

Digital Technology Thematic Unit Plan

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## General Information

### Time span-

This project will last a duration of five months. Every month students will work on a new aspect of their project. Every student in class will be able to work on their project for approximately 30 minute sessions twice a week. Please feel free to modify this as needed as only one particular aspect of this lesson may apply to your students.

### Grade Level-

The grade level will vary from project to project and any project may be modified to suit the needs of your grade level. These projects are all very diverse and therefore may be applied to grade levels K-12.

### Intended audience(s)

The intended audience throughout the process will include: classmates, peers within the school, cafeteria employees, school district, school board members, the principal, the superintendent, high school technology students, and parents. Each lesson will target a slightly different audience with the culmination which targets the parents.

### Objectives - What will be learned & achieved?

**Reading:** Understand how format, graphics, sequence, and diagrams make information accessible and usable.

**Social Science:** Describe the views, lives, and impacts of key figures from the Revolutionary War.

**Writing:** Edit and revise documents to improve the meaning and focus of writing.

**Technology:** Understand digital applications appropriate to specific media and projects.

### Content - curriculum area/skill(s)

Throughout this project students will be focusing heavily on the curriculum areas of reading, writing, social science, and technology.

### Standards addressed:

#### Reading:

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

#### Writing:

- 1.1 Create multiple-paragraph narrative compositions.
- 1.2 Create multiple-paragraph expository compositions.
- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

#### Technology:

- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.4 Understand digital applications appropriate to specific media and projects.

4.7 Understand how technology can reinforce, enhance, or alter products and performances.

**Why use technology?**

- Technology allows students to be more creative and remain in their element.
- Students will have access to their work for years after they have left the class.
- Students need access to various programs such as: Sumo Paint, Audacity, PowerPoint, and Animoto to gain 21st century skills.
- Students can easily research information about the American Revolution.
- All projects will lead to a final project that requires informing of concepts.

**Materials/resources: equipment, software, management, integration:**

Students will need access to a computer, laptop, internet, folder on desktop, paper, memory stick, teacher designed handout, digital journal, rubric, history book, music, jingles, Sumo Paint, Audacity, PowerPoint, Animoto, shockwave-sound.com, bing.com/images, and zamzar.com.

**Expected outcomes:**

Students will be exposed to a variety of programs such as: Sumo Paint, Audacity, PowerPoint, and Animoto. All students will be expected to produce various works within each program. As a culmination of working with several different programs students will be expected to incorporate all of the work that they have done within a digital portfolio.

- Operate multiple programs concurrently
- Design and edit audio files and image files
- Compose cinquain for Comic
- Design a historical figure poster
- Develop school's lunch menu
- Record and edit voice
- Export and publish various image and audio files
- Construct Comic song
- Create school jingle
- Produce employee appreciation PowerPoint and Animoto
- Create a digital portfolio

## SUMO PAINT

Grade Level:  
K-12

Time Frame:

Students will be able to work for 30 minutes twice a week, for a duration of one month.

Lesson Objective:

Utilize the various features of Sumo Paint such as layers, filters, and tools to create an authentic piece of work.

Concept Definition:

Sumo Paint is a free program that is available online. It is a program that is similar to Paint, yet it has more features which allow the user to create original works of art.

Critical Attributes:

- Address Bar- type in a web address and search for a website
- Filters- various features that will alter an image and allow for customized images
- Tools- various drawing tools and selection tools
- Layers- when images may be placed on above or behind one another

Example & Non Example:

Example: Sumo Paint allows the user to import a digital image and use various tools to edit it. Different background layers can be added which allow for a higher degree of creativity.

Non Example: Sumo Paint allows the user to record their own sounds and filter their sounds to get a truly original piece of music.

T: Why is this a non example? What is wrong with the statement?

S: This is a non-example because...

Opening: Real Life Applications

In high school you are asked to bring in a photograph of yourself. Instead of only being able to show one aspect of yourself, you can utilize Sumo Paint to edit your favorite photograph and include many different elements that are representative of yourself.

Lesson 1: Experimenting and Learning

T- Model where to find the address bar.

S- Go to [www.sumopaint.com](http://www.sumopaint.com) and click on *open sumo paint and start fooling around*.

T- Summarize how to get to [www.bing.com/images](http://www.bing.com/images).

S- Go to [www.bing.com/images](http://www.bing.com/images) and search for an image that is representative of the Revolutionary War.

T- Demonstrate how to highlight and copy information.

S- Copy the link and go back to Sumo Paint, click on File, Open From URL.

T- Describe how to paste information by right clicking the mouse.

S- Paste the address into this dialogue box and click on Open.



- T- Discuss pros and cons of resizing images and pixel information.
- S- Resize the image by clicking on the Info/Zoom box and reflect in digital journal.

#### Lesson 2: Comic Cinquain

- T- Locate filters and showcase several different possibilities.
- S- Explore the various filters that can be applied to the image.
- T- Illustrate how many images in magazines consist of different layers.
- S- Select new layer at the bottom right hand corner in the Layers category.
- T- Show the pattern of the cinquain (1,2,3,2,1).
- S- Insert text box, create cinquain, and place cinquain on top of the previous layer.
- T- Model how to get to the filters and change the presets.
- S- Run the cinquain through various filters.
- T- Explain how to save the work to a specific location.
- S- Save the work to the desktop and the folder and reflect in digital journal.

#### Lesson 3: Comic Cover

- T- Showcase various advertisements from magazines.
- S- Reflect on the various elements that are noticed in the advertisement.
- T- Inform students that they will be utilizing elements of Sumo Paint to create a poster/front cover for their comic.
- S- Create a poster for comic.
- T- Explain elements that need to be present: image, background, creativity, and wording.
- S- Take notes of elements through Cornell Style notes.
- T- Support creative brainstorming time.
- S- Work on comic poster.
- T- Print posters and showcase them in cafeteria hall for all to see.
- S- Reflect in digital journal.

#### Lesson 4: Informing with Sumo Paint: Lunch Menu

- T-Discuss various projects students have done: Comic Cinquain and Comic Cover
- S- Reflect on previous work in digital journal and save to folder.
- T- Explain that students will be using their knowledge of Sumo Paint to create a lunch menu.
- S- Incorporate previous skills acquired in design of lunch menu.
- T- Circulate room and answer any questions.
- S- Finalize the school's lunch menu and save as JPG.
- T- Distribute class samples to cafeteria employees.
- S- Self-assess with use of rubric and modify work as needed.
- Note: Cafeteria employs select one menu and distribute it school wide for a given month.

#### Closure:

- T- Explain how to save the work to the memory stick.
- S- Project their work onto the screen and observe in silence.
- T- Facilitate an evaluation with the class of: What?, So what?, and Now what?
- S- Reflect on all completed work in digital journal; save to folder.
- T- Define the next program that students will be working with for editing sound.
- S- Open the Audacity and explore independently.

### SUMO PAINT RUBRIC

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

	1	2	3	4
<b>Reading</b>	Inadequate development of main ideas and concepts presented in texts, as well as inadequately identifies and assesses evidence that supports those ideas.	Minimal development of main ideas and concepts presented in texts, as well as minimally identifies and assesses evidence that supports those ideas.	Satisfactory development of main ideas and concepts presented in texts, as well as satisfactorily identifies and assesses evidence that supports those ideas.	Exceptional development of main ideas and concepts presented in texts, as well as exceptionally identifies and assesses evidence that supports those ideas.
<b>Writing</b>	Improperly edits and revises manuscripts to improve the meaning and focus of writing.	Limited demonstration of editing and revising manuscripts to improve the meaning and focus of writing.	Adequate demonstration of editing and revising manuscripts to improve the meaning and focus of writing.	Demonstrates full knowledge of editing and revising manuscripts to improve the meaning and focus of writing.
<b>Sumo Paint</b>	Rarely utilizes the various features of layers, filters, and tools to create an authentic piece of work.	Includes few elements of layers, filters, and tools to create an authentic piece of work.	Reasonable use of layers, filters, and tools to create an authentic piece of work.	Clearly uses layers, filters, and tools to create an authentic piece of work.

Total Score: \_\_\_\_\_

## AUDACITY

Grade Level:  
5<sup>th</sup> -12<sup>th</sup>

Time Frame:

Students will be able to work for 30 minutes twice a week, for a duration of one month.

Lesson Objective:

Utilize the various features of Audacity such as edit, effect, and generate to create an authentic piece of work.

Concept Definition:

Audacity is a program that can be utilized to capture and edit sounds as well as music. Audio files can be imported edited and ultimately exported again as a new sound file. Various layers can be added as well as altered to truly create an authentic piece.

Critical Attributes:

- Import- allows the user to bring a sound file into the program
- Export- allows the user to publish or finalize a sound file
- Effect- a manner of editing a sound file to make it more authentic
- Tools- various different selection tools

Example & Non Example:

Example: Audacity is a truly unique program in that it can be used to capture and alter sound files.

Non Example: Audacity can be utilized with images and it allows the user to import and edit images.

Question:

T-Why is this a non-example? What is wrong with the statement?

S- It is a non-example because...

Real Life Application:

In a setting in which students must work in the future with a new skill set, they will be able to import and export files. They will also be able to create their own custom sounds as well as music. Students could use Audacity to create their own record of music. It can even be used as a sound file which can dub over the images and sounds of another video.

Lesson 1: Experimenting and Learning

T- Model how to get onto to [www.shockwave-sound.com](http://www.shockwave-sound.com) and search for music.

S- Open web browser, go to website, and search for music.

T- Describe how music can affect a persons' mood.

S- Experiment with the different music genres that they have found.

T- Demonstrate how to preview the music.

S- Preview various types of music and download preview.

T- Explain how to save the downloaded preview to desktop.

S- Save downloaded song to desktop.



T- Demonstrate how to import an audio file into audacity. (Click on file, import, and find the file)

S- Select a file from [www.shockwave-sound.com](http://www.shockwave-sound.com) and import it into Audacity.

#### Lesson 2: Record Voiced Comic Cinquain

T- Describe what the selection tools can do and model.

S- Select a portion of the sound file, copy it, paste it, and add an effect.

T- Modify the sound file by adding a recorded message. (will need a microphone for this)

S- Practice recording themselves and layering it with their modified sound file.

T- Locate the cinquain that was created earlier with Sumo Paint.

S- Obtain the cinquain and record themselves reading it.

T- Model how to export the sound file and discuss various sound file formats.

S- Export file to desktop folder and reflect in digital journal.

#### Lesson 3: Comic Book Rap

T- Describe cinquain recording.

S- Open cinquain recording and listen.

T- Showcase several different songs that are representative of music of various themes.

S- Search through [www.shockwave-sound.com](http://www.shockwave-sound.com) for music symbolic of comic theme.

T- Discuss copyright laws for audio files. Click on the link below to view a video that relates to the topic (made with Animoto).

<http://animoto.com/play/N0GDw3Bmynvw7zQc3kVqpA>

S- Download audio file and import to Audacity.

T- List project components: time-1 min, reflective of time period, create lyrics.

S- Create compositional piece that is 1 minute in duration, reflective of the student created comic.

T- Illustrate how to export and publish audio file.

S- Export and publish audio file; reflect in digital journal.

#### Lesson 4: Informing with Audacity: School Jingle

T- Think-a-loud about skills acquired with lessons 1 and 2.

S- Reflect upon their newly acquired skills in digital journal.

T- Explain task of creating a school district jingle that will be hosted on district website.

S- Think-pair-share with elbow partners.

T- Showcase various jingles that can be found online as examples.

S- Create jingles that contain music and words.

T- Circulate throughout the room and assist as needed. Monitor student progress.

S- Self-assess with rubric and modify as needed; export and publish audio jingle file.

Note: Give to school principal to select a jingle that will be hosted on district website.

#### Lesson 5: Closure

T- Explain how to save all work to the memory stick.

S- Project their audio clip through the main speakers.

T- Facilitate an evaluation with the class of: What?, So what?, and Now what?

S- Share their insights with the class and reflect in digital journal about process.

T- Mention the next program that students will be working with for presentations.

S- Open PowerPoint and explore independently.

**AUDACITY RUBRIC**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

	1	2	3	4
<b>Reading</b>	Inadequate development of main ideas and concepts presented in audio, as well as inadequately identifies and assesses evidence that supports those ideas.	Minimal development of main ideas and concepts presented in audio, as well as minimally identifies and assesses evidence that supports those ideas.	Satisfactory development of main ideas and concepts presented in audio, as well as satisfactorily identifies and assesses evidence that supports those ideas.	Exceptional development of main ideas and concepts presented in audio, as well as exceptionally identifies and assesses evidence that supports those ideas.
<b>Writing</b>	Improperly edits and revises manuscripts to improve the meaning and focus of audio.	Limited demonstration of editing and revising manuscripts to improve the meaning and focus of audio.	Adequate demonstration of editing and revising manuscripts to improve the meaning and focus of audio.	Demonstrates full knowledge of editing and revising manuscripts to improve the meaning and focus of audio.
<b>Audacity</b>	Rarely utilizes the various features of layers, effects, and tools to create an authentic piece of work.	Includes few elements of layers, effects, and tools to create an authentic piece of work.	Reasonable use of layers, effects, and tools to create an authentic piece of work.	Clearly uses layers, effects, and tools to create an authentic

Total Score: \_\_\_\_\_

## POWERPOINT

Grade Level:  
3<sup>rd</sup>-12<sup>th</sup>

Time Frame:

Students will be able to work for 30 minutes twice a week, for a duration of one month.

Lesson Objective:

Utilize the various features of PowerPoint to create an authentic presentation.

Concept Definition:

PowerPoint is a program that allows the user to facilitate a presentation through a visual, auditory, and verbal point of view. Within PowerPoint the user can create various images, exhibit text, incorporate video, and add audio.

Critical Attributes:

- Slide- a graphic representation of one page
- Layout- the manner in which the text, images, and video is arranged on a slide
- Design-includes the various background, font, color, and word art schemes
- Word Art- a font that is more artistic in nature and used as an element of design
- Animations- the use of transitions between slides and effects within a slide

Example & Non Example:

Example: PowerPoint allows the user to create a presentation that includes visual representations with images and text as well as audio to enhance a presentation.

Non Example: PowerPoint allows the user to edit and create new sounds as well as images that will allow for authentic sounds and images.

Question:

T-Why is this a non-example? What is wrong with the statement?

S- It is a non-example because...

Real Life Application:

In your high school class the teacher informs you that you will be creating a presentation on a selected topic and you happen to notice the projector and laptop sitting at the front of the class. Rather than creating a boring poster board and having to carry it around everywhere you go, you save your PowerPoint to a memory stick. You walk into class and blow everyone away with your presentation that includes a custom made background with images, audio, video, and text.

Lesson 1: Experimenting and Learning

T- Analyze the significance of a background.

S- Select a background.

T- Review how to make a customized background with Sumo Paint.

S- Create background with Sumo Paint, save as JPG and import as background.

T- Identify benefits of word art and explain how to input word art.



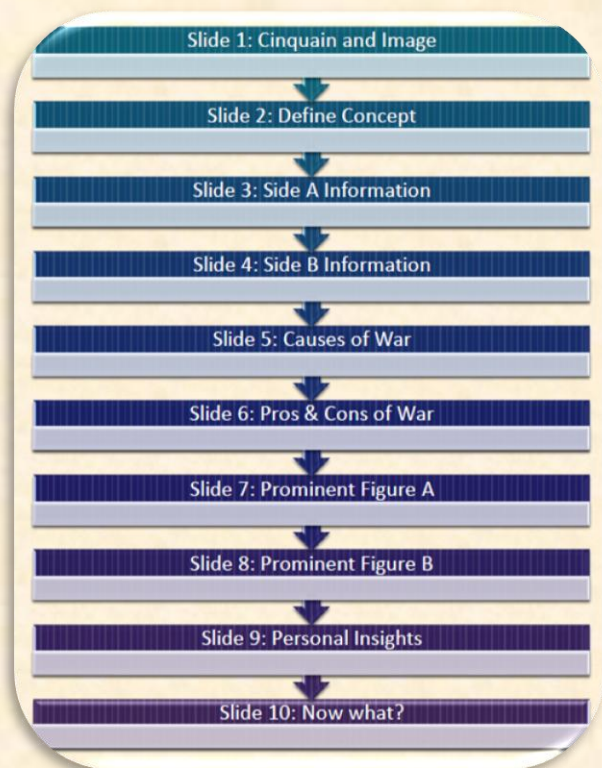
- S- Experiment with different types of word art.
- T- Identify steps for copying and pasting an image.
- S- Copy and paste an image and create a label for it with word art.
- T- Model creation of multiple slides.
- S- Create various slides with images and word art.

#### Lesson 2: Sequence-Comic Series of Events and Images

- T- Sequence a series of events on white board.
- S- Find similar images as comic via [www.bing.com/images](http://www.bing.com/images) and tell the story with word art.
- T- Describe different aspects of arrangement of slide layout.
- S- Reorganize sequenced story by altering the slide layout and adding new information.
- T- Review procedures for saving and placing file in folder.
- S- Save work to folder and reflect in digital journal.

#### Lesson 3: Comic Structure-

- T- Describe significance of background music for presentation and Audacity.
- S- Create looped background music as ambient music for presentation via Audacity
- T- Show how to import JPG from folder and send to back of slide.
- S- Create first slide by importing cinquain created on Sumo Paint from folder.
- T- Review outline for creation of presentation.
- S- Collect and gather information via web.
- T- Discuss and exhibit Rubric for presentation.
- S- Synthesize and compose their PowerPoint presentations and reflect in digital journal.



#### Lesson 4: Informing with PowerPoint

##### Autobiography- Family Life

- T- Define concept of an autobiography.
- S- Reflect in digital journal about history that they recall of themselves.
- T- Review elements such as background, slide design, audio, and word art.
- S- Facilitate discussion with parents about family tree.
- T- Circulate around the room and assist as needed on individual basis.
- S- Create autobiography.
- T- Showcase my own autobiography with the students.
- S- Reflect in silence on what they saw and apply it to their own autobiography.

#### Lesson 5: Informing with PowerPoint: School Employees Appreciation

- T- Facilitate discussion about school employees and things they do.

S- Reflect in digital journal on what they know about school employees.  
T- Hand out cameras and review how to upload images from camera to computer.  
S- Find school employees and take picture.  
T- Describe jobs and interview process.  
S- Interview various school site employees and exchange gathered information in class.  
T- Record findings throughout the classroom.  
S- Create employee appreciation PowerPoint with images, backgrounds, and audio.  
T- Circulate throughout the room and assist students as needed.  
S- Self-assess with rubric and modify as needed; publish work.  
Note: Present top three at a school board meeting and have board members judge which will be posted on district website.

Lesson 6:

T- Explain how to save the work to the memory stick.  
S- Project their PowerPoint presentations through the main projector.  
T- Facilitate an evaluation with the class of: What?, So what?, and Now what?  
S- Will share their insights with the class and reflect in digital journal. (See Appendix A)  
T- Mention the next program that students will be working with Animoto.  
S- Open Animoto and explore independently.



### POWERPOINT RUBRIC

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

	1	2	3	4
<b>Reading</b>	Inadequate development of main ideas and concepts presented in presentation, as well as inadequately identifies and assesses evidence that supports those ideas.	Minimal development of main ideas and concepts presented in presentation, as well as minimally identifies and assesses evidence that supports those ideas.	Satisfactory development of main ideas and concepts presented in presentation, as well as satisfactorily identifies and assesses evidence that supports those ideas.	Exceptional development of main ideas and concepts presented in presentation, as well as exceptionally identifies and assesses evidence that supports those ideas.
<b>Writing</b>	Improperly edits and revises manuscripts to improve the meaning and focus of presentation.	Limited demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Adequate demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Demonstrates full knowledge of editing and revising manuscripts to improve the meaning and focus of presentation.
<b>PowerPoint</b>	Rarely utilizes the various features of design, animation, and inserting to create an authentic piece of work	Includes few elements of design, animation, and inserting to create an authentic piece of work.	Reasonable use of features of design, animation, and inserting to create an authentic piece of work.	Clearly uses features of design, animation, and inserting to create an authentic

**TOTAL SCORE:** \_\_\_\_\_

## ANIMOTO

Grade Level:  
3<sup>rd</sup>-12<sup>th</sup>

Time Frame:

Students will be able to work for 30 minutes twice a week, for a duration of one month.

Lesson Objective:

Create an authentic presentation with the assistance of Animoto and its various features.

Concept Definition:

Animoto is a program that allows the user to import images and music to create a truly unique video. This video can be utilized as a type of presentation and the user can insert short segments of other videos as they create their own custom designed show.

Critical Attributes:

- Image Pacing- the speed at which the presentation occurs: ½, normal, 2x
- Upload- similar to importing and exporting, take a file that I have and post it to Animoto
- Finalize- stage in which the Animoto presentation will be published

Example & Non Example:

Example: Animoto is a web-based program which allows the user to take text, images, music, audio, and video to create a truly one of a kind video presentation.

Non Example: Animoto can be utilized to edit images as well as audio files.

Question:

T-Why is this a non-example? What is wrong with the statement?

S- It is a non-example because...

Real Life Application:

You are at a job and your employer informs you that you are going to be in charge of a presentation that will showcase all of the hard work that the company has done. You begin to panic, but then you recall your previous work with Animoto. You take all of your images, upload them to Animoto and create the best video presentation that your boss has ever seen.

Lesson 1: Experiment and Practice- Sequence of Events

T- Model what the various settings on the digital camera are for and group students.

S- Storyboard a sequence of events, then take photos with digital camera.

T- Describe how to upload images from the camera to the computer.

S- Upload their images to a folder on the desktop.

T- Go to [www.animoto.com](http://www.animoto.com) and sign in. (Make a free video that is 30 seconds long.)

S- Sign in to [www.animoto.com](http://www.animoto.com). (An e-mail address is needed.)

T- Demonstrate how to navigate the site to the creation section.

S- Upload images from the folder onto the Animoto with partner.

T- Discuss reasons for incorporating music and mention previous Audacity sound clips.

S- Create a sound clip on Audacity from [www.shockwave-sound.com](http://www.shockwave-sound.com) and upload to Animoto.

T- Review concept of image pacing: 1/2, normal, and 2x speed.

- S- Select an appropriate speed for pacing of images.
- T- Model method of finalizing project.
- S- Finalize their project in partners and showcase to class; reflect in digital journals.

#### Lesson 2: PowerPoint Animoto

- T- Remind class of Comic Structure PowerPoint.
- S- Open Comic Structure PowerPoint from folder on desktop.
- T- Review how to save as a JPG.
- S- Save as JPG and import to [www.animoto.com](http://www.animoto.com).
- T- Review location of Comic Story audio file created with Audacity in folder.
- S- Import to Animoto and create an Animoto.
- T- Mention rules to listening and watching. Hand out rubric for self-assessment.
- S- Showcase work and write what they see. Self-assess with rubric and modify as needed.

#### Lesson 3: Comic Animoto

- T- Break students into small groups.
- S- Situate themselves with their comics at the ready.
- T- Review the various camera setting with students.
- S- Photograph every panel that they created and upload to computer.
- T- Explain how to create a folder on desktop and place photos in the folder.
- S- Upload photos and place in folder.
- T- Model how to rename the image to help with the order as they are uploaded.
- S- Create an Animoto out of photographs and showcase.
- T- Mention rules to listening and watching.
- S- Showcase work and write what they see; comment on one new thing they learned about peers.

#### Lesson 4: Informing with Animoto: School Employees Showcase

- T- Explain that the class will be making a School Employee PowerPoint.
  - S- Take photographs of all school employees and upload to computer, also interview each employee.
  - T- Model how to import photos to PowerPoint or copy and paste them in.
  - S- Copy and paste the photos into various slides on PowerPoint and add interview notes.
  - T- Review school jingle as opening.
  - S- Create Animoto and incorporate school jingle with audio.
  - T- Mention rules to listening and watching.
  - S- Self-assess with rubric and modify as needed; showcase work and write what they see.
- Note: Select top three and show to superintendent for judging. Winner hosted on district website.

#### Lesson 4: Closure

- T- Describe how to save link to their work.
- S- Project their Animoto presentations through the main projector.
- T- Facilitate an evaluation with the class of: What?, So what?, and Now what?
- S- Share their insights with the class and reflect on process in digital journal. (See Appendix A)
- T- Mention the next task that students will have: digital portfolios.
- S- Open PowerPoint and experiment with hyperlinks.

**ANIMOTO RUBRIC**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Reading</b>	Inadequate development of main ideas and concepts presented in presentation, as well as inadequately identifies and assesses evidence that supports those ideas.	Minimal development of main ideas and concepts presented in presentation, as well as minimally identifies and assesses evidence that supports those ideas.	Satisfactory development of main ideas and concepts presented in presentation, as well as satisfactorily identifies and assesses evidence that supports those ideas.	Exceptional development of main ideas and concepts presented in presentation, as well as exceptionally identifies and assesses evidence that supports those ideas.
<b>Writing</b>	Improperly edits and revises manuscripts to improve the meaning and focus of presentation.	Limited demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Adequate demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Demonstrates full knowledge of editing and revising manuscripts to improve the meaning and focus of presentation.
<b>Animoto</b>	Rarely utilizes the various features of spotlights, text, style, pacing, and music to create an authentic piece of work	Includes few elements of spotlights, text, style, pacing, and music to create an authentic piece of work.	Reasonable use of features of spotlights, text, style, pacing, and music to create an authentic piece of work.	Clearly uses features of spotlights, text, style, pacing, and music to create an authentic piece

Total Score: \_\_\_\_\_



## DIGITAL PORTFOLIO

Grade Level:  
5<sup>th</sup>-12<sup>th</sup>

Time Frame:

Students will be able to work for 30 minutes twice a week, for a duration of one month.

Lesson Objective:

Create a portfolio that is symbolic of the work that has been done with various technology based assignment.

Concept Definition:

A digital portfolio is a type of storage area that will showcase the best work that you have done as well as your knowledge of various programs. It must be created in a way that allows for easy user interaction.

Critical Attributes:

- Sumo Paint- free online site allows for editing and creating of images
- Audacity- free download allows for editing and creating of audio
- PowerPoint- presentation program that incorporates audio, images, video, and text
- Animoto- allows for creation of video presentation
- Table of Contents- informs audience of what can be found within document
- Hyperlink- a link that allows audience to move backwards or forwards within a document

Example & Non Example:

Example: A digital portfolio can be created with PowerPoint as it allows the user to incorporate various images, sounds, and videos. It should have a table of contents which allows for easy navigation.

Non Example: A digital portfolio can be created with Animoto because it allows the user to incorporate various images, sounds, and videos. It can even include a table of contents.

Question:

T- Why is this a non-example? What is wrong with the statement?

S- It is a non-example because...

Real Life Application:

You are applying for a new job and a requirement is that you showcase a portfolio that contains your best work. You put together a digital portfolio that showcases all of your talents as well as skills. Not only does your portfolio showcase your best work but it is also highly interactive as well as engaging. The boss mentions that this portfolio is by far the best he has seen and you get hired.

Lesson 1:

T- Showcase an example of a PowerPoint digital portfolio.

S- Take notes and write a reflective paragraph on what they saw in digital journal.



- T- Break down each slide, review information on each slide and the manner of presentation.
- S- Think-pair-share with elbow partner about information and the manner in which it was shown.

#### Lesson 2:

- T- Discuss the content that needs to be found within the digital portfolio.
  - S- Brainstorm ideas as to how they want to include their information. (i.e. Animoto, Audacity, Sumo Paint, Prezi)
  - T- Support ideals for a themed digital portfolio. (i.e. animals, pirates)
  - S- Write idea themes on whiteboard for all to see.
  - T- Show outline on docu-cam that students will use. (See Appendix C)
  - S- Plot ideas and fill out the graphic organizer. Use as table of contents.
  - T- Inform class as to how to create a hyperlink and define what it means.
  - S- Practice hyperlinking various components within digital portfolio.
  - T- Circulate around the room and assist on a one on one basis as needed.
  - S- Create their digital portfolios and incorporate all acquired knowledge.
  - T- Remind class about the importance of putting all hyperlinked work in folder.
  - S- Place hyperlinked work in folder on desktop and reflect in digital journal.
  - T- Open [www.zamzar.com](http://www.zamzar.com) for converting mp4 files from Animoto to wmv file.  
(Animoto videos cannot be placed on PowerPoint because of their format; they must be converted to an mp4 file with Zamzar.)
  - S- Convert Animoto presentations to wmv files and insert into folder.
  - T- Debrief on current work.
  - S- Share ideas in small group and complete reflection in digital journal.
  - T- Describe rubric and importance of accurate self-assessment.
  - S- Self-assess with rubric
  - T- Facilitate discussion of findings from self-assessment.
  - S- Apply knowledge from self-assessment to alter digital portfolio if needed.
  - T- Review saving PowerPoint to portfolio folder.
  - S- Save PowerPoint to portfolio folder.
- Note: Digital Portfolios will be showcased with parents and administrators during Open House.

#### Lesson 3:

- T- Explain work that has been done.
- S- Project their Digital Portfolios through the main projector.
- T- Facilitate an evaluation with the class of: What?, So what?, and Now what?
- S- Will share their insights with the class.
- T- Discuss what was seen in student work.
- S- Reflect on the process that they have undergone

## DIGITAL PORTFOLIO

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

	1	2	3	4
<b>Reading</b>	Inadequate development of main ideas and concepts presented in presentation, as well as inadequately identifies and assesses evidence that supports those ideas.	Minimal development of main ideas and concepts presented in presentation, as well as minimally identifies and assesses evidence that supports those ideas.	Satisfactory development of main ideas and concepts presented in presentation, as well as satisfactorily identifies and assesses evidence that supports those ideas.	Exceptional development of main ideas and concepts presented in presentation, as well as exceptionally identifies and assesses evidence that supports those ideas.
<b>Writing</b>	Improperly edits and revises manuscripts to improve the meaning and focus of presentation.	Limited demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Adequate demonstration of editing and revising manuscripts to improve the meaning and focus of presentation.	Demonstrates full knowledge of editing and revising manuscripts to improve the meaning and focus of presentation.
<b>Digital Portfolios</b>	Rarely utilizes the various features of theme, audio, image, text, video, and hyperlinking to create an authentic piece of work	Includes few elements of theme, audio, image, text, video, and hyperlinking to create an authentic piece of work.	Reasonable use of features of theme, audio, image, text, video, and hyperlinking to create an authentic piece of work.	Clearly uses features of theme, audio, image, text, video, and hyperlinking to create an authentic piece of work.

Total Score: \_\_\_\_\_

## Extra Technology Based Ideas

### WebQuest:

- A WebQuest is a type of online student based worksheet that allows the student to do research in order to answer various questions.
- My favorite type of WebQuest is a scavenger hunt WebQuest which directs students to various websites and allows them to conduct research.
- A great strategy for incorporating a WebQuest would be to search for online WebQuests related to comics and have students actually complete one. This would give them more background knowledge to better assist them with the Comic Experience.

### Prezi:

- Prezi is an online program that allows the user to create stunning presentations. As an educator you can register for free, as can your students. An e-mail address is all that is needed to register.
- It is an alternative means to using something like PowerPoint or Animoto. The only difference is that you can't include music with a Prezi presentation.
- This is a quick example as to what you can do with Prezi; click on the link.  
<http://prezi.com/tq9t7niylzpt/the-jungle-book/>
- A great way of incorporating a Prezi with the Comic Experience would be to have students enter their dialogue and sequence a story. They could even tell from a storyteller's perspective.

### Movie Maker:

- This program allows the user to create a movie out of either video that has been recorded or out of photographs that have been uploaded. Nearly all Windows based computers have Movie Maker installed; if a Mac is readily available you could also utilize iMovie.
- This program allows the user to fully control all aspects of the movie; music, transitions, and text can be added as the creator sees fit.
- All of the training video clips for the Comic Experience were put together with Window's Movie Maker.
- If students were able to photograph every panel in their comic and upload it to a computer, they could then import them into Movie Maker and digitize their comics. This would make it extremely feasible for a student to showcase their comic. It could also easily be shared with those outside the class by burning it to a cd/dvd.

### Wix:

- This is another great free online program that allows the user to create a fully developed website. The website at [www.usaexperience.org](http://www.usaexperience.org) was created with Wix. It is a very user friendly program that allows a gamut of beginners and advanced students to create a fully functional website.

- This program allows the user to create a website with multiple tabs, full customization of a website, insertion of video, music, and images. It is extremely friendly and allows for a drag and drop selection of everything a website might need.
- This would be a phenomenal method for showcasing comics on a teacher designed website for the classroom. Also as an added note you could have students create their own classroom website and turn it into a competition. Have students vote on their favorite website and actually post it for others to see.

### REFLECTION TOOL

What?	So what?	Now what?
<ul style="list-style-type: none"><li>• What did you do?</li></ul>	<ul style="list-style-type: none"><li>• What is the importance of what you did?</li></ul>	<ul style="list-style-type: none"><li>• How will you use this knowledge in the future?</li></ul>

DIGITAL PORTFOLIO**Slide 1: General Information**

- Name
- Class
- Date

**Slide 2: Interactive Table of Contents**

- Thematic Table of Contents

**Slide 3: Sumo Paint**

- Insights
- Pieces of Work
- Reflections

**Slide 4: Audacity**

- Insights
- Pieces of Work
- Reflections

**Slide 5: PowerPoint**

- Insights
- Pieces of Work
- Reflections

**Slide 6: Animoto**

- Insights
- Pieces of Work
- Reflections

**Slide 7: References**

- Insights
- Pieces of Work
- Reflections