



Instructor Guide

The information provided here will help you become familiar with your online course and help you become a successful online learner. Review each link below and make sure you understand the information before moving on to the next item. Please contact your instructor if you have any questions or concerns.

- [Getting Started](#)
- [Student Start Video](#)
- [Training Syllabus](#)
- [Quick Start Instructor Guide](#)
- [Instructor Guide](#)
- [Online Teaching Strategies](#)
- [Teacher Expectations](#)
- [Rubric](#)
- [Materials Guide](#)
- [Pace Charts](#)

- [Communication](#)
- [Development Materials Guide](#)
- [System Requirements](#)

Communication

How can I communicate with my teacher?

You can communicate by submitting your work and reading your instructor's feedback, by calling when you need immediate help, emailing when you have a question, and using any resources available to you for extra help (e.g. teacher chats or a tutoring center).

It is extremely important that you turn in the required number of weekly assignments as outlined in your pace chart.

Your instructor is there to help and encourage you to successfully complete this course.

How often will my work be graded?

Graded work will be returned to you in a timely manner, typically within 48 hours. It is important that you submit your work to your instructor through the learning management

tool. If you send your assignments another way (e.g. email or fax), the grading is more cumbersome, and may require a longer return time.

How will I get answers to my questions?

Your instructor will answer your emails within 24 hours. If you need a quick reply, it will help to put **urgent** in the subject area so that your instructor will know you are being held up until he or she replies. Please do not mark emails urgent unless they really are.

The **phone** will get you the quickest response. Please post your instructor's contact information in your work area so you can call immediately with your questions. Please do not hesitate to call.

Getting Started

Organizing your Work Space

Before you start doing work:

- Get a notebook for your hard copies that you are instructed to keep throughout the course.
- Create a folder on your computer to keep your assignments. You will file word processing documents that are submitted throughout the course. If you do not know how to set up new folders on your hard drive, please ask the tech expert in your household or call your teacher.
- Make sure you have a space to work at home. Be sure to stock your workspace with pencils, pens, paper, and a printer. If you are working in a lab at school, be sure that you bring all your materials with you so you will be able to work efficiently during your time in the lab.
- There are two items you will want to always have at your fingertips. Keep a copy of your schedule for the course and a contact sheet for your instructor. These items will answer the most often asked questions, "Where am I supposed to be in the course?" and "How can I reach my teacher?"

Organizing your Time

The most common mistake of online students is to mismanage their time. When you are working independently, it becomes your responsibility to manage your learning. This is probably a new experience for most of you. Here are some tips for making the most of your time.

- Make a schedule.
This is particularly important if you are involved in a lot of school or extracurricular activities. You can plan that it will take you about five hours per week to do your required assignments. This can be managed in many ways.

- Become familiar with your teacher's schedule. Although your instructor is available to you many times during the day, evening, and weekend, there will be "office hours" that will enable you to get a quicker response. It will not always be possible for you to work during your teacher's hours but if you can arrange your schedule to do so, you may have better access to help.
- Stay focused on the task at hand. Do not search the web, play games, chat with your friends, or watch TV while you are working. All of these activities may make it seem that you are "working" on your computer, but in actuality you will not be getting anywhere in the course.

Maximizing your Learning

You probably were never aware of the "order of things" in your classroom. Since your teacher was doing the "guiding," you may not have realized that reviewing the homework came before a new lesson for a reason. There are ways to maximize your learning. Here are some tips:

- Check your e-mail before you start working. You may have a note from your teacher that will change what you work on for the day.
- Check your e-mail daily. This is your instructor's way to communicate.
- Look at your reviewed work. Any work with a zero or low grade probably has comments on how to make it better. You can then resubmit it for a better grade.
- Look at your schedule and decide what lesson you want to complete during your work time. Go to the lesson. Call your teacher if you are not getting it.
- You should never take a test or move on in the course until you have completed all the assignments in the module.

(Sample) Course Syllabus

Course Name: English III

Description: "Extra, extra, read all about it!" It's all right here in black and white, in the pages of The Virtual Times newspaper. Published at key periods in American history, The Virtual Times takes us right into the action. The writing is clear and concise. The stories and opinions give us perspective. The sports and entertainment sections give us the color and flavor of the times.

In English III, the writing and insights of authors throughout our history are collected in the fast-paced pages of The Virtual Times. Students gain an appreciation of American literature and the ways it reflects the times in which it was written. They discover how people thought and lived and wrote about their experiences. Students are also asked to observe, investigate, and report on stories of today. The goal is for students to be thorough, accurate, and compelling in their writing.

Prerequisites: Recommended: English I & II

Estimated Completion Time: 2 segments / 32-36 weeks

Course Assessment and Participation Requirements: To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, “any pace” still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.

Course Materials

You will need the following items to complete this course:

- [Discovery Education](#)

SAS® Curriculum Pathways®

[SAS® Curriculum Pathways® Registration](#)

- Please contact your instructor for information on accessing this material.
- Go to the SAS® Curriculum Pathways® web site to log in for the first time.

You are expected to supply:

- A word processing program (WordPad is sufficient)
- Plenty of paper and ink for computer printing.
- One blank disk for saving your work or create a folder on your hard drive to save your assignments.

You will also need to obtain a copy of the books listed below:

- Pre-Course Reading for **Honors** students: *The Great Gatsby*
- **Module 2:** *The Crucible* (**Honors** only)
- **Module 3:** *The Scarlet Letter* (**Honors** only)
- **Module 5:** *The Awakening* (**Honors** only)
- **Module 6:** *To Kill a Mockingbird*
- **Module 7:** *The House on Mango Street*

Tips on where to get your copy of these books: You need to obtain a copy of these books by going to the library, your school library, or local bookstore. You may also ask your friends, or your parents: they just may have a copy you may borrow. You may also go online and order books from [Amazon.com](#) or [Barnes and Noble.com](#) if you are unable to locate the title conveniently in your area.

Pace Charts

Choose a pace for completing this course from the options below. If you wish to change pace during the progression of the course, you must have permission from your instructor, your parent(s) or guardian(s), and your guidance counselor. Think carefully about the time you have each week to devote to this class, and choose your pace wisely.

Print and fill in the appropriate pace guide and place it in your work area for future reference. Please give a copy to your parent(s) or guardian(s). Visit the assessments area or contact your instructor to see if there is a pace guide assignment.

Pace Options

- [Traditional Pace](#): Complete the course in 32–36 weeks. (Recommended)
- [Accelerated Pace](#): Complete the course in 18 weeks.
- [Second Segment Pace](#): Complete the second segment in 16–18 weeks.
Note: This option is for students who are only seeking credit for the second segment and did not take the first segment online with this school.

Individual Pace Planner

The Individual Pace Planner is a template that allows the teacher or student to input information to formulate a completion plan of the course. This can be based on planned hours in the course per week or start and end dates. This planner will provide a PDF that outlines what assessments should be completed each week to accomplish the goals set based on the information provided. **Note: If the course is non-linear, the Individual Pace Planner will force the student to finish the course as if it is a linear course.**

- [Individual Pace Planner](#)
- [Individual Pace Planner \(Honors\)](#)

•

-
- Introduction to Web 2.0

-
- **Caution:** The content of the links on this website is beyond the control of CVHS. Some content may be objectionable.
-
- The CVHS Web 2.0 Tools Archive is a collection of links and sites that have been reviewed for educational value, currency, and accuracy. However, CVHS has no control over the content of these websites and does not accept responsibility or liability for the material found in them.

Additionally, the viewpoints found on these websites are not the viewpoints of CVHS, nor does CVHS endorse products for sale on these websites.

- Web 2.0 refers to interactive tools available on the internet to create, communicate, collaborate, and build cross-cultural relationships.
- They provide ways to network and use data, often for free, with easy access.
- The collection here contains video editors, paint programs, note taking tools, blogs, wikis, and photo editors, as well as many other kinds of tools. You may wish to use these resources to collaborate with peers and showcase your project work.

Digital Imaging

- **Graphic design is taking an idea or a message and making it into a visual image.**



- Splashup is a great online image editing tool and photo manager.



- Sumopaint is a free online image editing software that allows you to open, edit and create images online.



- Kerpoof is an interactive online art studio where students can create original art, movies, cards, stories and more.



- Aviary is a cool, free, image editing suite.



- Weebly is a fast, easy way to create your own website.



- Glogster is an innovative online tool that allows students to creatively capture their ideas and present them on online.

Blog Programs

Blogs are websites that both professional and amateur authors use to provide commentary on a variety of topics. Blogs do not fact check and often contain opinion. For this reason, information gained from blogs may not be reliable for research purposes.

Visit the following to learn about each blog tool!



Office Tools



Zoho is a suite of online applications or services that you sign up for and access via the Zoho site. Zoho allows users to work together to create documents and projects collaboratively, and provides a hosting site for the completed project. View a short [video](#) demonstration on Zoho writer. Also, view a [video](#) demonstration on using Zoho to create a notebook.



Mindomo is a free mind map program that allows people to organize and accomplish work with ease. You can also manage tasks and projects.



Yolink is free browser-based software that provides new capabilities for online search - great for research and document creation

Collaborative Learning

Collaborative learning occurs when students work together with one another on a common task or goal.

Scriblink is a free digital whiteboard that users can share online in real-time. It is kind of like pen and paper, minus the dead trees, plastic, and the inconvenience of being at the same place at the same time. Scriblink is all about collaboration and brings you the power of free hand expression with anyone, at anytime, anywhere in the world. View a short [video](#) demonstration.



Dabbleboard is an online collaboration application that's centered around the whiteboard. With a new type of drawing interface that's actually easy and fun to use, Dabbleboard gets out of your way and just lets you draw with flexible and smart tools. You can reuse previously-made drawings and edit them as you wish as easily as using a marker or a pencil. Dabbleboard also features chat, document sharing, and web conferencing.



Scribblar is great for simple, effective, online collaboration. It can be used for brainstorming about your next big project.



Vyew is an always-on collaboration tool for real-time interaction between people and content.

Audio and Video

Visit the following links to learn about each media sharing and audio tools!



SchoolTube a site the allows students to share video online.



TeacherTube is an online community where teachers and students share instructional videos.



Audacity® is a free audio program that records and edits sounds.

Social Networking

Social Networking is when individuals or groups of people are brought together. The majority of social networking sites are designed to be online communities. Once you are in the social networking site, you can create your own network of people you know.

Knowledge Sharing

Knowledge is the ability and intelligence that comes from education and experience. One way to share knowledge with others is by using a collaborative website like the ones below.



Wetpaint is place where anyone can create a website and allow others to contribute to it.



PBWiki is a website where you can quickly create a web page and invite your team to view or edit the content.



MixedInk takes a fresh approach to collaborative writing. It's a fun, democratic and elegant way for people to weave their best ideas together.



Drop.io is a place for storing and sharing photos, video, audio, notes, docs, etc.



Use Simply Box to capture, organize, and share.

Online Presentation Tools

Online presentation tools are applications that allow you to display information in a variety of ways.



Jing is free software that adds visuals to your conversations. With Jing, you can snap a picture of your screen or record a video, record audio over it and then send it to people via IM or email. View a short [video](#) demonstration.



Combines images and music into a music video.



Use Voicethread to talk about and share your videos, images, or documents.



Prezi is a fluid presentation creator that allows you to easily place all your assets on the screen and pan, spin, zoom, and flow as needed. Prezi allows you to place text, hyperlinks and accepts the importing of videos, images, and PDFs.

Teacher Resources

Teacher Resource List

Resource	Description	Website Link
Art and History	You will find definitions for more than 3,600 terms used in discussing art and visual culture, along with thousands of supporting images, pronunciation notes, great quotations, and cross-references.	Art Lex Art Dictionary
Ask a Librarian	Ask a Librarian provides live virtual reference services via local library customized	Ask a Librarian

Teacher Resource List

Resource	Description	Website Link
	web sites from 10 a.m. to midnight Sunday through Thursday (EST), and from 10 a.m. to 5 p.m. Friday and Saturday (EST).	
Calorie Control Tips	Information on cutting calories and fat in your diet, achieving and maintaining a healthy weight, and your favorite low-calorie, reduced fat-foods and beverages.	<u>Calorie Control Council</u>
Citation Machine	The Definitive Guide to Writing Research Papers.	<u>MLA Citations/Works Cited</u>
Discovery Education	Discovery Education transforms	<u>Discovery Education</u>

Teacher Resource List

Resource	Description	Website Link
	classrooms and inspires teachers with engaging content and services that measure and improve student achievement.	
Graphing Resource	Here you will find different graphs and charts for you to consider creating.	Create a Graph
Latin Links	The Latin Links cover grammar, culture, dictionary of terms, and much more.	Latin Grammar Virtual Roma Classical Images Latin Dictionary
Math Links	Step-by-step math answers for Algebra, Geometry, and Calculus.	Hotmath Homework Help Simultaneous Equations Equation Help
Reference	Reference desk	Reference

Teacher Resource List

Resource	Description	Website Link
Desk: dictionary, thesaurus, calculators, links to major newspapers and more!	is a free and family friendly web site that indexes and reviews quality, credible, and current web-based reference resources.	<u>Desk</u>
Spanish Links	Spanish online tutorial with audio, cultural notes, grammar, vocabulary, verbs drills, and links to helpful sites.	<u>Learn Spanish Tutorial</u>
Time Management	Find out how you can get the most out of high school and best prepare yourself for college.	<u>Time Management Tips</u>
Turnitin	Turnitin is the leading academic plagiarism detector,	<u>Turnitin</u>

Teacher Resource List

Resource	Description	Website Link
	utilized by teachers and students to avoid plagiarism and ensure academic integrity.	

Hardware Requirements - FAQs

Florida Virtual School technology and courses make use of a wide variety of features and technologies, such as Java, Flash, HTML5, CSS2/3, and depending on the course, other specialized components that help you achieve a more immersive learning experience.

Due to the wide array of technologies in our over 100 courses, there are some limitations to browsers and devices we can support. At present, we test and verify a wide variety of devices and have ongoing programs to migrate away from any technologies that are not compliant with newer mobile platforms. In general however, lightweight devices such as Google Chromebooks or Nooks that have very limited technology support for Java or Flash, will not be compatible with the majority of our courses. Currently, you may use recent versions of the following browsers on a technology capable device that supports Java, Flash, and improvements to HTML including HTML5:

- IE 8 or 9
- Firefox
- Chrome
- Safari

Your experience and satisfaction will vary platform to platform. If you see issues in your course content or presentation/layout, please try a different browser or device.

Discussion Guidelines

Sample AGREE Starters

When you support or agree with what someone is saying, you may want to use these response starters:

- I agree with _____. I think his/her strongest point was _____ because ...
- I agree with _____. I would also like to add ...
- _____ makes an excellent point. I also believe ...

Sample DISAGREE Starters

When you disagree with what someone is saying, it is very important that you remember online etiquette. You can disagree in a polite way, without hurting others' feelings. Consider using one of these response starters:

- _____ makes an excellent point when he/she stated _____. However, I disagree with _____ because ...
- I agree with part of your posting. I support you on _____, but I feel differently about _____. Let me explain why ...

Example Post and Replies:

- Discussion Prompt:
Describe your service project plan.
- Sample Student Response:
My name is Ashleigh. I have a chronic disease and stay home most of the time. Many kids like me benefit from online courses. I want to help us by starting an online discussion group. We can talk about how to be successful in classes. We can support each other in the day-to-day stresses of being ill.
- Sample Agree Student Reply:
I agree that the group is a good idea, Ashleigh. I would like to add that perhaps your group could create a website for the public. It would let people know about your struggles, as well as how online learning helps you. I don't think many kids know much about chronic illnesses.
- Sample Disagree Student Reply:
I agree with part of your idea, Ashleigh. I like that you want to support other students like yourself. However, you might want to see if another organization has a support section for students. There might be one for your specific illness.

Maybe they will start a discussion group for you with your input. This way you can lead it but without the responsibility of moderating it every day.

Please contact your instructor if you have any questions concerning your Discussion assignment.