

Goals and Competencies— National Educational Technology Standards for Students (NETS*S):**National Educational Technology Standards for Students (NETS*S):****1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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| Green Woods Charter School | Teacher: Mrs. Starke | Time span: 3 classes |
| Grade Level: 7th | | |

Skill Set—Students will work on the following highlighted technology skills:

Applied skills:

- Touch type at a level of proficiency that eliminates keyboarding skill as a barrier to effective computer use
- Develop competency using a variety of software programs
- Demonstrate effective use of common application techniques:
 - Set margin and orientation parameters
 - Assign and edit fonts, font sizes and font styles
 - Utilize the spell check feature
 - Select and incorporate appropriate graphics, including the use of property settings for alignment, wrapping, etc.
 - Apply headers, footers and page numbers

Newly introduced skills:

- Effectively utilize left, right and first line indents
- Set appropriate justification of text (left, right, center, full)
- Incorporate multiple columns as a section of a document and as the format of an entire document
- Apply necessary document formats
- Establish line paragraph and spacing
- Establish hanging indents for one or more paragraphs
- Save the document as an HTML file
- Utilize the thesaurus feature

Activities

Students will have studied the effects of the Fever epidemic on society in Philadelphia, including having read fictional text associated with the time period. They will write obituaries for a fictional character, and also a summary article of life in that time period. These writings will be used to create a 1-2 page newspaper in the style of the period of the mid to late 1800's.

Day 1

Demonstrate adding columns via toolbar, as well as other column options in the menu. Allow students to practice during demonstration. Add “lorem ipsum” or other text for demonstration purposes.

Next, discuss pull-quotes and text boxes, specifically as a way to draw attention to a meaningful or important quote. Stress these as ways to draw a reader in to read your entire article. Link to a student read magazine or bring in examples from a magazine, if possible. Demonstrate inserting a text box using drawing toolbar. Have students insert one text box into demonstration document.

Make modifications to the text box (double-click edges). Change file, borders, positioning, etc. Identify how the text moves in accordance to the text-box. Explain how other objects, like pictures, can move this same way. Show arrow keys on keyboard as a more precise way to position and move objects. Discuss the Text Wrapping button, and what effect those choices have on the object in relation to the text.

Give students about 10 minutes at the end of class to open a new document and practice inserting multiple columns and two text boxes, and make at least two modifications to each text box.

Explain how typical newspapers have section headings and/or headlines that go across the whole paper, even

though there are columns. This can be done in Word and requires us to use breaks.

Demonstrate the Show/Hide button to help determine where our paragraphs, spacing, and breaks occur. Stress the importance of doing all things that will be page wide *first* before setting any section breaks.

Have students open a new document and create a newspaper name and dateline. With Show/Hide marks still visible, demonstrate inserting a continuous section break (menu). See if students can determine which breaks would be used for which circumstances, such as, "If you want to break a new section of a page, but not go to a new page, which would you choose?" If time, discuss what other breaks will do.

After the section break is inserted, identify the break with the Show/Hide marks. Then, have students insert the columns desired for their newspaper.

Give students time to type in article from social studies course, and continue to make modifications, insert text boxes, etc.

Day 2:

Student should open existing newspaper article. Demonstrate ways to insert images from clip art (menu, task pane). Discuss the differences between types of images from clip art, and what changes can be made. Insert a clip with students, and make changes to the clip using double-click to get to the format window. Again, work with moving, positioning, and text wrap to demonstrate the effect on the text around. Stress the importance of choosing images which will not disrupt the text around it, or make the text difficult to read.

Students should use remaining class time to insert new text, and then begin working on adding images, text boxes, and/or Word Art to the articles, in a way which will enhance what is in the newspaper.

Day 3:

On a final working day, students should work on overall page layout, considering things such as:

- Margin side—larger or smaller—using Page Setup menu
- Spacing between columns (Format, Columns menu)
- Breaks (Insert menu)
- Spelling/grammar choices

In remaining time, students should exchange with another student and critique.

Discuss saving things in HTML format. Demonstrate changing the title of the page before saving. Discuss folders which are setup, during the saving process. Discuss how all images used may not show up if they are not **embedded**, or if they are not specifically saved in the folders associated with the web page.

Point out changes which occur to the layout when saving in this format. Discuss trouble-shooting to fix layout "screw-ups".

Allow time for students to finish up and make changes to the layout as needed.

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| <i>Materials/Resources</i> | <i>Assessment</i> |
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| Electronic copies of student written work Microsoft Word | Rubric listed in overall grading for Fever Philadelphia Multimedia Project . |