

Desktop Publishing: Publications Unit

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to use technology to create and publish real world products*
- *Students will demonstrate the ability to create a publication in order to convey a message.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

ISTE - International Society for Technology in Education

- ISTE Standard 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE Standard 3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE Standard 5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE Standard 6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Transfer

Students will be able to independently use their learning to produce creative and informative publications.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- digital tools can assist in creativity and communication.
- publications can be a creative and informative means to provide communication.

ESSENTIAL QUESTIONS

- Can you judge a book by its cover?

Acquisition

Students will know...

- that publications are created for a variety of audiences and purposes.
- that templates can be used to create publications.
- that a well-designed publication includes various objects but also whitespace.
- that a good publication has both strong content and strong formatting.

vocabulary: format, page parts, advertisements, borders and accents, page design, schemes, designs, master page, flyers, newsletters, brochures, letterhead, signs, menus, calendars, coupon, attention getters.

Students will be skilled at...

- articulating and setting personal learning goals.
- developing strategies leveraging technology to achieve the goals.
- reflecting on the learning process itself to improve learning outcomes.
- planning and employing effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- formulating problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- creating original works or responsibly repurposing or remixing digital resources into new creations.

Content Area Literacy Standards	21st Century Skills
<p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> ● <i>Communicate clearly</i> ● <i>Think creatively</i> ● <i>Apply technology effectively</i> ● <i>Access and evaluate information</i> ● <i>Create media products</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	