|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Frid­ay |
| 6  No School | 7  No School | 8 A  No School | 9 B  Field Trip | 10 P-C  Frontload |
| 13 D  Frontload | 14 E  Frontload | 15 F  Frontload | 16 G  Field Trip | 17 P-H  Frontload |
| 20  No School  MLK, Jr. Day | 21 A  Field Trip  Mauna Ala | 22 B  Frontload | 23 C AM-Mod  Frontload  CRB Rehearsal | 24 D Spc Sch  Frontload  CRB Founder’s Day  Makahiki - Molokai |
| 27 E  Kick Off | 28 F  Research Day #1  Content Day #1 | 29 G  Research Day #2  Content Day #1 | 30 H  Research Day #3  Content Day #2 | 31 P-A  Research Day #4  Content Day #2 |
| 3 B  Research Day #5  Content Day #3 | 4 C  Research Day #6  Content Day #3(Notes DUE) | 5 D  Writing Day #1  Content Day #4 | 6 E  Writing Day #2  Content Day #4 | 7  Field Trip  Punalu‘u |
| 10 F  Writing Day #3  Content Day #5(Reflection 1 DUE) | 11 G  Writing Day #4  Content Day #5 | 12 H  Writing Day #5  Content Day #6 | 13 P-A  Writing Day #6  Content Day #6 | 14-NO SCHOOL  Teacher Unit In-service |
| 17-NO SCHOOL  President’s Day | 18 B  Writing Day #7  Content Day #7(Paper DUE) | 19 C  Design Day #1  Content Day #7 | 20 D  Design Day #2  Content Day #8 | 21 Spc Sch (core only)  Design Day #3  Content Day #8 |
| 24 E  Design Day #4  Content Day #9(Design DUE) | 25 F  Multi-Media Production Day #1  Content Day #9(Reflection 2 DUE) | 26 G  Multi-Media Production Day #2  Content Day #10 | 27 H  Multi-Media Production Day #3  ENG. ONLY  Content Day #10 | 28 P-A  Multi-Media Production Day #4  ENG. ONLY  Content Day #11 |
| 3 B(iMovie + Reflection 3-DUE)  Hui 4&1  Content Day #11 | 4 C (iMovie+ Reflection 3 DUE)  Hui 3&2  Content Day #12 CORE 1&2 | 5 D  Core 3&4  Content Day #12 | 6 E  Core 1&2  Content Day #13 | 7 P-F  Core 3&4  Content Day #13 |
| 10 G  Core1&2  Content Day #14 | 11 H  Content Day #14 Core 3&4  End Q3 | Q4 |  |  |

Monday-1/27-E-Day-Kick Off

11:55-1:10-Overview

* Meet as a team in Olonā (Confirmed on calendar)
* Watch kick off video
* Overview of Project (timeline handout)
* Brief Sharing of Sample Project
* Introduction to our Biomimicry Website <http://blogs.ksbe.edu/kmsbiomimicry/>
  + Project Timeline
  + Resources
    - Student/Teacher Topics Handout
    - Googledocs Research Notes Form
    - Learning Center
      * Bib Me
      * EBSCO
    - Ask Nature
    - Biomimicry Resources
    - Eco Design
    - Cradle to Cradle
  + Sample Project
  + Reflection Prompts
  + Rubrics (5 grades for this project)
    - Research Notes (#1)
    - Paper (#2)
    - Design (#3)
    - Reflections (#4-three reflections averaged into 1 grade)
    - Multi-Media Project (#5)
* Meet with your group and project advisor
* Choose Your Topic
  + Brainstorm topic as a group
  + Take a look at the teacher added topics (topics handout)
* Brief review of the Research Notes Rubric
* Research-What are we after? What are we looking for?
  + Answer the guiding questions
    - What is biomimicry?
    - Why does biomimicry make sense?
    - Why is biomimicry important to you as a Hawaiian?

\*These guiding questions were researched in English class. You should have enough notes here. You also wrote it up into an introduction already. If you find anything really great to put here, you may. You should also add it to your introduction. If not move on, there’s lots to do.

* + - What is your “big picture” problem?
    - What is the specific problem?
    - What does nature do?
    - What can we do to mimic nature?
    - What natural principles will you use to design your model?
    - What materials will you need, what will it look like, and how will it work?
  + Answer new questions that come up as you do your research. Keep these words in your Key Word Bank.
* Review of Resource Requirements (10 minimum per group)
  + At least 2 books
  + At least 4 EBSCO articles
  + At least 4 websites
  + Optional find an expert
* Books
  + The title should give you a clue.
  + Table of contents and index search.
  + Note page number(s) in case you need to go back.
* Review of EBSCO searching (Link on Resource Page)
  + <http://search.ebscohost.com/Community.aspx?authtype=ip&id=-175740013&ugt=62B761166CD665576786651662D52EE261D36113679369E329E33613370335&return=y&IsMobile=N>
  + Student Research Center
  + Uncheck All
  + Recheck-Magazines and Newspaper
  + Limit Your Results
    - Full text
    - Lexile Reading Level-850-1100 (Grade 6 to 8)
  + Find: Key Word Search
    - Search different terms (synonymous or related word searches)
    - Use terms you find in your readings as new Key Words for further searches.
  + Save your articles to a project folder you have created on your desktop.
  + Remember-If you save it correctly your citation is included in your article.
* Website
  + Key word search
  + Evaluate the site for validity
    - .com, .org, .gov, .edu
    - Are you getting consistent information?
  + Experts
    - If you come across a person who you feel could help you in your research or share valuable mana‘o, ask your advisor to help you contact them.
    - Tell the expert what you’re doing and why, and what kind of information you would like them to share with you.
    - Think of questions you might want to ask.
    - Do not contact anyone on your own, unless you know someone personally that might be able to help you. Even then, inform your advisor that you have contacted someone.
* Remember-It’s not about finding LOTS and LOTS of “stuff”. You need to find a few good USEFUL resources that YOU UNDERSTAND.
* Review procedure for filling out the research notes form (minimum of 3 googledocs notes entries per person)
  + Topic:
  + Key Word Search Bank: Remember to keep track of new terms
  + Citation: Cite as you go using bibme (Link on Resource Page)
  + Resource Type: Record whether you are taking notes from a book, a magazine article, a newspaper article, a website, or an expert interview.
  + Notes: Use bullets, paraphrase them, your notes will be checked for plagiarism, so make sure you are not copying anything word for word.
  + Summary: Record the general idea of the articles as you go.

1:15-3:10 Form Group/Choose Topic

* By the end of this work session you should have your topic, an idea about the big and specific problems associated with your topic and how they are all connected, what you will mimic and why. Remember to record this information into your class table on the white board.

Tuesday-1/28-F-Day-Research#1

11:55-12:32-Hui 3 LC, Hui 2 LC Classroom, Hui 4 Science, Hui 1 Math

12:33-1:10-Hui 2 LC, Hui 3 LC Classroom, Hui 1 Science, Hui 4 Math

-Research Guiding Questions

* Check in with your group-Figure out who’s doing what and get to work!
* Remember to fill in your notes thoroughly and correctly. It is important to cite as you go, and to add words to your key word search as you encounter them.
* Time is limited, stay on task, suck it up, you only see the obstacles when you take your eyes off the goal. Keep your eyes on the goal, your research notes are due to edmodo by 3:30 p.m. on Tuesday, 2/4.

1:15-1:52- Hui 4 LC, Hui 1 LC Classroom, Hui 3 English, Hui 2 Socials

1:53-2:30- Hui 1 LC, Hui 4 LC Classroom, Hui 2 English, Hui 3 Socials

2:30 – 3:10 – Block 5 Study Hall

Wednesday-1/29-G-Day-Research#2

9:30-10:07- Hui 4 LC, Hui 1 LC Classroom, Hui 3 Science, Hui 2 Math

10:08-10:45- Hui 1 LC, Hui 4 LC Classroom, Hui 3 Math, Hui 2 Science

-Research Guiding Questions

* Spend some time in your group figuring out your next steps.
* Now get to work!
* Remember to fill in your notes thoroughly and correctly. It is important to cite as you go, and to add words to your key word search as you encounter them.
* Continue working, focus, and persevere!
* Share with your group what you did and what you found out.
* Re-evaluate how it’s going and what direction you should be going in.
* Keep your eyes on the goal, your research notes are due to edmodo by 3:30 p.m. on Tuesday, 2/4.

11:55-12:32-Hui 4 English, Hui 1 Socials, Hui 3 LC, Hui 2 LC Classroom

12:33-1:10-Hui 1 English, Hui 4 Socials, Hui 3 LC classroom, Hui 2 LC

Thursday-1/30-H-Day-Research#3

9:30-10:07- Hui 3 LC, Hui 2 LC Classroom, Hui 4 Science, Hui 1 Math

10:08-10:45- Hui 2 LC, Hui 3 LC Classroom, Hui 1 Science, Hui 4 Math

-Research Guiding Questions

* Group check in-Sharing individual research with the group, deciding what needs to be done next.
* The design process
  + Base your preliminary design on your current research. Have a “think tank” discussion to start “sketching” (in words/pictures) design ideas.
  + Use the natural laws, and EU’s to check your preliminary design.
  + The design process should spark new topics of research, pursue these new topics.
* Decide what needs to be done next.
* Re-assign roles.
* Fill in google.docs notes thoroughly and correctly.
* Keep up with citations and key terms.
* Keep adding, tweaking, rethinking the design.
* Keep your eyes on the goal, your research notes are due to edmodo by 3:30 p.m. on Tuesday, 2/4.

11:55-12:32- Hui 4 LC, Hui 1 LC Classroom, Hui 3 English, Hui 2 Socials

12:33-1:10- Hui 1 LC, Hui 4 LC Classroom, Hui 2 English, Hui 3 Socials

Friday-1/31-Panina A-Day-Research#4

8:20-8:50- Hui 3 LC, Hui 2 LC Classroom, Hui 4 English, Hui 1 Socials

8:51-9:20- Hui 2 LC, Hui 3 LC Classroom, Hui 4 Socials, Hui 1 English

9:35-10:05- Hui 4 English, Hui 1 Socials, Hui 3 LC, Hui 2 LC Classroom

10:06-10:35- Hui 1 English, Hui 4 Socials, Hui 2 LC, Hui 3 LC Classroom

-Research Guiding Questions

* Do a check of your research
  + Do you have enough information for each guiding question?
  + Do you meet the resource requirements?
    - At least 2 books
    - At least 4 EBSCO articles
    - At least 4 websites
    - Optional find an expert
  + Did everyone keep up with recording their citations?
  + Does everyone have at least 3 googledocs notes entries?
  + Any new key words to add to the bank?
  + Continue researching, dig deep, reach high!
  + Keep your eyes on the goal, your research notes are due to edmodo by 3:30 p.m. on Tuesday, 2/4.

Monday-2/3-B-Day-Research#5

8:00-8:37-Hui 3 LC, Hui 2 LC Classroom, Hui 4 Science, Hui 1 Math

8:38-9:15-Hui 2 LC, Hui 3 LC Classroom, Hui 1 Science, Hui 4 Math

-Research Guiding Questions

* + Work, work, work!
  + Time is limited, stay on task, suck it up, you only see the obstacles when you take your eyes off the goal. Keep your eyes on the goal, your research notes are due to edmodo by 3:30 p.m. on Tuesday, 2/5.

9:30-10:07- Hui 4 LC, Hui 1 LC Classroom, Hui 3 English, Hui 2 Socials

10:08-10:45- Hui 1 LC, Hui 4 LC Classroom, Hui 2 English, Hui 3 Socials

Tuesday-2/4-C-Day-Research#6

8:00-8:37- Hui 4 LC, Hui 1 LC Classroom, Hui 3 Science, Hui 2 Math

8:38-9:15-Hui 1 LC, Hui 4 LC Classroom, Hui 3 Math, Hui 2 Science

-Research Guiding Questions

* This is it! Do you have enough research?
* Double check everything on the Research Notes Rubric
* Do you have -
  + Enough Resources
  + Varied Resources
  + Thorough Answers to Your Guiding Questions-Remember-you need enough information for each section to write your paper.
  + Proper Citations
  + Bulleted Notes
  + Good Summaries
* If you have enough research, discuss your research as a group.
* Does it make sense to everyone?
* As a group what have you learned?
* You are each responsible for writing an INDIVIDUAL paper using these notes, are you sure you understand what your notes are saying?
* If you don’t have enough research keep going! Tick-Tock-Tick-Tock time is running out!
* Research Notes due to edmodo by 3:30 TODAY!
* Complete group contribution ratings for yourself and your group partners.
* Reflection #1: Inventing and Affecting the Future-due to edmodo Monday, 2/10.
  + Choose 1 question to answer thoroughly. Look at the rubric you will be assessed on very specific criteria. (content, understanding, and thinking)
    - Question 1: How did the solution you researched transform a problem into an opportunity for positive change?
    - Question 2: During the researching process, how did you deal with overcoming distractions, obstacles, fatigue, boredom, and frustration in order to be successful?
  + If you are doing your reflection in school, type it up on a word document. If you are doing your reflection at home you may type it or do a video reflection to answer these questions.

1:15-1:52- Hui 4 English, Hui 1 Socials, Hui 3 LC, Hui 2 LC Classroom

1:53-2:30- Hui 1 English, Hui 4 Socials, Hui 2 LC, Hui 3 LC CLassroom

2:30 – 3:10 – Block 5 study hall

Wednesday-2/5-D-Day-Writing#1

8:00-9:15-Overview/Introduction

* Make sure reflection was turned in.
* Briefly review Paper rubric.
* Look over the general outline of the paper. It should look familiar, the guiding questions, research notes, and paper outline are the same.
* Writing the Paper (6-Paragraph or 6 Section Essay)
* Introduction
  + Title
  + Lead
  + What biomimicry is and what it means to you as a Hawaiian
  + Thesis Statement
  + Transition
* Problem
  + Transition
  + Explain the big picture problem
  + Explain the specific problem
* Solution
  + Transition
  + Explain what nature does
  + Explain what people can do to mimic nature
* Design
  + Transition
  + Explain the principles you would need to follow to create a biomimicry design
  + Explain what materials you would need, what your design would look like, and how it would work.
* Conclusion
  + Transition
  + Reiterate your specific problem/solution
  + Explain how the concept of biomimicry can help solve problems in general
  + Last thought or impression
* Works Cited
  + Proper citations (Bib Me)
  + Formatted correctly (Alphabetized, indented and spaced properly)
* Glossary of Scientific Terms if time permits
* The page number refers to pages in your *Write Source* that might be useful to you. If you don’t have you’re your advisor has a few copies for you to use in class.
* Look over the sample paper introduction, and take note of the individual pieces.
* The Title-You must have a good title, and you must capitalize it correctly. (pp. 128, 349, 624.2)
  + If you can’t think of a good one now, skip it and do it later
  + Center, bold okay, slightly larger text size okay, but no underline, no Italics, and no quotes around it
  + Use strong colorful words
  + Give the words rhythm and/or alliteration (use the same sounds)
  + Be imaginative
  + Use a metaphor, smile, or analogy
  + Borrow a line from the paper
  + Capitalize the first letters
* You must have a good lead. Your opening sentence must capture attention and motivate readers to keep reading. (p. 109)
  + Start with interesting details
  + Use sensory details to grab the reader’s attention
  + Begin with a person speaking
  + Use onomatopoeia
* Answer the guiding question-What does biomimicry mean to you?
  + Summarize your thoughts, and be CONCISE!
  + Speak from your heart
  + Be convincing
* Your paper must be focused and have a clear thesis statement (the topic + the part to emphasize) (p.394) For example: (your problem + biomimicry)
  + The way man produces its food is causing a huge problem on our planet, but biomimicry could help us farm the way nature does.
  + An abundance of man made carbon dioxide contributes to global problems, figuring out what nature does to treat carbon dioxide could help us solve this problem.
* You must have transitions between your paragraphs. (pp.572-573)
  + In your first paragraph the transition comes at the end and tells the reader what they will learn by reading your paper.
  + You should have your introduction already written. Find it and paste it where it belongs.
  + If you have a good title-great, if not-sometimes it comes later, just make sure the paper comes in with a title.
  + Your final paper is due to edmodo by 3:30 Wednesday, 2/18.

1:15-1:52-Core #1

1:53-2:30-Core#2

2:30-3:10-Block 5 study hall

Thursday-2/6-E-Day-Writing#2

11:55-1:10-Problem

* Look over the Problem Section of the sample paper
* You must have strong paragraphs? (p.54)
* Take note of the transition
* If there is a single problem, a single paragraph is sufficient
* If there are multiple problems that are interrelated, but can be addressed in a single paragraph, it is okay to do that.
* If the amount of information you have about the problem is too much for a single paragraph. Address each problem in a separate paragraph, but make sure they are in an order that makes sense, and that the way they connect to each other are clearly stated.
* Keep writing. Stay on task, keep up, do not fall behind. Whether you think you can, or think you can’t, you’re right.
* If you have any questions you need to ask them!
* Look over the SPECIFIC Problem Section of the sample paper
* Take note of the transition
* The specific problem should be addressed in a single paragraph.
* Your final paper is due to edmodo by 3:30 Wednesday, 2/18.

1:15-1:52-Core #3

1:53-2:30-Core#2

2:30-3:10-Block 5 study hall

Friday- 2/7-Field Trip to Punalu‘u

Monday-2/10-F-Day-Writing#3

11:55-1:10-Solution

* Look over the Solution Section of the sample paper. Note that it is split up into two distinct parts. What does nature do about this problem? What can people do to mimic nature and solve this problem?
* Each paragraph in this section starts with a transition!
* The first paragraph(s) should address the question-What does nature do about this problem? The paragraph(s) that address the question- What can people do to mimic nature and solve this problem? Should follow.
* Your final paper is due to edmodo Tuesday, 2/18.

1:15-1:52-Core #1

1:53-2:30-Core#2

2:30-3:10-Block 5 study hall

Reflection #1: Inventing and Affecting the Future-due to edmodo Monday, 2/10 at 3:10pm.

Tuesday-2/11-G-Day-Writing#4­

9:30-10:45-Design

* Look over the Design Section of the sample paper
* Take note of the transition
* Explain the important principles **you** would need to follow to create a biomimicry design to address the problem you talked about in your paper.
* Explain what materials **you** would need, what your design would look like, and how it would work. You eventually will be making a drawing and/or 3-D model of your design, but this section is where you describe your design with enough detail that the reader should begin to envision what it might look like in their own mind.
* Your final paper is due to edmodo by 3:30 Wednesday, 2/18.

11:55-12:32-Core #3

12:33-1:10-Core#4

Wednesday-2/12-H-Day-Writing#5

9:30-10:45-Conclusion/Citations

* Look over the Conclusion Section of the sample paper
* Take note of the transition
* Remember that your paper must have a satisfying ending. (pp.82, 112, 176). It should not just end as if you ran out of time. Even if you are running out of time. Tick-Tock-Tick-Tock.
* Restate your specific problem and solution.
* Explain how the concept of biomimicry can help solve problems in general
  + Use the information you found when addressing the guiding questions-Why does biomimicry make sense? And Why is biomimicry important to you as a Hawaiian?
* Leave your reader with a last thought or impression.
* Summarize your main idea, and be CONCISE!
* Speak from your heart
* Be convincing
* Look over the Conclusion Section of the sample paper
* Compile a works cited list from your research notes. Remember-All of your sources should already be cited in the correct format!
* Double check your list
  + Is it alphabetized correctly?
  + Indented properly?
  + Spaced correctly
  + Continue your works cited
* Your final paper is due to edmodo Tuesday, 2/18.

11:55-12:32-Core #1

12:33-1:10-Core#2

Thursday-2/13- (Panina-A) Writing #6

8:20-9:20- Works Cited/Edit

*(REVIEW FROM DAY BEFORE) Compile a works cited list from your research notes. Remember-All of your sources should already be cited in the correct format!*

* *Double check your list*
  + *Is it alphabetized correctly?*
  + *Indented properly?*
  + *Spaced correctly*
  + *Continue your works cited*
* Edit your entire paper from top to bottom one section at a time.
  + First, edit for conventions (Capitalization, spelling, grammar, punctuation)
  + Second, check the outline to see if you have all of the correct sections, and the correct information in each section.
  + Third, use the **paper** **rubric** to see if you met all of the expectations for this paper

9:35-10:05-Core #3

10:06-10:35-Core#4

* Your final paper is due to edmodo Tuesday, 2/18.

Friday-2/14-No School/Teacher Unit In-Service

Monday-2/17-No School

Tuesday-2/18-B-Day-Writing#6

8:00-9:15-Edit and Turn In Paper

*(REVIEW DAY BEFORE) Edit your entire paper from top to bottom one section at a time.*

* + *First, edit for conventions (Capitalization, spelling, grammar, punctuation)*
  + *Second, check the outline to see if you have all of the correct sections, and the correct information in each section.*
  + *Third, use the* ***paper******rubric*** *to see if you met all of the expectations for this paper*
  + Your paper is due by the end of the period! Hiki No! Can!
* Peer-edit at least 2 other people’s papers and have them edit yours.
* If you are completely confident and satisfied with your paper, submit it to your advisor through turnitin.com.
* If there is still time, start a sketch of your design. Re-read the design section of your paper. Draw the picture that your words create in your mind.
* Reflection: The Dynamics of Systems & Change –due to edmodo Tuesday 2/25.
  + Choose 1 question to answer thoroughly. Look at the rubric you will be assessed on very specific criteria. (content, understanding, and thinking)
    - Question 1: How does your proposed design affect the “7th generation”?
    - Question 2: What is **your** responsibility to your great-great-great-great-great-great-grandchildren? Why?
    - If you are doing your reflection in school, type it up on a word document. If you are doing your reflection at home you may type it or do a video reflection to answer these questions.
* Your final paper is due to edmodo by 3:30 TODAY.

9:30-10:07-Core #1

10:08-10:45-Core#2

\*Materials needed:

* Borrow scanners
* Black sharpies

Wednesday-2/19-C-Day-Design#1

8:00-9:15-Design Overview

* Briefly look over the Design Rubric.
* Read the design sections of the other group members’ papers.
* Look at any sketches (if anyone has started one)
* Start thinking about the design principles that you have in common with the other group members. Come to consensus about what design principles will be included in your design project.
* Take a look at the sample design principles, and start discussing your design.
* Answer these Design Questions as you discuss your ideas.
  + Is this worth doing?
  + Do we have a clear goal we’re designing for?
  + Are we designing for a problem, not a symptom.
  + Does the design potentially solve more than one problem, and/or minimize the creation of other problems.
* Create a paragraph about your design that follows this model:
  + This is a \_\_\_\_\_. You can use it to \_\_\_\_\_. It solves the problem of \_\_\_\_\_. It was mimicked after \_\_\_\_\_. It works by\_\_\_\_\_. It is sustainable because \_\_\_\_\_. (The model needs to be tweaked to suite each type of design, but this is the general idea)
  + Example: This is a design of a sustainable garden. You can use it grow food in your backyard. It solves the problem of buying foods that have been shipped here and may have been exposed to harmful chemicals. It was mimicked after a prairie ecosystem. It works by …..
* Turn in Final Inked Design to edmodo Monday, 2/24.

1:15-1:52-Core #3

1:53-2:30-Core#4

Thursday-2/20-D-Day-Design#2

8:00-9:15-Design Draft

* Turn in Final Inked Design to edmodo Monday, 2/24.

1:15-1:52-Core #1

1:53-2:30-Core#2

Friday-2/21-Spec. Sched.-Early Release-Design#3

7:35-8:05-Core #3

8:10-8:45-Core #4

9-11:25 - Black and White Design (black sharpie) and scan to computer.

* Turn in Final Inked Design to edmodo Monday, 2/24.

Monday-2/24-E-Day-Design#4

11:55-1:10-Color Design

* Make sure you compare your design against the Design Rubric before you turn it in.
* Turn in Final Inked Design to edmodo by 3:30 TODAY.
* Reflection: Strong Sense of Place-due to edmodo Monday, 3/3 or 3/4.
  + Question 1: Taking what you have learned about the way systems operate, and how sustainable designs work, would you say that your school, home or community uses sustainable design? Why or why not?
  + Question 2: If you could re-design something in your home, school, or community what would it be and why?
  + If you are doing your reflection in school, type it up on a word document. If you are doing your reflection at home you may type it or do a video reflection to answer these questions.

1:15-1:52-Core #1

1:53-2:30-Core#2

2:30 – 3:10-Block 5 Study Hall

Tuesday-2/25-F-Day-Multimedia#1

11:55-1:10- Brainstorm, Storyboard, Voice Over

1:15-1:52-Core #3

1:53-2:30-Core #4

2:30 – 3:10-Block 5 Study Hall

Wednesday-2/26-G-Multimedia#2

9:30-10:45- Rehearsal, Voice Over

11:55-12:32-Core #1

12:33-1:10-Core #2

Thursday-2/27-H-Multimedia#3(English Only)

9:30-10:45-Core #3

11:55-1:10-Core #4

English-Filming

Friday-2/28-Panina A Day-Multi#4(English Only)

8:20-9:20-Core #1

9:35-10:35-Core #2

English-Additional voice overs, production

Monday-3/3-B Day

Multimedia Projects due Hui 4&1

8:00-9:15-Core #3

9:30-10:45-Core #4

Tuesday-3/4-C Day

Multimedia Projects due Hui 3&2

8:00-9:15-Core #1

1:15-2:30-Core #2