic History															
Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2005-06	5	0.1	70	1.7	204	5.0	12	0.3	141	3.4	3572	86.8	110	2.7	4114
2004-05	6	0.1	88	2.1	220	5.2	9	0.2	153	3.6	3616	85.5	135	3.2	4227
2003-04	13	0.3	85	2.0	238	5.5	12	0.3	160	3.7	3684	84.9	145	3.3	4337
2002-03	13	0.3	94	2.2	232	5.3	6	0.1	172	3.9	3663	84.1	177	4.1	4357
2001-02	18	0.4	104	2.5	204	4.9	6	0.1	174	4.2	3463	84.0	156	3.8	4125

English Learners (EL)

Current EL Data: 2005-06											
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total	
9	7	0	0	0	15	1	928	2	14	967	
10	1	0	0	0	23	0	343	1	6	374	
11	1	0	0	0	10	0	229	2	7	249	
12	1	0	0	2	12	0	91	1	3	110	
UG	0	0	0	0	4	0	239	0	2	245	
TOTAL	10	0	0	2	64	1	1830	6	32	1945	

API scores for James Monroe High School

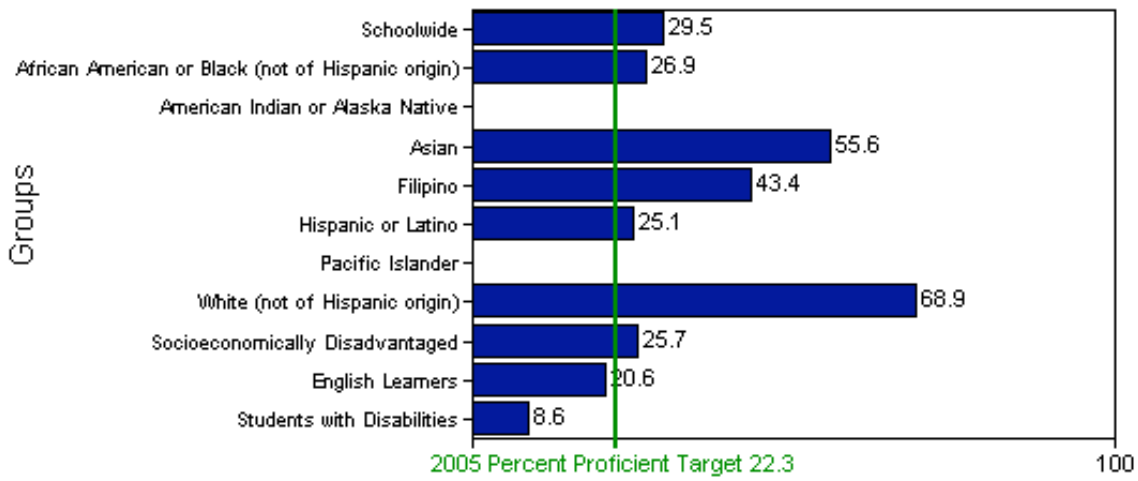
State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API	Ranks				Targets	
	2005 API Base	2005 Statewide Rank	2005 Similar Schools Rank	2005-06 Growth Target	2006 API Target	
3087	619	2	9	9	628	

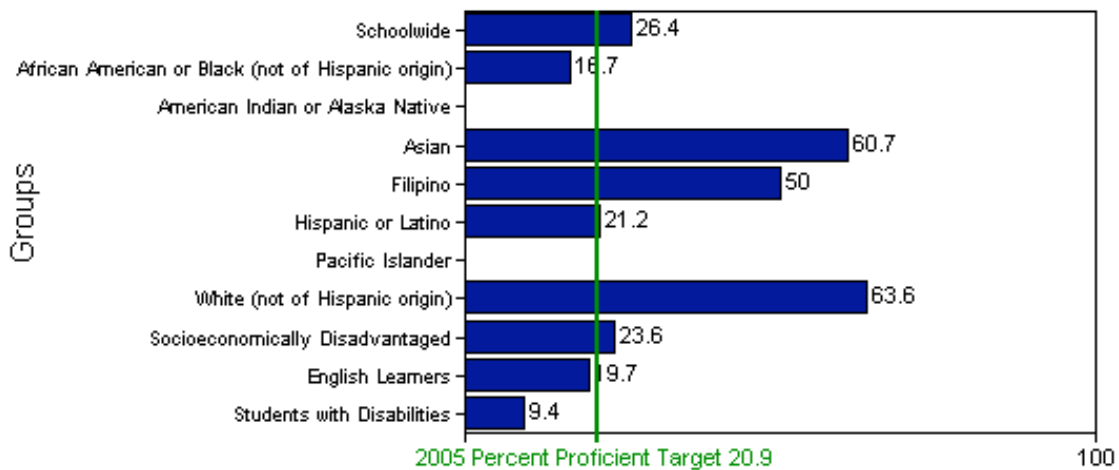
Subgroups

Ethnic/Racial	Number of Students Included in 2005 API	Numerically Significant	Subgroup API		
			2005 Base	2005-06 Growth Target	2006 Target
African American (not of Hispanic origin)	93	No			
American Indian or Alaska Native	6	No			
Asian	86	No			
Filipino	183	Yes	741	7	748
Hispanic or Latino	2565	Yes	596	7	603
Pacific Islander	6	No			
White (not of Hispanic origin)	148	Yes	773	7	780
Socioeconomically Disadvantaged	2569	Yes	610	7	617
English Learners	2353	Yes	588	7	595
Students with Disabilities	413	Yes	454	7	461

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Graduation Rate

Rate for 2004, Class of 2002-03	Rate for 2005, Class of 2003-04	Change	Average 2-Year Change	Met 2005 Graduation Rate Criteria
75.3	71.5	-3.8	-0.5	No

- Monroe High School is a predominantly Hispanic school, and its student population is composed of mainly of minorities. There is a large population, about 50%, of students that are ELL and ESL learners. Their API score is one of the lowest, but they improved 20 points over the past year. The students are not testing proficiently at English or Mathematics. The graduation rate is low, around 71.5% that is 3.8% lower than the previous year. That means there is a large dropout rate as well. This school has a magnet school, police, and fire academy on campus that seem to be doing well, but the general population needs vast improvements.

(3) College Advisement: Secondary teachers often have the opportunity to advise students on decisions pertaining to college. In many environments, teachers are the only individuals students know who have been to college.

- Describe a real or hypothetical student (interests, family SES, personality) who is interested in pursuing a career in a field related to what you teach. Recommend a major and 4-year college and explain the rationale for your recommendation using information found on college websites. Provide active links to the colleges, and quote relevant information.
- Provide a paragraph of advice to the parents of this student regarding financing college. Consider their financial and family situation.

There is a student in my Physical Education class who is in 10th grade named Stephanie. Stephanie is a Latina girl from Chile, she is second generation, she is able to speak Spanish and English, and she has 2 brothers and an older sister. She comes from a low-income family in which both parents work full-time. She has always been a student who is very active and helpful. She seems to enjoy all of the activities and is the leader for stretches each day. She has asked me where I attended college, and I told her Cal State University at Northridge and asked me about my experience. I loved my major, which was Kinesiology, and I explained some of the courses that are necessary. She seemed very interested and wanted to go and do some research on the topic. I highly recommended CSUN because it is near home and can be commuted to easily, it provides many opportunities for scholarships and financial aid. CSUN has one of the best Kinesiology departments in the state and a few of the professors were involved in creating the California State Standards for Physical Education.

<http://www.kines.csun.edu/>

Options in the Kinesiology Department:

- ✓ Athletic Training
- ✓ Dance
- ✓ Exercise Science
- ✓ Physical Education
- ✓ General Studies

“The department of Kinesiology at CSUN is at the forefront in the study of human movement. We offer a comprehensive education toward the Bachelor and Master of Science degrees with the newest and most comprehensive facilities in the CSU system.”
(<http://www.kines.csun.edu>)

Dear Ms. Castro,

Hello my name is Kelly Patterson and I am Stephanie’s Physical Education teacher. She has showed great interest in the field of Kinesiology, and I have told her about the great department at Cal State Northridge. There are many ways for Stephanie

to receive scholarships and/or financial aid to help pay for her college education. If you visit the website <http://www.csun.edu/finaid/> it discusses all the ways to apply. Also there is <http://www.fafsa.ed.gov/> that is a wonderful site where she can apply for financial aid and they will contact the school and automatically pay for tuition. I used this site and found it most helpful and easy to use. I would be more than happy to help you fill any forms out necessary. Thank you so much for your time, and if you have any questions or concerns please call me at (818) 555-1234 Ext. 789.

Sincerely,

Kelly Patterson

(4) Professional Growth: Teachers should model "life-long learning" by attending workshops, reading journals, and participating in professional organizations.*TPE-tip You may wish to research professional organizations and employment opportunities and include plans for professional involvement and career development as part of your Individual Induction Plan required for TPE 13.

- Describe a professional conference (related to your field) you may benefit from attending. Describe the purpose and scope of the professional organization sponsoring the conference and provide a synopsis of the conference and one or more selected workshops or presentations you would like to attend. Include a link to the professional organization and to the specific conference.

2007 CAHPERD CONFERENCE "GET CONNECTED TO MAKE A DIFFERENCE"

Call for Presentations - PDF	
WHEN	March 1-4, 2007
WHERE	Sheraton Grand Hotel and Sacramento Convention Center

Contact: CAHPERD, 916-922-3596; 800-499-3596 (CA only)

The CAHPERD (California Association of Health, Physical, Recreation, and Dance) is a non-profit, voluntary membership corporation formed to promote the progression of school, community and statewide programs of health, physical education, recreation and dance. They provide conferences twice a year that provide wonderful workshops, presentations, and speakers. This is a great way to learn more about the standards, alternative teaching styles, and a huge amount of different types of activities. It also discusses California Physical Fitness Testing, which is a very important issue in the state.

http://www.cahperd.org/conference/general_info.html

(5) Employment: Most schools and districts advertise job openings on the Internet. Teachers should use such resources not only to find employment for themselves, but also to attract others to their schools and thus build strong departments.

- Find a job announcement for a teaching position for which you are qualified. Include a screen capture of the advertisement. Describe the school and community using information found on the Internet. Cite your resources.

Physical Education Teacher

[Save this Job](#) | [Email this job](#) | [Printer-Friendly Version](#)

Company: Calif-Gonzales Unified School Dis	Job Type: Education
Location: US-CA-Gonzales	Req'd Education: Not Specified
Base Pay: \$38,320 - \$81,862/Year	Req'd Experience: Not Specified
Employee Type: Full-Time Employee	Req'd Travel:
Industry: Education - Teaching - Administration	Relocation Covered: No
Manages Others: no	

CONTACT INFORMATION

Contact: Rosie Avila
Email: Not Available

Phone: (831) 675-0100 ext. 102
Fax: Not Available
Ref ID: 24568

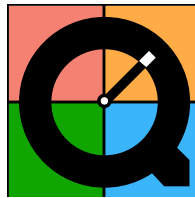
<http://www.careerbuilder.com/JobSeeker>

Gonzales City, California is located in northern California just south of Salinas. It contains about 75% white population, and 13% black. It is relatively small with a population of 7,500. I was having problems finding job openings in LAUSD without having to fill something out, but I found one and it gave me a chance to use my researching skills and find out more about a city that I never heard about.

(6) Multi-media resources: Numerous educational videos, sound clips, and animations are available on the Internet. Teachers should be able to find appropriate multimedia resources, and link to or download such files.

- Identify an audio resource appropriate to teaching your subject (music, speech, animal sound, poem, newscast, etc.). Download the file and embed it in your portfolio, or provide an active link to it. Cite the source and describe how and why you will use it in instruction.
- Identify a video or animation appropriate to teaching your subject. Download the file and embed it in your portfolio, or provide an active link to it. If you provide a link, also include screen captures of key sections of the video or animation. Cite the source and describe how and why you will use it in instruction.

The links are on my homepage, but I did it this way before I knew the correct way.



http://radioyears.com/audio/WPLA_Dick_Shiflett_basketball_play_by_play.mp3

I found an audio file of a commentator giving a play by play of a basketball game. I could play it for the class and they would have to write down what is happening in the game. This could be a formative assessment of the students understanding of offensive and defensive strategies in basketball.

www.radioyears.com

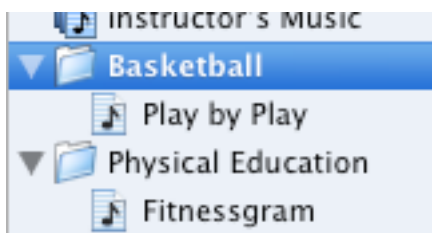


http://teachers.henrico.k12.va.us/deeprun/aldrich_j/situps.mov

I found a video clip of a physical education instructor giving cues to proper technique to a curl-up. Some students need a visual to full understand what is being asked of them. I liked this video because it was a teacher instructing, but there was a student demonstrating.

www.teachers.henrico.k12.va.us/deeprun/aldrich_j/pe.html

Folder created within itunes



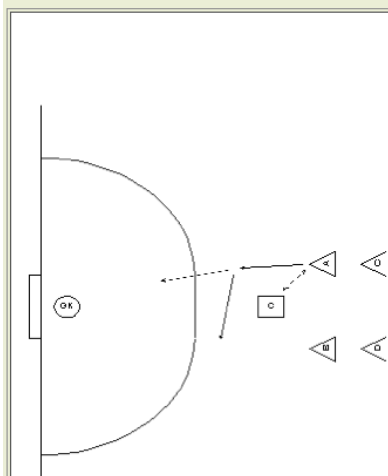
(7) Interactive/Linked Unit Plan : Many application programs (including word processors, presentation managers and spreadsheets) allow users to hyperlink to local (e.g. movies, animations, presentations, text) and remote files. This can greatly facilitate the development and use of a unit plan. *TPE-tip You may wish to incorporate this material into a unit plan for TPE1.

- Develop a unit plan (or augment an existing plan) for the subject you teach, incorporating as many resources as possible developed in this class.
- Incorporate two or more good third-party lesson plans for teaching your subject. Cite the author and URL of the resources, and include screen captures of the relevant parts of the lessons.
- Include links in you unit plan to at least five relevant external internet resources. Use a search engine with Boolean search features to locate web sites relevant to your subject. Embed the URLs for at least 5 excellent sites (or local files) that are related to a lesson you will provide.
- Provide links to other relevant documents or resources you have developed.

The entire Unit Plan is on my webpage

Lesson Plan Example 1 -Shooting/Attacking Drills

Exercise 1



Player A passes the ball to Coach C who returns the pass.
Player A takes the return pass on the run and shoots for goal.
After shooting Player A takes up position as defender against Player B, who repeats the drill (i.e. pass to coach, take return pass and shoot).
After shooting Player B defends against next player (Player C). Player A returns to end of line.
Repeat drill using variety of shots - running shot, jump shot, jump shot with a fake and lob over goalkeeper etc.
Maintain high temp of shooting. Player B should pass to Coach and start moving as Player A shoots at goal.

Lesson Plan Example 2-Catching

BASIC CATCHING TECHNIQUE

TEACHING POINTS:

- The thumbs and fingers should form the shape of a triangle.
- Both hands form a "bowl/basket", enabling to catch the ball more effectively.
- Arms should be bent at the elbow & fully extended in order to catch the ball.
- When catching the ball, players should move hands toward the ball.
- Always catch the ball with two hands.
- The "target" should be at shoulder height and on the dominant arm side.
- The knees are flexed and the feet are shoulder width apart.
- The head is up and forward and the eyes are focused in on the ball.

OVERHEAD PASS

- Throwing arm is at 90 degree angle at the elbow with ball slightly above head height.
- The whole hand should be behind the ball when it is being thrown.
- Begin by taking one step forward with the left foot (right handed throwers).
- Upon completion of the pass follow through to the target.
- Drive with the right foot for power.
- Always retreat after the pass to the original position.

Lesson Plan Example 3-Running and Passing

Objectives

- * Students will improve their skills of running and throwing.
- * Students will follow the directions of the activities.
- * Students will follow the gym rules.

Equipment

- Handballs or something like them, and hoops.

Activity 1

- Create lines with each line facing a hoop.
- Take three steps forward, turn and throw to the next person in line.
- After you throw the ball run backwards to the end of the line.
- Once the next person has the ball he/she may take the three steps forward.

Activity 2

- Start with groups creating circles (about six to a group).
- Jog around in the circle tossing the ball to each other.
- See how many you can toss and catch without dropping the ball.