

# **TECHNOLOGY-11**

## **ESSENTIAL UNIT 3 (E03)**

(Projects in Publishing)

(July 2017)

**Unit Statement:** The student will be exposed to and practice the full functionality of a graphic design application. The student will create and publish several projects for different subject areas. The unit can be combined with other classes, including Cultural Studies, Language Arts, Science, and others.

**Essential Outcomes:** (must be assessed for mastery)

1. **The Student Will** use the guidelines and rulers effectively.
2. **TSW** create a document of one paragraph or more with appropriate fonts, size, text effect, and alignment.
3. **TSW** add graphic elements to the document, including pictures, backgrounds, bullet points, and schemes.
4. **TSW** use at least one provided template to create a document that can be applied to a current school event: flyer, newsletter article, card, calendar, award, etc.
5. **TSW** define a topic and research information for a project that is related to another class.
6. **TSW** create a poster or a brochure about the chosen topic following the basic principles of design, including balance, proximity, alignment, repetition, contrast, and space.
7. **TSW** present a project to an audience using an eye contact, appropriate voice level and tone, useful movement and gesture.
8. **TSW** export a file to .pdf, .jpeg, and .png formats explaining the purpose of each format.

**Suggested Materials/Software:**

- Microsoft Publisher 2010 or newer
- Internet Browser Software
- Library WebPath Express
- [MC Publisher 2010 tutorials](#)
- [MC Publisher 2013 tutorials](#)
- [MC Publisher 2016 tutorial](#)

### **Suggested Websites:**

- [Basic elements of design](#)
- [Elements of design](#)
- [Presentation tips](#)
- [Canva.com](#) - Free online publishing software

### **Suggested Activities, Assessment Tools and Strategies:**

(TSW1-3) - Using provided tutorials, students create a practice document and apply all required features of the program. Students can create a poster about themselves and practice effective usage of the features.

(TSW 4) - Students discover a great variety of templates available in the program and choose at least one that will solve a current school problem. The following topics/events can be used for creating a document: 1) Thank You card for teachers 2) Award certificates for Spelling Bee/ Science Fair winners or similar 3) Computer/ Science Lab Safety Rules brochure 4) Bake Sale flyer 5) Spring Concert flyer 6) School lunch menu 7) Class events calendar and etc.

(TSW 5) - Students can collaborate with another teacher and come up with an effective topic that might cover both disciplines (Technology and other class). Once the topic is chosen, the student create an information plan and research on it. The usage of the Library WebPath Express is suggested for a safe search.

(TSW 6) - Students work independently and create a document (poster or a brochure) that follows the basic principles of design. The technology teacher should let the students study the rubric and explain the principles of design. A checklist could be used to assist the revision process. Refer to the sample rubric at the end of this file.

(TSW 7) - Student present to an audience (could be their classmates, another class, teachers, parents or a mixture of groups) following the tips of a good presentation.

(TSW 8) - Students compare and contrast different file formats that a Publisher file can be saved as. The students can create a Publisher document with a diagram that compares and contrasts the file formats.

*ASSESSMENT RUBRICS FOUND ON FOLLOWING PAGES.....*

## Assessment Rubric – E03 – Projects in Publishing

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)**

**To receive an ‘A’, the student must show ‘A’ level mastery on 5 of 8 available and ‘B’ level mastery on all remaining TSW’s.**

| <b>TSW</b>  | <b>‘A’ level mastery</b>   | <b>‘B’ level mastery</b>   | <b>‘P’ Comment</b> |
|---|--|--|--------------------|
| 1. The Student Will use the guidelines and rulers effectively.  | Organization and the spacing between the elements proves the effective usage of the guidelines and rulers.                                     | Organization and the spacing between the elements proves the usage of the guidelines and rulers though there are few elements that are out of the order. |                    |
| 2. TSW create a document of one paragraph or more with appropriate fonts, size, text effect, and alignment.   | Student effectively creates a document with choosing appropriate text features that support the idea of the document.                          | Student creates a document with choosing appropriate text features that support the idea of the document, though several things could be improved.       |                    |
| 3. TSW add graphic elements to the document, including pictures, backgrounds, bullet points, and schemes.   | Student is able to insert graphic elements that support the idea. All graphics are topic related and ensemble effectively with other elements. | Student is able to insert graphic elements that mostly support the idea. Most graphics are topic related and ensemble effectively with other elements.   |                    |
| 4. TSW use at least one provided template to create a document that can be applied to a current school event: flyer, newsletter article, card, calendar, award, etc.            | Student created one or more documents using a program template. Creativity and additional elements were applied to a template.                 | Student created one document using a program template.   |                    |
| 5. TSW define a topic and research information for a project that is related to another class.  | The topic of a poster is connected to another class unit. The researched information shows clear understanding of the topic.                   | The topic of a poster is connected to another class unit. The researched information shows understanding of the topic.                                   |                    |
| 6. TSW create a poster or a brochure about the chosen topic following the basic principles of design, including balance, proximity, alignment, repetition, contrast, and space. | The student considered all basic elements of design in the work.   | The student considered most of the basic elements of design in the work.   |                    |
| 7. TSW present a project to an audience using eye contact, appropriate voice level and tone, useful movement and gesture.   | The student presented without reading from notes, keeping an eye contact with the audience and was able to answer all questions.               | The student presented mostly without reading from notes, keeping an eye contact with the audience and was able to answer most questions.                 |                    |
| 8. TSW export a file to .pdf, .jpeg, and .png formats explaining the purpose of each format.  | The student can easily explain the purpose of different formats and can export a file to all other formats.                                    | The student can easily explain the purpose of different formats and can export a file to all other formats.  |                    |

### Sample Final Assessment Rubric for a Poster/ Brochure

| Category         | ‘A’ - level  | ‘B’-level  | ‘P’- progress  |
|------------------|--|--|--|
| Balance          | Placement of the different-sized poster elements were chosen thoughtfully and provides stability of the whole composition.       | Placement of the different-sized poster elements provides stability of the whole composition though there are few things that could be improved. | Poster elements are placed without any balance.  |
| Proximity        | Poster elements show clear connection, provide a focal point and it is easy to follow the poster.                                | Poster elements show connection, provide a focal point, though the elements flow could be rearranged.  | Poster elements do not show any connection and it is hard to follow the information flow.                              |
| Alignment        | Poster elements are well organized; text and images are ordered and support each other.  | Poster elements are organized; text and images are ordered and support each other, though several things could be improved.                      | Poster elements are not organized and create haphazard effect.   |
| Repetition       | The usage of repetition adds a meaning to the poster and ensembles well with the whole composition.                              | The usage of repetition is used well in the poster and ensembles with some uncertainty with the whole composition.                               | The used repetition principle does not create association and consistency.   |
| Contrast         | All the elements are colored and sized effectively and it is easy to see the main keys/ points of the poster.                    | All the elements are colored and sized well and it is easy to see the main keys/ points of the poster, though a few things could be improved.    | Some elements show contrast though it is hard to see the main keys/ points of the poster.                              |
| Space            | The distance/ space between the elements is well thought and organized.  | The distance/ space between the elements is considered well though several elements should be moved/rearranged.                                  | The distance/ space between the elements was not considered.   |
| Content          | The topic of a poster is connected to another class unit. The researched information shows clear understanding of the topic.     | The topic of a poster is connected to another class unit. The researched information shows understanding of the topic.                           | The topic of a poster is Not connected to another class unit. The researched information does not relate to the topic. |
| Grammar/Spelling | No grammar or spelling mistakes are found on the poster.   | Very few grammar or spelling mistakes were found.  | Many grammar or spelling mistakes were found.  |
| Presentation     | The student presented without reading from notes, keeping an eye contact with the audience and was able to answer all questions. | The student presented mostly without reading from notes, keeping an eye contact with the audience and was able to answer most questions.         | The student read from notes, had no eye contact with the audience and was not able to answer most questions.           |