

CRUISE TO ARUBA

INTERDISCIPLINARY TECHNOLOGY INTEGRATION MODEL

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This model was developed as part of teacher support and training at the Harlingen Consolidated Independent School District. Modeling real-world, project-based classroom curriculum will assist teachers in better understanding how to integrate technology. This model is just a sample of how integration could happen in the classroom.

One of the design phases of this model included meetings with teachers in HCISD's Technology Academy. This project would not have come together without their input. HCISD will include input from students and teachers as a part of an ongoing design process.

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To the Teacher:

This model is an interdisciplinary technology integration project that incorporates Student-Centered and Problem Based Learning for ninth and tenth grade students. As with any model, its intent is to provide the classroom teacher some ideas and possibilities. The model includes a variety of options. Feel free to tailor the model to meet your subject's curriculum.

Subject Areas Included in this Project Are:

English I

English II

United States History Since Reconstruction

World Geography

Algebra I

Geometry

Biology

Chemistry

Aquatic Science

Astronomy

With any interdisciplinary project, coordination and timing are issues to consider. This project could be a nine-week, semester or year-long project depending on the school's schedule. With block scheduling, student's schedules and course requirements, not all aspects of this interdisciplinary model need be incorporated at the same time. The variety of subjects and tasks are provided as options, not as requirements.

As you incorporate this lesson into your classroom, you will find yourself in a facilitator position as your students work collaboratively (as a group and as a class), to research, analyze information, draw conclusions, problem solve and present solutions. In some of the tasks, there are no single answers or correct solutions. An example of this is that research may show there are no cruise liners departing from Galveston for Aruba. The problem built into this project is then be to determine where a cruise ship does depart that fits the project time line.

This model is based on students working in small groups (4-6) students. Grouping allows for some students to be researching on the Internet, others researching in books, newspapers, magazines, while others are coordinating, directing, diagramming, drawing and/or recording information. Learning is maximized when the various jobs within a group are rotated among the students. There are options for teachers' to assign individual work. The nice thing about groups submitting a single assignment is that they had to organize, develop, produce it together. An added bonus, you only have one assignment to grade instead of 4-6! Again, your choice.

Technology integration is an integral part of this model. Students are encouraged to use the computer as an Information Literacy tool in addition to classroom and library resources. Using MS Word, Power Point and Excel are other technology options along with using a multimedia projector for presentation purposes.

Teacher References Provided:

TEKS

URLs

PROJECT OBJECTIVES

In this activity, students will

- **Work together in small groups (4-5) to plan a trip from Harlingen, Texas to Aruba**
- **Use the Internet to research/problem solve**
- **Use map skills to calculate travel distances**
- **Use math and map skills to compare and contrast travel routes**
- **Determine the best travel routes based on means of transportation given, in addition to time and money constraints**
- **Write a persuasive essay indicating why he/she should be selected for the trip**
- **Write a descriptive essay about the journey**
- **Explore the characteristics of highway travel by car**
- **Research points of interest between Harlingen and Galveston**
- **Explore the characteristics of ocean travel by vessel**
- **Use journal writing to record events of the trip**
- **Use mathematics and spreadsheets to calculate distances and time**
- **Chart travel expenses**
- **Identify Aruba's political, economic, social and cultural characteristics**
- **Analyze the impact of Aruba's location on its cultural, political, economic, and social characteristics**
- **Use latitude and longitude to plot ocean travel**
- **Chart the daily distances traveled**
- **Identify the stars' relevance to navigation**
- **Analyze the role of currents in the Caribbean**
- **Examine the effects of saltwater and ocean motion on the human body**
- **Evaluate the best route to navigate to reach the desired destination**
- **Sketch the route traveled**
- **Organize a course of travel**
- **Identify and describe historical sites encountered in route**
- **Compare and contrast the various cultures of the people living on the various islands in the Caribbean.**
- **Defend the course of travel proposed by your group to the class**
- **Evaluate and collaborate travel choices made**
- **Identify and describe sea life found in the Caribbean**
- **Describe the food chain of the sea life in the Caribbean**
- **Analyze today's United State and Cuban relations**
- **Examine United States foreign policy history in the Caribbean in the late 1800s and early 1900s**
- **Construct a map illustrating various routes from Galveston to Aruba, legends and scale of miles**

Materials Needed

Computer with Internet access, MS Word, Power Point, Excel

Multimedia Projector

Atlas

Calculator

Paper

Pen/Pencil

Map colors

Texas highway travel maps

Blank map of the Gulf of Mexico and the Caribbean showing longitude and latitude

Library resources

Textbooks

PROCESS

Part I

Essay Contest: “Why I Want to Cruise the Caribbean and Visit Aruba.”

The winner of the contest wins an all expense paid cruise to Aruba and a three-day stay there. The ship departs from Galveston. The guidelines for the contest are: convince the judges, in 500 words or less, why you should be selected to take a cruise to Aruba and spend three days vacationing in Aruba.

Task A

(small groups; 4-6 students /group)

- Write a persuasive essay as a group, following the guidelines, “Why We Want to Cruise the Caribbean and Visit Aruba.”

-or-

Task B

(each student)

- Write a persuasive essay, following the guidelines, “Why I Want to Cruise the Caribbean and Visit Aruba.”

(Note to teachers: all students or groups will be winners.)

Part II

Congratulations on Winning the Trip To Aruba!

The ship departs from Galveston, Texas for Aruba in seven days. Ship boarding time is 10:00 a.m. and allow 1 hour for processing and loading of luggage. Ship sails promptly at 11:00 a.m.! Make your travel plans now. Due to short notice, flights to catch the cruise ship is not an option. Therefore, you and your group, will travel by van to Galveston. Since this is your group’s first time to travel out of town, you need to look at highway travel maps to plan your road trip. Also, you will average 55 mph. Additionally, each person has only \$500 to pay for the travel expenses to Galveston. The quicker your group plans the trip and gets on the road, the more time you will have to sight-see along the way. An added bonus to your traveling to Galveston is to see some historical sights and points of interest along the way. Words of caution: the ship will leave promptly, with or without you!

Task A

(small groups; 4-6 students /group)

- Create two maps from your home to where your group will board the ship in Galveston. One map is the fastest route while the other is a scenic route. Be sure to include on each map a scale of miles.
- On the scenic map, show the stops desired by creating a legend. Attach to the scenic map, a list of the selected historical sights and/or points of interest your group wants to visit along the way. Also, provide a brief description what you will see at the stop(s), how much time you wish spend at the stop, and why you decided to stop. If your sight seeing causes you to

have to spend the night or several nights along the way, be sure to research where your group will lodge, accommodations, cost, and location.

- Prepare a travel itinerary for both maps, the fast one and the scenic one, including costs, distances, time, and clothing for your travel to Galveston. Compare the differences by creating a spreadsheet. Create a graph or chart illustrating the differences.
- Present your group's travel maps, plans and charts/graphs to Galveston to the class. In the presentation include: a comparison of the fastest route with the scenic route. Be sure to include for both maps (fastest and scenic): itemize the expenses, travel timetable (from departure until arrival at the ship and include all stops in between), clothing needed, possible problems that might occur while in route, and identify and describe the stops selected.
- As a class, compare and contrast the various travel plans presented by each group. Select the best one for the class to use to travel to Galveston.

Task B - Optional

(each student)

- Keep a journal of your travels from your hometown to Galveston. Be sure to include total distance traveled (including as side trips), sights visited, expenses, overnight stays, etc.
- Write a compare and contrast essay on the similarities and differences between the trip your small group planned with the trip agreed upon by the entire class. Of the two travel plans, which do you consider to be the best and why?

Part III

You Have Arrived and Have Boarded!

Your group's luggage has been checked in and now you all have boarded the USS Adventure. Since no one in your group has ever been on a cruise before, you are very curious about this ship. So, you decide to divide into groups to examine various aspects of the ship and agree to meet back at dinner share what you have learned.

Task A

(small groups; each group researches one topic)

Research one of the following topics:

- How is this large ship able to float and what is the average size for an ocean liner?
- What types of personnel and services are found on an ocean liner?
- How fast can an ocean liner travel, what type of fuel does it require and how far can it travel with a full tank of fuel?
- What are the components of an ocean liner?
- How does a ship navigate and what are the procedures for entering, docking, and leaving a port?
- Calculate the distance from Galveston to Aruba and how long the cruise will last. How much faster would it have been if the group had flown from Galveston to Aruba?

Share findings of research in one of the following ways:

- Present an outline handout to the class
- Oral Presentation
- PowerPoint Presentation

Task B - Optional

(each student)

- Write a descriptive essay about the ocean liner the group is sailing on.
- Draw a diagram of an ocean liner and label all of its components.
- Prepare a chart illustrating the amount of fuel the various size ocean liners use, current cost of fuel, approximately how many gallons are used a day, and average daily cost of fuel.

Part IV

The Ship's Horns Have Blasted, the Ship is Sailing!

Now your group has settled in for the cruise to Aruba. No one knows how long it is going to take to get there. Several in the group are anxious to know since they are starting to feel a bit queasy as they can no longer see land. Those not feeling well are not sure why they feel sick. How far is Aruba and how long will it take to get there? Also, it is rumored there is a shortage of drinking water.

Task

(small groups; each group researches one topic)

- Research the effects of ocean motion on the human body. What is seasickness? Can it be avoided? Why do some people get seasick and some do not?
- Research the effect(s) of nearing the Equator will have on the passengers. Could this be a factor of why some are not feeling well?
- How much water should the average high school student drink a day? Can saltwater be converted to drinking water? If so, how? What effect does drinking saltwater have on the human body?
- What effects does weather, currents, phases of the moon have on cruise ships' sailing conditions? When is the best time to sail on the Caribbean?

Part V

USS Adventure Crosses the Tropic of Cancer

The ship's captain announces the ship is currently crossing the Tropic of Cancer and 87 degrees longitude. Knowing these points, passengers are curious as to how far the ship has travel and how is this distance figured on the open seas. Also, the captain has announces the ship will travel to Guinchos Bay (The Bahamas), Great Inagua, San Juan, Puerto Rico, St. Croix, Fort-de-France, Martinique, and then to Oranjestad, Aruba.

Task A

(each student or small groups)

- Using a blank map containing the longitude and latitude markings of the Caribbean, label the starting and ending ports of your cruise. This map is to

serve as the charting map for the ship's entire voyage. Also, label the major islands in the Caribbean. Illustrate the ship's current location by placing a dot on the map and labeling the coordinates. Connect Galveston with these coordinates with a broken line. Continue to chart the course the ship's captain announced the USS Adventure plans to travel. Create a legend indicating time and distances between destinations.

Task B

(small groups)

- Challenge the other groups by comparing your map, with its labeling and distance calculations, with the other groups' to check for accuracy and best travel route.

Part VI

Look At That!

As your cruise continues, your group sees a variety of ocean life. As you catch a glimpse of fish just below the water's surface and plants floating by, your group is curious as to what ocean life lives below.

Task A

(small groups)

- Create a chart of plant species living in the Caribbean. Describe their common characteristic.
- Identify the fish species living in the Caribbean. Compare and contrast their environmental needs.
- Describe the environmental characteristics of the Caribbean Ocean and the effects of ship travel on its environment.
- Diagram the food chain found in the Caribbean Ocean.
- Identify the ocean currents in the Caribbean. Describe the effect(s) of the currents on its ocean life.

Task B

(each student or small group essay)

- Based on the above research, write an essay describing the characteristics of the Caribbean Ocean.

Part VII

A Storm in the Caribbean

A sudden storm builds! The ship's captain has pinpointed the storm's location. It is 25 degrees latitude and 78 degrees longitude. Some members in your group are wishing for safe harbor and begin to research the closest harbor. Others begin to think about passenger ships that have sunk in American History. Now you are curious about what caused those ships to sink, what happened to the passengers and could this happen to the passenger ship you are currently aboard. The captain is looking for an alternative course to sail.

Task A

(each student)

- Plot the location of the storm and label it on your map.
- In your journal, describe what it is like being on a cruise ship in a storm.

Task B

(small groups)

- What major port is closest to the ship's location? Is this a good port for an American ship, with American passengers, to take refuge? Explain.
- As the United States emerged as a world power in the late 1800s and early 1900s, describe its feeling towards its neighbors in the Caribbean. Select several Caribbean islands and describe their political and economic relationship with the United States today.
- Create a timetable depicting Cold War events in the Caribbean.
- What was the cause and effect of the October Missile Crisis?
- Research the cause and effects of the sinking of the RMS Lusitania and the RMS Titanic. Is the USS Adventure in the same dangers? Explain.
- Study a map of the Caribbean and plan an alternative route for the ship to sail. On your map, plot an alternate route to Aruba. Be sure to include ports-of-call, distances and amount of time. Also provide a description of each of the stops. Compare this sailing plan with the original route.

Task C

(class presentations and consensus building)

Each group presents its alternate route to Aruba, defending its choice of stops and the travel timetable. After hearing all presentations, the class agrees on the best travel route the ship is to take to Aruba.

Part VIII

Lightening Strikes

Once again, the captain comes across on the loud speaker needing your group's help. Lightening has struck the ship and the navigational system has gone out. Luckily enough, the computers on the ship are not affected. Help come up with a solution to the navigational dilemma so the journey to Aruba can continue.

Task

(small groups)

- Describe how today's ships navigate. What tools are needed?
- How did Christopher Columbus navigate the high seas? Could the same technique be use today? If so, describe this means of navigation and the tools used.
- Research and discuss the possibility of sailing by the stars. What if students' had Internet access, but not navigational electronics?

Part IX

Aruba Is On the Horizon!

Many of you are anxious to set foot on Aruba. Now you are wondering how you will spend your time on this island. Since there are computers on the ships as well as a library, your group decides to research the various aspects of Aruba and report back to each other so to make the most of your three-day stay.

Task A

(small groups; each group researches one topic)

Topics about Aruba to research are its:

- History
- Government
- Economy
- Culture, Ethnicity, Education System
- Climate, Location and Points of Interest

Task B

(small groups)

Present your groups' research topics to the class. Presentation suggestions:

- Power Point
- Publish a brochure
- Oral Presentation using a computer and multimedia projector

Task C

(individual or small group)

- Based on the information presented, write an essay describing Aruba and analyze how its location affects its culture.
- Compare and contrast Aruba's culture with Harlingen's culture.

Task D

(each student)

Write in your journal how you will spend your three days in Aruba. Be sure to include your impression of the people of Aruba.

Final Project Options

- Submit a map with all the locations and bodies of water labeled. Also, show the intended route of the voyage, the route your group proposed and the alternate route the class agreed the USS Adventure should take. Be sure to include legends, distances and time.
- Submit a journal describing the events of your groups travel from Harlingen to Aruba.
- Describe the math concepts used to calculate land and water travel. How were they similar and how were they different?

- **Compare and contrast the political, economic, social and cultural characteristics of the four major islands in the Caribbean.**
- **Create a chart illustrating the various forms of ocean life in the Caribbean.**
- **Publish a newsletter describing your travels to Aruba.**
- **Submit a spreadsheet showing your travel timetable and a chart or graph illustrating the amount of time for each leg of your trip.**

TEKS Summary

§113.34. World Geography Studies

- c5(A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics
- c17(A) describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive
- c21(B) analyze and evaluate the validity and utility of multiple sources of geographic information such primary and secondary sources, aerial photographs, and maps
- c21(E) use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems
- c22(A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships
- c22(B) apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information
- c22(C) use geographic terminology correctly
- c22(D) use standard grammar, spelling, sentence structure, and punctuation
- c23(A) plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results
- c23(C) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- c23(D) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

§113.32. United States History Studies Since Reconstruction

- c3(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power
- c3(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare
- c6(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift
- c6(H) identify the origins of major domestic and foreign policy issues currently facing the United States
- c14(E) describe the dynamic relationship between U.S international trade policies and the U.S. free enterprise system.

- c24(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- c24(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs
- c25(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate
- c25(D) create written, oral, and visual presentations of social studies information.
- c26(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;
- c26(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§112.43. Biology

- c8(B) analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature
- c8(C) identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals
- c10(A) interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune
- c10(B) compare the interrelationships of organ systems to each other and to the body as a whole
- c11(B) investigate and identify how organisms, including humans, respond to external stimuli
- c11(C) analyze the importance of nutrition, environmental conditions, and physical exercise on health

§112.45. Chemistry

- c4(C) investigate and identify properties of mixtures and pure substances
- c4(D) describe the physical and chemical characteristics of an element using the periodic table and make inferences about its chemical behavior
- c12 (C) evaluate the significance of water as a solvent in living organisms and in the environment

§112.46. Aquatic Science

- c4(B) research and identify biological, chemical, geological, and physical components of an aquatic ecosystem
- c5(C) identify the interdependence of organisms in an aquatic environment such as a pond, river, lake, ocean, or aquifer, and the biosphere

§112.48. Astronomy

- c7(D) identify the historical origins of the perceived patterns of constellations and their role in ancient and modern navigation; and
- c10(C) identify the effects of the moon on tides.

§111.32. Algebra

- b1(A) describe independent and dependent quantities in functional relationships
- b1(B) gather and records data, or uses data sets, to determine functional (systematic) relationships between quantities
- b1(C) describe functional relationship for given problem situations and writes equations or inequalities to answer questions arising from the situations
- b1(D) represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities
- b2(C) The student interprets situations in terms of given graphs or creates situations that fit given graphs
- b2 (D) collect, organizes data, makes and interprets scatterplots and models, predicts, and makes decisions critical judgments
- c1(A) The student determines whether or not given situations can be represented by linear functions
- c2(A) The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations

§111.34. Geometry

- b2(B) make and verify conjectures about angles, lines, polygons, circles, and three-dimensional figures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic
- c(3) identify and apply patterns from right triangles to solve problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples
- d1(C) The student uses top, front, side, and corner views of three-dimensional objects to create accurate and complete representations and solve problems
- d2(A) use one- and two-dimensional coordinate systems to represent points, lines, line segments, and figures.
- d2(B) use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons.
- e1(C) develop, extends, and uses the Pythagorean Theorem

§110.42 English I

- 1(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;
- 1(B) write in a voice and style appropriate to audience and purpose;
- 1(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- 2(A) use prewriting strategies to generate ideas, develop voice, and plan;

- 2(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;
- 2(C) proofread writing for appropriateness of organization, content, style, and conventions;
- 2(D) refine selected pieces frequently to publish for general and specific audiences;
- 2(E) use technology for aspects of creating, revising, editing, and publishing.
- 3(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
- 3(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
- 3(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
- 3(D) produce error-free writing in the final draft.
- 4(A) use writing to formulate questions, refine topics, and clarify ideas;
- 4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;
- 4(C) compile information from primary and secondary sources in systematic ways using available technology;
- 4(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;
- 4(E) use writing as a study tool to clarify and remember information;
- 5(A) evaluate writing for both mechanics and content;
- 5(B) respond productively to peer review of his/her own work.
- 6(A) expand vocabulary through wide reading, listening, and discussing;
- 6(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
- 6(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
- 7(A) establish a purpose for reading such as to discover, interpret, and enjoy;
- 7(B) draw upon his/her own background to provide connection to texts;
- 7(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;
- 7(D) construct images such as graphic organizers based on text descriptions and text structures;
- 7(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;
- 7(F) identify main ideas and their supporting details;
- 7(G) summarize texts;
- 7(H) draw inferences such as conclusions, generalizations, and predictions and support them from text
- 7(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts;
- 7(J) read silently with comprehension for a sustained period of time

- 8(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;
- 13(A) generate relevant, interesting, and researchable questions;
- 13(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;
- 13(C) organize and convert information into different forms such as charts, graphs, and drawings;
- 13(D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely;
- 13(E) draw conclusions from information gathered
- 14(A) focus attention on the speaker's message;
- 14(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;
- 14(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding;
- 14(D) formulate and provide effective verbal and nonverbal feedback
- 15(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;
- 15(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;
- 15(D) evaluate artistic performances of peers, public presenters, and media presentations;
- 15(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations
- 16(A) use the conventions of oral language effectively;
- 16(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;
- 16(C) prepare, organize, and present a variety of informative messages effectively;
- 16(D) use effective verbal and nonverbal strategies in presenting oral messages;
- 16(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;
- 16(F) make relevant contributions in conversations and discussions
- 17(A) present and advance a clear thesis and support the major thesis with logical points or arguments;
- 17(B) choose valid evidence, proofs, or examples to support claims;
- 17(C) use appropriate and effective appeals to support points or claims;
- 17(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact

§110.43. English II

- 1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

- 1(B) write in a voice and a style appropriate to audience and purpose;
- 1(C) organize ideas in writing to ensure coherence logical progression, and support for ideas
- 2(A) use prewriting strategies to generate ideas, develop voice, and plan;
- 2(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;
- 2(C) proofread writing for appropriateness of organization, content, style, and conventions;
- 2(D) refine selected pieces frequently to publish for general and specific audiences;
- 2(E) use technology for aspects of creating, revising, editing, and publishing texts.
- 3(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
- 3(B) demonstrate control over grammatical elements such as subject-verb agreement,
 - pronoun-antecedent agreement, verb forms, and parallelism;
- 3(C) compose increasingly more involved sentences
 - that contain gerunds, participles, and infinitives in
 - their various functions;
- 3(D) produce error-free writing in the final draft
- 4(A) use writing to formulate questions, refine topics, and clarify ideas;
- 4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;
- 4(C) compile information from primary and secondary sources in systematic ways using available technology;
- 4(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;
- 4(E) use writing as a study tool to clarify and remember information;
- 4(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions;
- 4(G) analyze strategies that writers in different fields use to compose
- 5(A) evaluate writing for both mechanics and content;
- 5(B) respond productively to peer review of his/her own work.
- 6(A) expand vocabulary through wide reading, listening, and discussing;
- 6(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
- 6(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
- 7(A) establish a purpose for reading such as to discover, interpret, and enjoy;
- 7(B) draw upon his/her own background to provide connection with texts;
- 7(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

- 7(D) construct images such as graphic organizers based on text descriptions and text structures;
- 7(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding
- 7(F) produce summaries of texts by identifying main ideas and their supporting details;
- 7(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;
- 7(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts;
- 7(I) read silently with comprehension for a sustained period of time.
- 8(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;
- 13(A) generate relevant, interesting, and researchable questions;
- 13(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;
- 13 (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- 13(D) produce reports and research projects in varying forms for audiences;
- 13(E) draw conclusions from information gathered
- 14(A) focus attention, interpret, respond, and evaluate speaker's message
- 14(B) engage in critical, empathic, appreciative, and reflective listening
- 15(A) use the conventions of oral language effectively;
- 15(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;
- 15(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;
- 16(D) use effective verbal and nonverbal strategies in presenting oral messages;
- 16(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others
- 16(F) make relevant contributions in conversations and discussions
- 17(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;
- 17(B) choose valid proofs from reliable sources to support claims;
- 17(C) use appropriate appeals to support claims and arguments;
- 17(D) use language and rhetorical strategies skillfully in informative and persuasive messages;
- 17(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact;
- 17(F) make informed, accurate, truthful, and ethical presentations.

URLs

Department of Geography, The University of Texas at Austin
<http://www.utexas.edu/depts/grg/main.html>

Map Quest
<http://www.mapquest.com/>

Maritime Matters: Ocean liner history and cruise ship news
<http://www.maritimematters.com/siteindex.html>

Ocean Liner Page
<http://www.oceanliners.8m.com/index.html>

World Atlas
<http://www.worldatlas.com/aatlas/world.htm>

The World Factbook
<http://www.odci.gov/cia/publications/factbook/index.html>

Online World Atlas
<http://www.maps.com/explore/atlas/>

Surface Distance Between Two Points of Latitude and Longitude
<http://www.vsv.slu.se/johnb/java/lat-long.htm>

Lost at Sea - The Search for Longitude
<http://www.pbs.org/wgbh/nova/longitude/>

National Geographic. Com: The Map Machine
<http://plasma.nationalgeographic.com/mapmachine/plates.html?id=2&size=large&left=1899.35&bottom=-2843.31&right=3146.92&top=-2030.94>

Perry-Casteneda Library Map Collection
http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html

Perry-Casteneda Library Map Collection---Map of Central America and the Caribbean
http://www.lib.utexas.edu/Libs/PCL/Map_collection/americas/America_Caribbean_pol.97.jpg