

Digital/Media/Advanced Technology - Unit #4:

iBooks

Content Area: **Vocational**
Course(s): **Digital Media**
Time Period: **First Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Content created throughout the year will be brought together in a final culminating project in iBooks Author. This will give students an opportunity to create a portfolio of work created throughout the year utilizing audio (GarageBand), photo (iPhoto), and video (iMovie).

21st Century Themes: Students need to be prepared for increasingly complex life and work environments in today's world by exhibiting a range of functional and critical thinking skills. Students must be able to both collaborate and make individual contributions using a variety of technology tools. They also must possess the ability to be flexible and adapt, show initiative and self-directions, and take on responsibilities and leadership roles in order to be competitive.

STAGE 1- DESIRED RESULTS

Educational Standards

2016 New Jersey Student Learning Standards- 21st Century Life and Careers

The 12 Career Ready Practices

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

2016 New Jersey Student Learning Standards- Technology

8.1 Educational Technology

Strand A: Technology Operations and Concepts

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.A.CS1	Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

Strand B: Creativity and Innovation

TECH.8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

Strand C: Communication and Collaboration

TECH.8.1.8.C.1

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.8.C.CS4

Contribute to project teams to produce original works or solve problems.

Strand D: Digital Citizenship

TECH.8.1.8.D.1

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.D.3

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

TECH.8.1.8.D.4

Assess the credibility and accuracy of digital content.

TECH.8.1.8.D.5

Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8.D.CS3

Exhibit leadership for digital citizenship.

Strand E: Research and Information Fluency

TECH.8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

TECH.8.1.8.E.CS1

Plan strategies to guide inquiry.

TECH.8.1.8.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.8.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Strand F: Critical thinking, problem solving, and decision making

TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
TECH.8.1.8.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.F.CS4	Use multiple processes and diverse perspectives to explore alternative.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

Strand A: The Nature of Technology: Creativity and Innovation

TECH.8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e., telephone for communication - smart phone for mobility needs).
TECH.8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
TECH.8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
TECH.8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
TECH.8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
TECH.8.2.8.A.CS1	The characteristics and scope of technology.
TECH.8.2.8.A.CS2	The core concepts of technology.
TECH.8.2.8.A.CS3	The relationships among technologies and the connections between technology and other fields of study.

Strand B: Technology and Society

TECH.8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
TECH.8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
TECH.8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
TECH.8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

TECH.8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
TECH.8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
TECH.8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is up cycled, reused or remanufactured into a new product.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.
TECH.8.2.8.B.CS4	The influence of technology on history.

Strand C: Design

TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
TECH.8.2.8.C.2	Explain the need for optimization in a design process.
TECH.8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
TECH.8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
TECH.8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
TECH.8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
TECH.8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
TECH.8.2.8.C.5a	Explain the interdependence of a subsystem that operates as part of a system.
TECH.8.2.8.C.5b	Create a technical sketch of a product with materials and measurements labeled.
TECH.8.2.8.C.CS1	The attributes of design.
TECH.8.2.8.C.CS2	The application of engineering design.
TECH.8.2.8.C.CS3	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.

Strand D: Abilities for a Technological World

TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
TECH.8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
TECH.8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and

	incorporate diagrams or images throughout to enhance user comprehension.
TECH.8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
TECH.8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
TECH.8.2.8.D.CS1	Apply the design process.
TECH.8.2.8.D.CS2	Use and maintain technological products and systems.
TECH.8.2.8.D.CS3	Assess the impact of products and systems.

Strand E: Computational Thinking: Programming

TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
TECH.8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.
TECH.8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
TECH.8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
TECH.8.2.8.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

Essential Questions

- How can new digital tools be used to enhance current projects?
- How can we utilize iBooks Author to convey our ideas creatively?

Enduring Understanding

- Prior knowledge and appropriate use of applications are required when selecting and using digital tools
- Digital tools are only as good as their users
- Media rich content enhances creativity and constructing knowledge
- There are concerns regarding the practice of safe, legal, and ethical behaviors when looking at the advancement of technology
- Effective use of digital tools assists in gathering, managing, and presenting information
- Technology is always changing therefore we should be lifelong learners.
- New technology tools and apps can allow for creativity, exploration of talents and interests, and make students more marketable.

Students will know...

- What iBooks Author is
- How to use the iBooks Author
- How to implement creations into presentations for other classes

Students will be able to...

- Create an electronic student portfolio
- Reflect on technology strengths/areas in need of improvement
- Reflect on technology interests

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment Suggestions

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay

- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments Suggestions

- Creation of iBook Intro Media for ANY topic.
- Utilization of widgets (1, 2, etc.) to explain one topic from Digital Media.
- Brief iBook publication on the topic of the student's choice.
- Complete iBook, using all tools, widgets, apps etc. to recap what was learned in Digital Media.

Benchmark Assessments

- Creation of one iBook page.
- Addition of Intro Media.
- Addition of widgets and tools.

STAGE 3- LEARNING PLAN

Instructional Map

Lesson Title: iBooks Author

Timeframe: approximately 6 weeks, 40 mins. every other day.

Goals/Objectives:

- Create an electronic student portfolio
- Reflect on technology strengths/areas in need of improvement

- Reflect on technology interests

Learning Activities/Instructional Strategies:

- Drag and drop text, photos, video
- Export projects from iLife apps
- Edit, format, preview pages
- Add/create Widgets
- Preview in iBooks app

Equipment/Resources Needed:

- MBA - iBooks Author app
- Previously completed projects

Lesson Assessment: iBook rubric

Modifications/Differentiation of Instruction

- For struggling students, templates and more step-by-step break downs of lessons will be provided.
- For intermediate students, basics of applications will be covered and creations will be made from scratch.
- For advanced students, other app features, and possibly other apps will be explored. Independent, challenging tasks will be given.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test

- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Menu Assignments
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping

- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Open-ended Activities
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

All content areas

Vertical Integration- Discipline Mapping

Additional Materials

- MBA - IBooks Author app
- Previously completed projects