

Know, Understand, Do

(What I want my students to know, and understand, and do.)

Unit: Digital Storytelling**By completing this unit, students will...**

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| <p>Know (facts, formulas, vocabulary – written in terms or phrases)</p> | <ul style="list-style-type: none"> • The benefits of telling a story digitally online • Multimedia is the combination of text, graphics (still and moving), animation or motion, and sound • Keeping the audience in mind when creating a digital story is surmountable in the story's effectiveness • There are many different ways to digitally tell a story • Digital stories should start with the process of planning, producing, publishing, and promoting to gain the most exposure, connection, and networking |
| <p>Understand (concepts, principles, generalizations –written as ideas or complete thoughts)</p> | <p>It's important to understand that....</p> <ul style="list-style-type: none"> • Digital storytelling can bring a higher interest, understanding, and comprehension to traditional storytelling • Combining various multimedia for the purpose of storytelling takes creative and analytical planning, producing, editing, publishing, and promoting • Multimedia and interactivity of a digital story adds to the experience for the viewer/reader • It is crucial when creating a digital story that one follows US Copyright & Fair Use • It is important to consider the global audiences of digital stories and recognize and respect different cultures and viewpoints |
| <p>Do (skills, thinking skills – starts with a verb)</p> | <p>Students will be able to....</p> <ul style="list-style-type: none"> • Consider the audience when planning a digital story • Create a storyboard prior to creating the digital story • Create an online presentation • Create a comic to convey a message • Record an audio podcast (Text to Speech: Vozme & iSpeech/Microphone recording: Audacity) • Author a digital story using a digital storytelling tool (Online Publishing: VoiceThread & Mixbook) • Develop a digital destination tour (Online Geographical Tours: Google Earth) • Construct a technological tutorial (Screencast Recorders: Camstudio) • Create a podcast (MovieMaker) • Generate a QR Code for quick connection to student content |

Decision 1: Student Learning Map of Unit

(Provides teachers with the concepts prior to planning and provides students with a map of the unit.)

Unit Topic: Digital Storytelling
Subject: Emerging Technologies

Days: 24
Grade: 9-12

Key Learning (Big Idea): Students will learn how to create multimedia digital stories using the process of planning, producing, publishing, and promoting using various online Web 2.0 tools. Students will realize the vast power and connection of publishing to a global audience with multimedia to convey a message.

Unit Essential Question: How can we create digital stories using the plan/produce/publish/promote process, by including media and following US Copyright & Fair Use laws, and reaching a global audience using Web 2.0 tools?

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| <p>Concept: Prezi – Create an Online Presentation</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: Communication Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels. B. Spoken Communication Level 3: Use technology to enhance spoken presentations.</p> | <p>Concept: Comic – Create a Story with Text and Still Graphics</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: IV: Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Level 3: Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> | <p>Concept: Mixbook - Create an eBook – Interactive Content</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: IV: Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Level 3: Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> |
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| Lesson Essential Question(s): How can a presentation be created in a new 21st century manner? | Lesson Essential Question(s): How can a comic be created to tell a story using a digital tool? What are the benefits of telling a story or message using a comic over paragraph prose? | Lesson Essential Question(s): What is an ebook? What are the benefits of telling a story or message using an ebook over paragraph prose? What senses does an ebook appeal to? |
| Vocabulary: Presentation Cloud computing Path | Vocabulary: comic storyboard | Vocabulary: eBook Interactive Plan ~ Produce ~ Publish ~ Promote |

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| <p>Concept: Voicethread – Create an Interactive Story</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: Career Development III. Workplace Expectations Achievement Standard: Relate the importance of workplace expectations to career development. E. Continual Skills Improvement Level 3: Identify ways to use feedback to improve skills.</p> | <p>Concept: Create Audio Podcasts</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Level 3: Create and edit with audio and video documents.</p> | <p>Concept: Google Earth – Create a Tour Destination</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: VI. Interactive Multimedia Achievement Standard: Use multimedia software to create media rich projects. Level 3: Create multimedia content and prepare it for delivery.</p> |
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| <p>Lesson Essential Question(s): How can you create on interactive story using a static application with a Web 2.0 tool?</p> | <p>Lesson Essential Question(s): What is an audio podcast?</p> <p>How are audio podcasts created, published, and promoted?</p> | <p>Lesson Essential Question(s): What is Google Earth?</p> <p>How do I create a Google Earth destination tour?</p> |
| <p>Vocabulary: Interactive Thread</p> | <p>Vocabulary: Audio Podcast Enhanced Podcast Podcatcher Track Album</p> | <p>Vocabulary: Tour Destination Properties Google Earth Placemark .kml .kmz</p> |
| <p>Concept: Camstudio – Create a Screencast</p> <p>Standard/Anchor: NETS Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>NBEA Standards: VI. Interactive Multimedia Achievement Standard: Use multimedia software to create media rich projects. Level 3: Create multimedia content and prepare it for delivery. Information Technology</p> | <p>Concept: Create Video Podcasts</p> <p>Standard/Anchor: Standards: 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry. b. locate, organize, analyze,</p> | |

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| <p>V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. Level 3: Research advanced software functions using knowledge-based tools (e.g., user communities, RSS feeds, tech support).</p> | <p>evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>d. process data and report results.</p> <p>NBEA Standards: Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. Level 3: Use advanced features of productivity software.</p> <p>VI. Interactive Multimedia Achievement Standard: Use multimedia software to create media rich projects. Level 3: Create multimedia content and prepare it for delivery.</p> <p>Level 3: Configure multimedia delivery tools (e.g., blogs, podcasting, webcasting).</p> <p>VII. Web Development and Design Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions. Level 3: Create content that is readable, accessible, searchable, and sticky.</p> | |
| <p>Lesson Essential Question(s): How do you create a screencast of a series of computer actions?</p> | <p>Lesson Essential Question(s): How is a video podcast created using Windows MovieMaker and web 2.0</p> | |

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| How do you distribute Google Earth files to people who do not have Google Earth? | tools? | |
| Vocabulary: Screencast Narration .avi file | Vocabulary: blog post blogger comment RSS icon asynchronous synchronWindows MovieMaker Storyboard view Timeline view Collection Tracks QR Code | |

Additional Information (Materials): See all materials listed in Course Moodle and Lesson Plans.

Decision 2: Culminating Activity

(Activity that students will do with the unit's concepts and skills to demonstrate mastery.)

Unit Topic: Digital Storytelling

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| Title/Concept | Create a Video Podcast with a QR Code |
| Culminating Activity Essential Question | How can a video podcast be created with a corresponding QR code for easy access to student work? |
| Paragraph Description | Students will choose an attraction, business, or organization within a 15-mile radius of the high school and research its history. They will then create a mini history documentary and upload it to a hosting site that allows users to subscribe to content. They will then generate a QR Code for an easy shortcut connection to student work by users with a QR code reader app on their smartphone. |
| Mini-Lesson (Quick lesson prior to activity.) | Students will go through how to create a video in Windows MovieMaker with a training video about roller coasters. |
| Time (In Days) | 10 |
| Steps or Task Analysis (Details of activity.) | <p>Create a history video podcast (vodcast) using MovieMaker software about a specific place of history in the Lebanon/Cleona/Annville/Palmyra/Hershey area.</p> <ul style="list-style-type: none"> • Plan <ul style="list-style-type: none"> ○ Write your story/script (use storyboard); this is a HISTORY video podcast - start at the beginning and work your story up to the present ○ Save the History Podcast Storyboard Word document in a new Podcast folder in your Emerging Technologies folder on the H: drive ○ Research the history of your destination - Remember to CITE all your content resources on your storyboard <ul style="list-style-type: none"> ▪ Include dates and years in your content - this is a History Podcast ○ Find still graphics for your story - public domain or student-created - make a record of attribution on the History Podcast Storyboard Word document & save the still graphics files in a Podcast folder in your Emerging Technologies folder on the H: drive ○ Find video for your story (video tape yourself with Flipcam) - you may have to convert the file to a .wmv file using mediaconverter.org or zamzar.com - make a record of attribution on the History Podcast Storyboard Word document & save the video files in a Podcast folder in your Emerging Technologies folder on |

the H: drive

- Find a **music** file - make a record of attribution on the **History Podcast Storyboard** Word document & save the music file in a **Podcast folder** in your Emerging Technologies folder on the H: drive
- Find a **sound** file - make a record of attribution on the **History Podcast Storyboard** Word document & save the sound file in a **Podcast folder** in your Emerging Technologies folder on the H: drive
- Decide what parts of story you will **narrate**
- Place all of the above media files in your MovieMaker **collection** - Name your project *yourdestinationplace_yourlastname* (for example, palmyraareahighschool_brown) and save it in a **Podcast folder** in your Emerging Technologies folder on the H: drive
- Upload your storyboard to the assignment on Moodle - second to last link in History Podcast section on course Moodle page
- **Produce**
 - Create a **1.5 (minimum, BEFORE credits) minute podcast** using MovieMaker ***showcasing and articulating about the history of your specific historical place (beginning to present)***
 - Add **title slide** with name of destination History by *your first name* & Palmyra Area High School underneath your first name
 - Add:
 - public domain or created by student still **pictures**
 - **video** (no more than a total of 20 seconds)
 - **music**
 - **sound**
 - Add **transitions** and **effects** on still graphics/video
 - Add **story as text** (change default font/color/animation) **and narration**
 - **text** (title, text on still graphics)
 - **narration** - save in a **Podcast folder** in your Emerging Technologies folder on the H: drive - You can narrate inside Movie Maker (remember to speak clear and at a moderate pace) or create an mp3 file using [VozMe](http://www.vozme.com)
 - Add **credits** [title, your first name as the Writer/Producer/Director, attribution for all media - still graphics/video/sound/music Palmyra Area High School 2011 - see credit slide example]
 - Provided **attribution for all media** (still images/video/sound/music) on credits slide using your **History Podcast Storyboard** Word document - Attribution for each must consist of description of media/URL/Creator (for example: Palmyra Street image found at http://commons.wikimedia.org/wiki/File:Palmyra_Downtown.jpg by Jayu)
 - **Split and trim** sound/music/video files to adhere to copyright regulations and assignment expectations
 - **Tweak** fade in/fade out/volume/mute in auditory clips
 - **Synchronize** all tracks to create a good multimedia story
 - **Save as a .wmv movie file** when it is perfect save in a **Podcast folder** in your

Emerging Technologies folder on the H: drive using the filename: ***destinationnameHistoryPodcast YourLastName***

- **Publish & Promote (Share)**

- **Upload your video podcast** on [Mrs. Wiscount's channel on YouTube](#)- that allows to store and distribute/RSS subscribe
 - Make sure to add **title, description, and tags** (***education history palmyra_area_high_school your destination name***)to your video
 - Select **Eduction** as your genre
 - Give it a **Creative Commons Attribution** license
 - Copy & paste both the URL and the HTML embedding code to either your History Podcast Storyboard file or send it in an email to yourself
- **Embed the video podcast** on your wiki page using [DivShare](#) or [YouTube](#)
- Upload **your video podcast** in the second last link on Moodle podcast section
- Copy & paste **your video's URL from YouTube** in the last link on Moodle podcast section. Click on **Add New Discussion Topic** to do this task.
- **Generate a unique QR code** using [Kaywa](#) to your video so people can access your video from anywhere with a QR Reader app on their smartphone (if you have a smartphone, download the free app [QRReader](#) - iPhone or [BeeTagg](#) - Blackberry or [Kaywa Reader](#) or apps for [Other Phones](#)).
 - Click on URL option button
 - Choose M (medium) size
 - Click on Generate
- Save the **QR image in your Emerging Technologies folder/Podcast Folder** on the H: drive using the filename: ***YourLastName_DestinationName_QRCode***.
- **Embed the QR image on your wiki** using the HTML code found on Kaywa. **Type instructions above the QR code image** on your wiki stating what the QR code will access, and how to access the video by reading the QR code with a QR Code Reader.
 - For example, you may type this verbiage -
Take a picture of this QR code image with a QR code reader app on your smartphone to access my podcast on

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| | <p>the history of <i>Destination Name</i>. Enjoy!</p> <ul style="list-style-type: none"> ○ Open the QR Frame Copy file on Moodle and save in your Emerging Technologies folder/Podcast Folder on the H: drive. <ul style="list-style-type: none"> ▪ <i>Insert your first name, Destination Name, & QR code image</i> in the designated area on the document, SAVE, print out, and place in teacher's basket. ○ Upload your QR code image file to Moodle - second to last link on Moodle podcast section ○ Upload your <i>last saved (final version) History Podcast Storyboard</i> Word document onto Moodle so teacher can check attribution sources for all media files at second to last link on Moodle podcast section - <u>make sure you have ALL links to ALL media files used in your podcast!</u> <ul style="list-style-type: none"> ▪ 101 Uses for QR Codes - see #9 ▪ Here is an example of a video of mine on YouTube |
| Summarize/Share | Students will visit each other's wiki page and offer students "Praise & Polish" feedback on their history podcast. |
| Differentiation | Past student history podcast examples, Help feature in MovieMaker, Kaywa resources on Course Moodle |
| Revise/Review | |
| Resources & Materials | <p>Course Channel – http://www.youtube.com/mrswiscount</p> <p>Resources listed in History Podcast & QR Code Lesson Plan in Decision #6</p> <p>Resources in Course Moodle – History Podcast & QR Code lesson</p> <p>Internet</p> <p>Moviemaker</p> <p>http://qrcode.kaywa.com/</p> <p>http://www.melaniewiscount.com/media</p> <p>Course wiki – student wiki pages</p> |

Decision 3: Rubric for Culminating Activity

Unit Topic: Digital Storytelling

Emerging Technologies Video Podcast & QR Code Rubric

Video Podcast Rubric

| Video Podcast Rubric | |
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| Criteria | Possible Points |
| Used storyboard to write script and plan media - upload to Moodle | 3 - Complete 2 - Partial Completion 1 - Needs Improvement |
| Podcast was at a minimum of 1.5 minutes in length (NOT including credits - max. of 30 seconds) | 1 |
| Podcast told a good story of history about the student's chosen place of history from beginning to present | 3 - Excellent 2 - Good 1 - Needs Improvement |
| Has title and your first name | 1 |
| Included quality still graphics and were public domain (PD) or created by student - Make sure History Podcast Storyboard file was uploaded to Moodle | 3 - All Excellent Quality; all PD or student-created 2 - Most Excellent Quality; all PD or student-created 1 - Some Excellent Quality; all PD or student-created |
| Included a quality video clip(s) [max. 20 secs.] - Make sure History Podcast Storyboard file was uploaded to Moodle | 3 - Excellent Quality; legal; 20 seconds max. 2 - Excellent Quality; legal; Over 20 seconds 1 - Good Quality; legal; and/or over 20 seconds |
| Included music clip - quality - Make sure History Podcast Storyboard file was uploaded to Moodle | 3 - Excellent Quality; legal 2 - Good Quality; legal 1 - Average Quality; legal |
| Included sound clip - quality - Make sure History Podcast Storyboard file was uploaded to Moodle | 3 - Excellent Quality; legal 2 - Good Quality; legal 1 - Average Quality; legal |
| Text was easy to read with formatting that was changed from default settings; spelling/grammar/capitalization/punctuation was correct | 3 - Excellent Readability; defaults changed; no errors 2 - Good Readability; defaults changed; 1 error 1 - Average Readability in places; defaults changed; more than 1 error |
| Animation of text, Effects on boards, & | 3 - Excellent |

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| Transitions were included and added to an effective podcast | Movement; added to content 2 - Good Movement; Added to content 1 - Movement distracted away from content |
| Included narration by you/vozne; Volume/Articulation/Velocity gave clarity to message; matched graphics | 3 - Excellent Narration; added to history content 2 - Good Narration; added to history content 1 - Average Narration; did not add to history content |
| Has Credits slide providing Attribution to all media creators (Media description/URL/creator) & content from History Podcast Storyboard , and credits did not run more than 30 seconds | 3 - All attribution given to all media; Excellent readability 2 - Most attribution given to media; Excellent readability 1 - Partial attribution given to media and/or unable to read |
| Saved as movie file (.wmv) | 1 |
| All media was well-chosen for history storyline of place of history | 3 - Excellent 2 - Good 1 - Needs Improvement |
| All tracks (video/audio/narration/sound/music/title overlays are synced well (timeline)) | 3 - Excellent 2 - Good 1 - Needs Improvement |
| Paid attention to acoustics (fade in/fade out; volume; mute) | 3 - Excellent 2 - Good 1 - Needs Improvement |
| (1) Uploaded to YouTube/TeacherTube; (2) add title, description, & tags | 2 - both tasks complete 1 - one task complete |
| Paste your podcast's YouTube URL on the Discussion Forum (last link) to all classmates and teacher - Remember, this is the only way I can grade it. | 1 |
| Embedded onto wiki & uploaded to Moodle - Remember, this is the only way I can grade it. | 1 |
| (1) Generate a QR code (using Kaywa) to your video URL on YouTube & saved the QR Code image in your Emerging Technologies folder with the filename destinationnameQRCode | 1 0 - code does not access student's video |
| (1) Placed the QR code on your wiki & uploaded it to Moodle, (2) with instructions on how to access your history video podcast; (3) type your first name, History of name of place of history, & Palmyra Area High School on the QR image file on the Moodle course | 3 - all three tasks complete 2- two tasks complete 1 - one task complete 0 - code does not access student's video |
| Total Points | 50 |

Decision 4: Student Assessments #1

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

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| Title | Create an Online Presentation with Prez |
| Description | Students will create and present an online presentation with Prezi answering the prompt, If I Could Change Anything in the World, I Would _____. |
| Time (In Days) | 1 |
| Differentiation | Resources on Course Moodle, Help in Prezi, Student examples, Peer help, chunking the assignment |
| Revise/Review | |
| Resources & Materials | The resources listed in the Online Presentation lesson plan in Decision #6. Resources in Course Moodle – Online Presentation unit www.prezi.com |

Directions & Rubric

1. Create a **Prezi presentation** with a (1) title area at the beginning of the path, (2-6) four stops along the path, with a (7) conclusion area on the end of the path, and (8) **Attribution** slide for all of your public domain images that you inserted on the prezi. You will insert only public domain pictures that you save in your Emerging Technologies folder on the H: drive. You will add one hyperlink in your prezi on one path stop on any one path point 2-7
 1. Topic - *(1) If I Could Change One Thing in the World*
 1. (2) *What would it be?...and*
 2. (3) *Why?*
 3. (4) *How would you do it?*
 4. (5) *Who would benefit, and why is it important for this party?*
 5. (6) *Why is this a priority for me?*
 6. (7) *Add a video from YouTube into your Prezi that fits your change*
 7. (8) *How can you give us a "wow statement" that lingers in our thoughts long after your presentation is over?*
 8. (9) *Attribution - bullet all the URLs for the public domain images that you used in your Prezi*

2. Make sure you:
 1. **Change the color** from the default
 2. Add at least **three images** from public domain - choose only [wikimedia commons](#), [morgue file](#), or [pics4learning](#) - remember to copy and paste image URLs into path stop 9.
 3. Add on **YouTube link** to include a video
3. Use **one frame** to combine multiple objects (for example, an image with text)**Proofread** your content for correct spelling, capitalization, punctuation, and grammar**Embed** your Prezi onto your wiki as a slideshow widget. Type a **two-line text on the wiki above** the Prezi widget with the following information:
 1. **Title** of Prezi
 2. **Description** of Prezi

| Prezi Presentation Rubric | |
|---|------------------------|
| <i>Criteria</i> | <i>Possible Points</i> |
| Used another color design that was not the default design - Prezi design or Title Wizard | 1 |
| Topic was a good choice with good story flow (answers to questions had quality) | 5 |
| All nine areas on the canvas were in correct path sequence | 1 |
| Visually-appealing (text was readable and at least 3 images were added) | 3 |
| Used one frame in Prezi to combine objects into one path stop | 1 |
| All images were given attribution (credit) on path stop 9 | 1 |
| All images were used from the 3 public domain sites provided in this lesson | 2 |
| A YouTube Video link was added that fit your change | 2 |
| Correct conventions (spelling, grammar, punctuation, and capitalization) | 3 |
| Prezi presentation was embedded on student wiki with two-line text above Prezi widget for the title of the Prezi and a subline (second line) describing the Prezi | 3 |
| Total Points | 22 |

Decision 4: Student Assessments #2

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

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| Title | Create a Comic |
| Description | Students will create a comic to insert in a new student handbook to convey a tip that will help new students in their transition into a new school. |
| Time (In Days) | 1 |
| Differentiation | Student examples, teacher example, resources on Course Moodle, Help feature in any of the comic creator online sites, Peer help, chunking the assignment |
| Revise/Review | |
| Resources & Materials | Resources in Course Moodle Resources listed in Comic lesson plan in Decision #6 www.picnik.com www.makebeliefcomics.com www.pikistrips.com www.stripcreator.com www.superherocomics.com www.wittycomics.com www.pimpampum.com Paint software |

Directions & Rubric

1. Pretend that the school is creating a handbook for new students coming to the Palmyra Area High School. The principal has asked you to create a comic to be placed in the handbook to break up the "prose" on the pages. **Create a comic strip** using one of the online comic creator tools. Make sure that you read all the criteria so you know what to pay attention to when creating the comic.
2. **You will then embed this comic onto your wiki page.** Some of the comic creators will provide you with embedding code. If the comic creator you used does not provide embedding code, save your comic as a print screen (hit Shift then PrintScreen key on your keyboard) in Paint (All Programs>Accessories>Paint) as a jpg, crop it in [Picnik](http://www.picnik.com), and upload it to [divShare](http://divshare.com). DivShare will provide you with embedding code for your comic .jpg to place the picture on your wiki. [if you forget how to do the print screen, go to [Create a Safe Online Visual Representation](#) for specific directions.]

| Comic Strip Rubric | |
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| Criteria | Possible Points |
| Title(s) is appropriate for your comic; if title for each panel is an option, make sure you add the panel title as well | 2 |
| Your "new student to PAHS" message was rightfully articulated through the comic strip | 3 |
| Your characters fit the message | 2 |
| Your setting fits the message | 1 |
| Your character'(s) script is in good sequential order. | 3 |
| Proper English conventions (spelling, grammar, punctuation, & capitalization) | 3 |
| Your comic is added to your wiki using an offering inside the comic creator tool or with divShare (you will need to save your comic as a picture file - .jpg first and then upload it to divShare and embed in your wiki with the embedding code | 1 |
| Total Points | 15 |

Decision 4: Student Assessments #3

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

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| Title | Create an eBook |
| Description | Students will create an interactive eBook using the website Mixbook on any subject. It could be about one of their hobbies, a children's story, or any fictional prose with pictures. |
| Time (In Days) | 1 |
| Differentiation | Peer help; student and teacher examples, chunking assignment, Help feature in Mixbook; Course Moodle resources |
| Revise/Review | |
| Resources & Materials | Course Moodle resources http://www.mixbook.com http://www.morqufile.com http://commons.wikimedia.org/wiki/Category:Pictures_and_images eBook storyboard |

Directions & Rubric

1. **PLAN** - Click the Storyboard file in this Moodle lesson and save in your Emerging Technologies folder.
 1. Choose a **topic** to create an ebook
 2. Plan your ebook using the **storyboard** - First, write your script, then find specific pictures for each page. Make sure you have at least two sentences per page.
 1. Copy and paste the picture **URL** into the graphic box. You **MUST** use public domain sites to find your pictures. There must be a minimum of one picture on the first six pages. There does not have to be a picture on the last page (attribution). Each attribution must have description of picture/URL/creator name (see example on this lesson page for eReader; there is no description, however, since this is the only image file on page).
 3. Upload your storybook to the assignment link on Moodle
2. **PRODUCE** - Create your ebook using the online ebook tool at [Mixbook](#).
 1. Have a **title cover, a back cover, and five inside pages**
 2. Place **text** and **graphics**

3. **Format** for visual appeal
 4. Choose **layouts** and **backgrounds** that fit the theme of your topic
 5. Make it look professional rather than "thrown together"
 6. Have **two classmates view it** for Praise & Polish dialog
 7. **Proofread** - all conventions count (spelling, grammar, punctuation, and capitalization)
 8. **Doublecheck** your eBook to all the rubric criteria to make sure you earn the most points on this assignment
3. **PUBLISH** - When your ebook is PERFECT, save and publish it on your Mixbooksite.
 1. Make sure you set the **privacy** to public (everyone).
 2. Remember to **allow comments**
 3. Add all the **descriptives** that the site asks for title, description, tags (part of PROMOTE), etc.
 4. **Embed your ebook on your wiki page**
 4. **PROMOTE** - **Email your classmates & teacher** to invite them to visit your ebook and leave a comment (copy and paste all the email addresses from the your period's email google doc into the "To" box). **Copy and paste the URL to your Mixbook ebook.**
 5. **PRAISE** - **Visit each classmate's ebook on Mixbook and publish a *positive* comment** on the Mixbook site at the classmate's book.

Total Points: 24 points

| Create an ebook - Mixbook Rubric | |
|--|------------------------|
| Criteria | Possible Points |
| Storyboard was used to plan - ebook followed storyboard - storyboard was complete - uploaded to Moodle | 2 |
| eBook had all seven pages with correct information (attribution was given) 1 - Title; only first name 2-6 - Story 7 - Attribution | 7 |
| eBook story/script was well written | 2 |
| eBook text was well formatted | 2 |
| eBook photos were good choices to match script and good resolution | 2 |
| Photos followed Public Domain or were own | 3 |

| | |
|---|-----------|
| taken photos | |
| Correct Spelling, Grammar, Punctuation, and Capitalization | 5 |
| Embedded Mixbook on Wiki | 1 |
| Total Points | 24 |

Decision 4: Student Assessments #4

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

| | |
|-----------------------|---|
| Title | Create an Interactive Story - Voicethread |
| Description | Students will create a PowerPoint presentation using their Prezi content, save the slides as .jpg files, and create an interactive prose using Voicethread. Students will then comment on each other's Voicethread. |
| Time (In Days) | 1 |
| Differentiation | Peer help, student examples, Help in Voicethread, Course resources in Interactive Story lesson, chunking assignment |
| Revise/Review | |
| Resources & Materials | http://www.voicethread.com Resources in Course Moodle – Interactive Story lesson Resources listed in Interactive Story lesson plan – Decision #6 |

Directions & Rubric

1. Create a MS PowerPoint presentation using your Prez presentation story.
2. Save your MS PowerPoint presentation as .jpg file formats.
3. Go to [VoiceThread](http://www.voicethread.com) and register for an account.
4. Create a VoiceThread by:
 - Importing your PowerPoint presentation slides as pictures
 - Narrating your slides with by:
 - Cellphone
 - Microphone
 - Text
 - Save your VoiceThread and embed it on your wiki
 - Invite your classmates to visit your VoiceThread, watch and listen to your interactive story, and comment on your VoiceThread
 - Visit your peers' VoiceThreads and comment on their content (one comment per VoiceThread)

| VoiceThread Rubric | |
|--|-----------------|
| Criteria | Possible Points |
| Created a VoiceThread account | 1 |
| Good storyline | 3 |
| Added PowerPoint slides as pictures | 1 |
| Narrated throughout VoiceThread | 3 |
| Embedded VoiceThread on Wiki | 1 |
| Commented on peers' VoiceThreads | 2 |
| Correct Conventions - Spelling, Grammar, Punctuation, Capitalization | 3 |
| Total Points | 14 |

Decision 4: Student Assessments #5

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

| | |
|-----------------------|--|
| Title | Create a Google Earth Tour Destination |
| Description | Students will create a tour destination in Google Earth, starting at the Palmyra Area High School, to five destination they would like to travel. They will need to include media (still and moving graphics) as well as links to content. |
| Time (In Days) | 1 |
| Differentiation | Peer help, student examples, Course Moodle resources, Google Earth Help feature |
| Revise/Review | |
| Resources & Materials | Course Moodle Resources Google Earth software Resources listed in Google Earth Tour Destination lesson plan in Decision #6. Internet |

Directions & Rubric

1. Create a Google Earth tour with the five destinations you would like to travel to in your life. Use [Google Earth Tutorials](#) if you have any questions.
2. Remember, at each destination (placemark), you can add the following content with an online HTML editor to generate the HTML code for Google Earth:

- Text - To add the text, simply type

- Image - To add an image, locate an image online, get the Web address of the image by going to the properties, copy the address, click the image tool, and paste the address into the placemark window - Description

- Hyperlinks to other Web content - To add an image, locate an image online, get the Web address of the image by going to the properties, copy the address, click the image tool, and paste the address into the

placemark window - Description

- YouTube video or other [video](#) (only on PC machines) - copy the embedding code & paste into the placemark window - Description
- Other specialized Web content, such as podcasts (from Evoca.com) and PowerPoint files (Slideshare.net) - copy the embedding code and paste into the placemark's window - Description

Tools to help you add content in Google Earth:

1. [Online HTML Editor](#)

Upload your .kmz and all your .kml files to the Moodle assignment link. You will also create a screencast of your Google Earth tour destination in the next lesson and upload it to YouTube.

| Google Earth Tour Destination Rubric | |
|---|-----------------|
| Criteria | Possible Points |
| Titled Tour | 1 |
| Added five .kml destinations in .kmz tour | 5 |
| Added at least two images | 2 |
| Added at least two hyperlinks | 2 |
| Added text for every destination | 5 |
| Added at least one video | 1 |
| Added at least one podcast | 1 |
| Placemarks were well "placed" | 5 |
| Total Points | 22 |

Decision 4: Student Assessments #6

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

| | |
|-----------------------|--|
| Title | Create Screencast |
| Description | Students will create a screencast of his/her Google Earth tour using Camstudio. |
| Time (In Days) | 1 |
| Differentiation | Peer help, student examples, Course Moodle resources, Google Earth or Camstudio Help feature |
| Revise/Review | |
| Resources & Materials | Course Moodle Resources Camstudio Resources listed in Screencast Destination lesson plan in Decision #6. Internet |

Directions & Rubric

1. Create a screen cast of your Google Earth Destination Tour using [Camstudio](#) software.
 1. Play your destination tour and narrate through the tour.
 2. After you are happy with your video, convert the .avi file to a .mov file.
 3. Upload your Google Earth Tour Destination video on [YouTube](#).
 4. Embed the YouTube video on your wiki page as a widget.

Screencast Rubric

| Criteria | Possible Points |
|--|-----------------|
| Screencast recorded entire Google Earth Destination Tour | 6 |
| Video was narrated throughout the tour | 3 |
| Video was converted to .mov | 1 |
| Upload to YouTube | 1 |
| Embed on wiki page | 1 |
| Total Points | 12 |

Decision 4: Student Assessments #7

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Digital Storytelling

| | |
|-----------------------|---|
| Title | Create Audio Podcasts |
| Description | Students will create two audio podcasts (one regular and one enhanced) of their two favorite quotes that inspire them. |
| Time (In Days) | 1 |
| Differentiation | Peer help, student examples, Course Moodle resources, Podomatic or Yodio Help feature |
| Revise/Review | |
| Resources & Materials | Course Moodle Resources http://www.vocaroo.com http://www.podomatic.com http://www.yodio.com cell phones Resources listed in Audio Podcasts Destination lesson plan in Decision #6. Internet |

Directions & Rubric

1. Think of **two quotes** that mean something to you, inspire you, or represent your philosophy. If you need to search for quotes, use [ThinkExist](#) or [BrainyQuote](#). You may not use a quote by an *unknown* author.
2. **Download** the **Audio Podcast Storyboard** on Moodle and **save** it to your Emerging Technologies folder on the H: drive. Fill in all the information (#4 sub-bullets) for your two audio quote podcasts. These pieces of information may be read in any order.
3. **Create two podcasts** (one regular and one enhanced [with pictures]), one for each of the two quotes you have chosen. Make sure you include all of the following for each podcast (except #6 which is only for enhanced audio podcast using Yodio):

1. The **first and last name** of whom you are quoting
2. What that person is **known for**
3. **Why** this quote is a favorite of yours
4. The actual **quote**
5. The **source** of your quote & picture file (name of website)
6. Find **two public domain images** to go with your **enhanced podcast** (podcast with pictures) you create with Yodio. One will be used for the cover of the podcast and the other for the track if you are using Yodio. **If you are using Podomatic, you only need one picture.**

1. **Save the** two (Yodio) image file(s) to your Emerging Technologies folder on the H: drive. **Include source for your picture(s)** (website name & creator).

4. Use these Web 2.0 tools to create your two podcasts:

1. [Vocaroo](#) - (do not have to join) regular audio podcast using microphone - remember to embed this podcast onto your wiki right away
2. [Yodio](#) - (join) enhanced audio podcast using your **cellphone** - **two** pictures (one for album cover and one for track) - You will be using your Cell Phone for this Assignment.
 1. Click on and watch **Getting Started with Yodio** enhanced podcast (1:03 minutes)
3. Alternative for Students **who are not using cell phones** for this course - [Podomatic](#) - (join) enhanced audio podcast using a **microphone** - only **one** picture

Publish > Podcast > Create
 Upload media for your two images
 Record your audio message
 Go through all the steps:
 Title/Description
 Audio/Video - Record using microphone
 Photo
 Tags
 Review/Publish
 Promote

6. Remember to **add title, description, tags, rating, and category** to your Yodio podcast.

7. Embed the two audio quote podcasts on your wiki page. Add a title above the two podcasts - **My Two Favorite Quotes**

8. Listen to your classmates audio podcasts on their wiki pages.

| Audio Podcast Rubric | |
|---|-----------|
| Create 2 audio podcasts with the two the Web 2.0 tools provided in the lesson | 2 |
| All 5 parts were included in each of the 2 podcasts | 2 |
| Two public domain pictures were added to enhanced podcast using Yodio - cover & track pictures (Podomatic - 1 picture) | 2 |
| Title, description, & tags added to the Yodio podcast | 2 |
| Both podcasts were added to wiki with title | 2 |
| Quality of podcasts (voice/volume/velocity) | 4 |
| Total Points | 14 |

Decision 5: Launch Activity

(Develops student interest by providing hook to motivate and link to prior knowledge.)

Unit Topic: Digital Storytelling

| | |
|--|--|
| Launch Activity Essential Question or Name of Activity | How do we create, share, subscribe, reflect, and broadcast content with Web 2.0 tools? |
| Description | The students will be introduced to digital storytelling examples found online. |
| Time (Days) | ½ |
| Mini-Lesson (Quick lesson prior to activity.) | Review what does “media” include – Text, Color, Motion, Graphics, Video, Sound, Music, Narration |
| Steps or Task Analysis (Details of activity.) | After viewing the digital storytelling examples, brainstorm with students: <ul style="list-style-type: none">• The benefits of telling a story digitally online• Multimedia is the combination of text, graphics (still and moving), animation or motion, and sound<ul style="list-style-type: none">○ Find the different media in digital story examples• Keeping the audience in mind when creating a digital story is surmountable in the story’s effectiveness |
| Summarize/Share | Students will realize the power of multimedia in telling a story versus all prose and /or prose and pictures. |
| Differentiation | Peer discussion, student discussion, pair ~share |
| Revise/Review | |
| Resources & Materials | Examples of digital stories online |

Decision 6: Acquisition Lesson #1

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Digital Storytelling- Creating a Stunning Presentation Story Path

NETS Standards:

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.

NBEA Standards:

Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

B. Spoken Communication

Level 3: Use technology to enhance spoken presentations.

| | |
|---|--|
| Lesson Essential Question | What is an interactive nonlinear presentation? What senses does a presentation appeal to? (visual) What is cloud computing? |
| Time (In Days) | 2 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Talk about the task of storytelling – Is a presentation a story? Can it be? What is your experience creating presentations? Do you like to be in the audience for a presentation? |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Presentation Cloud computing Path |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling through presentations: <ol style="list-style-type: none">1. Go to the Prezi website and watch the demo video about how to create a Prezi presentation.2. Create an account - Remember to do this first so you can save your Prez presentation as you go.3. Go through Lessons 1-3 in the Basic area of the Prez Academy.4. Create a Prezi presentation with a (1) title area at the beginning of the path, (2-5) four stops along the path, with a (6) conclusion area on the end of the path<ol style="list-style-type: none">1. Topic - <i>If I could change one thing in the world, (1) what would it be and (2) why? (3) How would you do it? (4) Who would benefit, and why is it important for this party? (5)</i> |

| | <p><i>What is this a priority for me? (6) How can you give us a "wow statement" that lingers in our thoughts long after your presentation is over?</i></p> <p>5. Present your presentation to the class to practice this new way of presenting a story to your audience.</p> | | | | | | | | | | | | | | | | |
|---|---|---------------------------|--|----------|-----------------|---|---|---|---|---|---|--|---|--|---|---------------------|-----------|
| Summarizing Strategies (Learners summarize and answer LEQ) | <p>What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses?</p> | | | | | | | | | | | | | | | | |
| Extending/Refining Activities | <p>In what other scenarios would Prezi presentations be a good medium to use to tell a story?</p> | | | | | | | | | | | | | | | | |
| Assignment and/or Assessment | <p>Prezi presentation (15 points)</p> <table border="1"> <thead> <tr> <th>Prezi Presentation Rubric</th><th></th></tr> <tr> <th>Criteria</th><th>Possible Points</th></tr> </thead> <tbody> <tr> <td>Topic was a good choice with good story flow (answers to questions had quality)</td><td>3</td></tr> <tr> <td>All six areas on the canvas were in correct path sequence</td><td>3</td></tr> <tr> <td>Visually-appealing (text was readable and at least 3 images were added along with one link)</td><td>3</td></tr> <tr> <td>Correct conventions (spelling, grammar, punctuation, and capitalization)</td><td>3</td></tr> <tr> <td>Presentation to class was smooth & well-received</td><td>3</td></tr> <tr> <td>Total Points</td><td>15</td></tr> </tbody> </table> | Prezi Presentation Rubric | | Criteria | Possible Points | Topic was a good choice with good story flow (answers to questions had quality) | 3 | All six areas on the canvas were in correct path sequence | 3 | Visually-appealing (text was readable and at least 3 images were added along with one link) | 3 | Correct conventions (spelling, grammar, punctuation, and capitalization) | 3 | Presentation to class was smooth & well-received | 3 | Total Points | 15 |
| Prezi Presentation Rubric | | | | | | | | | | | | | | | | | |
| Criteria | Possible Points | | | | | | | | | | | | | | | | |
| Topic was a good choice with good story flow (answers to questions had quality) | 3 | | | | | | | | | | | | | | | | |
| All six areas on the canvas were in correct path sequence | 3 | | | | | | | | | | | | | | | | |
| Visually-appealing (text was readable and at least 3 images were added along with one link) | 3 | | | | | | | | | | | | | | | | |
| Correct conventions (spelling, grammar, punctuation, and capitalization) | 3 | | | | | | | | | | | | | | | | |
| Presentation to class was smooth & well-received | 3 | | | | | | | | | | | | | | | | |
| Total Points | 15 | | | | | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> | | | | | | | | | | | | | | | | |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> | | | | | | | | | | | | | | | | |
| Review & Revise (Teacher Reflection) | | | | | | | | | | | | | | | | | |

| | |
|-----------------------|---|
| Resources & Materials | <p>Lesson on Moodle: Create a Out-of-the-Ordinary Presentation Lesson Computers Internet connectivity</p> <p>Files:</p> <p>Sites: http://prezi.com</p> <p>Videos: Prezi Academy video on YouTube and Prezi</p> |
|-----------------------|---|

Decision 6: Acquisition Lesson #2

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Digital Storytelling- Creating Still Animation – Creating Comic Strips

NETS Standards:

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.

NBEA Standards:

IV: Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.

| | |
|---|---|
| Lesson Essential Question | How can a comic be created to tell a story using a digital tool? What are the benefits of telling a story or message using a comic over paragraph prose? What senses does a comic appeal to? (visual) |
| Time (In Days) | 1 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Talk about the task of storytelling – Starting at still animation – prose vs. comic Who reads “funnies” (Comics) in the paper? Why? Do you have a favorite that you always look for and read? What do you think is the purpose of comics? Are there specific comics that have a specific agenda? |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Comic Storyboard |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: · Be introduced to the following online comic creator tools Make Belief Comics - http://www.makebeliefscomix.com/ Piki Strips - http://pikistrips.com/ Strip Creator - http://www.stripcreator.com/make.php Garfield Cartoon Character - http://www.garfield.com/fungames/comiccreator.html |

| | <p>Super Hero Squad - http://superherosquad.marvel.com/create_your_own_comic</p> <p>Witty Comics - http://www.wittycomics.com/</p> <p>Students will take the same message/story that you used for your AUP animated video for a middle school audience, and create a comic strip using one of the online comic creator tools. (10 points)</p> <p>Students will take the finished comic and place it on their wiki page</p> <p>Students will add all the comic strip sites into their delicious social bookmarking site with the tag comic or comics</p> | | | | | | | | | | | | | | | | | | |
|--|--|--------------------|--|----------|-----------------|--|---|--|---|---------------------------------|---|-------------------------------|---|--|---|--|---|---------------------|-----------|
| Summarizing Strategies (Learners summarize and answer LEQ) | What does digital storytelling do to relay a message? What are its strengths? Weaknesses? | | | | | | | | | | | | | | | | | | |
| Extending/Refining Activities | In what other scenarios would comic strips be a good medium to use to tell a story? | | | | | | | | | | | | | | | | | | |
| Assignment and/or Assessment | <p>AUP Message Comic Strip</p> <table border="1"> <thead> <tr> <th>Comic Strip Rubric</th><th></th></tr> <tr> <th>Criteria</th><th>Possible Points</th></tr> </thead> <tbody> <tr> <td>Title(s) is appropriate for your comic</td><td>1</td></tr> <tr> <td>The AUP story message was rightfully articulated through the comic strip</td><td>2</td></tr> <tr> <td>Your characters fit the message</td><td>2</td></tr> <tr> <td>Your setting fits the message</td><td>2</td></tr> <tr> <td>Your character'(s) script is in good sequential order.</td><td>2</td></tr> <tr> <td>Your comic is added to your wiki using an offering inside the comic creator tool</td><td>1</td></tr> <tr> <td>Total Points</td><td>10</td></tr> </tbody> </table> | Comic Strip Rubric | | Criteria | Possible Points | Title(s) is appropriate for your comic | 1 | The AUP story message was rightfully articulated through the comic strip | 2 | Your characters fit the message | 2 | Your setting fits the message | 2 | Your character'(s) script is in good sequential order. | 2 | Your comic is added to your wiki using an offering inside the comic creator tool | 1 | Total Points | 10 |
| Comic Strip Rubric | | | | | | | | | | | | | | | | | | | |
| Criteria | Possible Points | | | | | | | | | | | | | | | | | | |
| Title(s) is appropriate for your comic | 1 | | | | | | | | | | | | | | | | | | |
| The AUP story message was rightfully articulated through the comic strip | 2 | | | | | | | | | | | | | | | | | | |
| Your characters fit the message | 2 | | | | | | | | | | | | | | | | | | |
| Your setting fits the message | 2 | | | | | | | | | | | | | | | | | | |
| Your character'(s) script is in good sequential order. | 2 | | | | | | | | | | | | | | | | | | |
| Your comic is added to your wiki using an offering inside the comic creator tool | 1 | | | | | | | | | | | | | | | | | | |
| Total Points | 10 | | | | | | | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online. | | | | | | | | | | | | | | | | | | |
| Differentiation | Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions. | | | | | | | | | | | | | | | | | | |
| Review & Revise | | | | | | | | | | | | | | | | | | | |

| | |
|-----------------------|---|
| (Teacher Reflection) | |
| Resources & Materials | <p>Lesson on Moodle: Create a Create a Comic Lesson</p> <p>Computers Internet connectivity Newspaper comics</p> <p>Files: Storyboard</p> <p>Sites: http://www.makebeliefscomix.com/ http://pikistrips.com/ http://www.stripcreator.com/make.php http://www.garfield.com/fungames/comiccreator.html http://superherosquad.marvel.com/create_your_own_comic </p> <p>Videos:</p> |

Decision 6: Acquisition Lesson #3

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Digital Storytelling- Creating Still Animation – Creating ebook

NETS Standards:

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.

NBEA Standards:

IV: Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.

| | |
|---|---|
| Lesson Essential Question | What is an ebook? What are the benefits of telling a story or message using an ebook over paragraph prose? What senses does an ebook appeal to? (visual) |
| Time (In Days) | 2 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Talk about the task of storytelling – As anyone read from an ebook before? What examples? Kindle? Adobe? What are the benefits of reading an ebook? What senses does an ebook appeal to? (visual, kinesthetic – interactive buttons) |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Ebook Interactive Storyboard Plan – Produce – Publish - Promote |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling: Plan Produce Publish Promote · Be introduced to the creating an ebook with Mixbook with instruction on how to create an ebook First show students an example in Mixbook Have them find an ebook they would be interested in reading in the |

| | |
|---|--|
| | <p>Mixbook Gallery</p> <p>Have students register on this site for membership</p> <p>Take the students through the steps of creating an ebook – they can use the photo files from the training folder on the S-drive (menu, golf, yearbook)</p> <p>Mixbook - http://www.mixbook.com</p> <p>Students will plan their ebook story using a storyboard</p> <p>Students will create a story (front cover, back cover, and five pages of story using Mixbook. (20 points)</p> <p>Students will take the finished Mixbook and embed it on their wiki page</p> <p>Students will invite other class members to view their Mixbook and leave a comment</p> |
| Summarizing Strategies (Learners summarize and answer LEQ) | <p>What does this type of digital storytelling do to relay a message?</p> <p>What are this particular digital story type's strengths? Weaknesses?</p> |
| Extending/Refining Activities | <p>In what other scenarios would comic strips be a good medium to use to tell a story?</p> |
| Assignment and/or Assessment | <p>Mixbook ebook (25 points)</p> |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> |
| Review & Revise (Teacher Reflection) | |
| Resources & Materials | <p>Lesson on Moodle: Create a Create an ebook Lesson</p> <p>Computers</p> <p>Internet connectivity</p> <p>Files:</p> <p>Storyboard</p> <p>Sites:</p> <p>http://www.mixbook.com</p> <p>Videos:</p> |

Decision 6: Acquisition Lesson #4

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: **Digital Storytelling:** Interactive Story- Creating an Interactive Presentation Story

NETS Standards:

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.

NBEA Standards:

Career Development

III. Workplace Expectations

Achievement Standard: Relate the importance of workplace expectations to career development.

E. Continual Skills Improvement

Level 3: Identify ways to use feedback to improve skills.

| | |
|---|--|
| Lesson Essential Question | How can you create an interactive story using a static application with a Web 2.0 tool? |
| Time (In Days) | 1 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Talk about the task of storytelling – How can we take a static application tool and create an online presence with interactivity? |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Interactive Thread |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling through interactive presentations: <ol style="list-style-type: none">1. Create a MS PowerPoint presentation using your Prez presentation story.2. Save your MS PowerPoint presentation as .jpg file formats.3. Go to VoiceThread and register for an account.4. Create a VoiceThread by:<ul style="list-style-type: none">• Importing your PowerPoint presentation slides as pictures• Narrating your slides with by:<ul style="list-style-type: none">○ Cellphone○ Microphone○ Text• Save your VoiceThread and embed it on your wiki• Invite your classmates to visit your VoiceThread, watch and listen to your interactive story, and comment on your VoiceThread• Visit your peers' VoiceThreads and comment on their content (one comment per VoiceThread) |

| Summarizing Strategies (Learners summarize and answer LEQ) | What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses? | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------|--|----------|-----------------|-------------------------------|---|----------------|---|-------------------------------------|---|---------------------------------|---|------------------------------|---|----------------------------------|---|---|---|---------------------|-----------|
| Extending/Refining Activities | In what other scenarios would interactive presentations be a good medium to use to tell a story? | | | | | | | | | | | | | | | | | | | | |
| Assignment and/or Assessment | <p>VoiceThread Interactive presentation (14 points)</p> <table border="1"> <thead> <tr> <th colspan="2">VoiceThread Rubric</th> </tr> <tr> <th>Criteria</th><th>Possible Points</th></tr> </thead> <tbody> <tr> <td>Created a VoiceThread account</td><td>1</td></tr> <tr> <td>Good storyline</td><td>3</td></tr> <tr> <td>Added PowerPoint slides as pictures</td><td>1</td></tr> <tr> <td>Narrated throughout VoiceThread</td><td>3</td></tr> <tr> <td>Embedded VoiceThread on Wiki</td><td>1</td></tr> <tr> <td>Commented on peers' VoiceThreads</td><td>2</td></tr> <tr> <td>Correct Conventions - Spelling, Grammar, Punctuation, Capitalization</td><td>3</td></tr> <tr> <td>Total Points</td><td>14</td></tr> </tbody> </table> | VoiceThread Rubric | | Criteria | Possible Points | Created a VoiceThread account | 1 | Good storyline | 3 | Added PowerPoint slides as pictures | 1 | Narrated throughout VoiceThread | 3 | Embedded VoiceThread on Wiki | 1 | Commented on peers' VoiceThreads | 2 | Correct Conventions - Spelling, Grammar, Punctuation, Capitalization | 3 | Total Points | 14 |
| VoiceThread Rubric | | | | | | | | | | | | | | | | | | | | | |
| Criteria | Possible Points | | | | | | | | | | | | | | | | | | | | |
| Created a VoiceThread account | 1 | | | | | | | | | | | | | | | | | | | | |
| Good storyline | 3 | | | | | | | | | | | | | | | | | | | | |
| Added PowerPoint slides as pictures | 1 | | | | | | | | | | | | | | | | | | | | |
| Narrated throughout VoiceThread | 3 | | | | | | | | | | | | | | | | | | | | |
| Embedded VoiceThread on Wiki | 1 | | | | | | | | | | | | | | | | | | | | |
| Commented on peers' VoiceThreads | 2 | | | | | | | | | | | | | | | | | | | | |
| Correct Conventions - Spelling, Grammar, Punctuation, Capitalization | 3 | | | | | | | | | | | | | | | | | | | | |
| Total Points | 14 | | | | | | | | | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can transfer this knowledge and experience to other courses to create student projects</p> | | | | | | | | | | | | | | | | | | | | |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> | | | | | | | | | | | | | | | | | | | | |
| Review & Revise (Teacher Reflection) | | | | | | | | | | | | | | | | | | | | | |
| Resources & Materials | Lesson on Moodle: Create an Interactive Story Presentation Lesson Computers | | | | | | | | | | | | | | | | | | | | |

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| | <p>Internet connectivity</p> <p>Files:</p> <p>Sites: http://www.voicethread.com</p> <p>Videos:</p> |
|--|--|

Decision 6: Acquisition Lesson #5

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: **Digital Storytelling:** Audio Podcast- Creating an Audio Story

NETS Standards:

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.

NBEA Standards:

Communication

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Create and edit with audio and video documents.

| | |
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| Lesson Essential Question | What is an audio podcast? How are audio podcasts created, published, and promoted? |
| Time (In Days) | 1 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Show students the Podcasts by Common Craft video |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Audio podcast Podcatcher iTunes |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling through interactive presentations: <ol style="list-style-type: none">1. Watch Podcasts in Plain English by Common Craft on the Moodle course.2. Think of three quotes that mean something to you, inspire you, or represent your philosophy.3. Create three podcasts, one for each of the three quotes you have chosen. Make sure you include:<ol style="list-style-type: none">1. The first and last name of whom you are quoting2. What that person is known for3. Why this quote is a favorite of yours4. The actual quote4. Use each of the three Web 2.0 tools to create your podcast:<ol style="list-style-type: none">1. Podomatic2. Vocaroo3. Yodio5. Embed all three quotes on your wiki. |

| Summarizing Strategies (Learners summarize and answer LEQ) | What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses? | | | | | | | | | | | | |
|---|--|----------------------|--|---|---|---|---|-----------------------------------|---|------------------------------------|---|---------------------|-----------|
| Extending/Refining Activities | In what other scenarios would an audio podcast be a good medium to use to tell a story? | | | | | | | | | | | | |
| Assignment and/or Assessment | <p>Audio Podcasts (12 points) Audio Podcast Rubric</p> <table border="1"> <thead> <tr> <th colspan="2">Audio Podcast Rubric</th></tr> </thead> <tbody> <tr> <td>Create 3 audio podcasts with the three Web 2.0 tools provided in the lesson</td><td>3</td></tr> <tr> <td>All 4 parts were included in each of the 3 podcasts</td><td>3</td></tr> <tr> <td>All 3 podcasts were added to wiki</td><td>3</td></tr> <tr> <td>Quality of podcasts were great! ;)</td><td>3</td></tr> <tr> <td>Total Points</td><td>12</td></tr> </tbody> </table> | Audio Podcast Rubric | | Create 3 audio podcasts with the three Web 2.0 tools provided in the lesson | 3 | All 4 parts were included in each of the 3 podcasts | 3 | All 3 podcasts were added to wiki | 3 | Quality of podcasts were great! ;) | 3 | Total Points | 12 |
| Audio Podcast Rubric | | | | | | | | | | | | | |
| Create 3 audio podcasts with the three Web 2.0 tools provided in the lesson | 3 | | | | | | | | | | | | |
| All 4 parts were included in each of the 3 podcasts | 3 | | | | | | | | | | | | |
| All 3 podcasts were added to wiki | 3 | | | | | | | | | | | | |
| Quality of podcasts were great! ;) | 3 | | | | | | | | | | | | |
| Total Points | 12 | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can transfer this knowledge and experience to other courses to create student projects</p> | | | | | | | | | | | | |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> | | | | | | | | | | | | |
| Review & Revise (Teacher Reflection) | | | | | | | | | | | | | |
| Resources & Materials | <p>Lesson on Moodle: Create an Interactive Story Presentation Lesson</p> <p>Computers</p> <p>Internet connectivity</p> | | | | | | | | | | | | |

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| | <p>Files:</p> <p>Sites: http://www.podomatic.com http://www.vocaroo.com http://www.yodio.com</p> <p>Videos: Podcasts in Plain English by Common Craft, Lee Lefever</p> |
|--|--|

Decision 6: Acquisition Lesson #6

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: **Digital Storytelling:** Google Earth- Creating a Tour Destination

NETS Standards:

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.

NBEA Standards:

VI. Interactive Multimedia

Achievement Standard: Use multimedia software to create media rich projects.

Level 3: Create multimedia content and prepare it for delivery.

| | |
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| Lesson Essential Question | What is Google Earth? How is a tour destination created using Google Earth? |
| Time (In Days) | 2 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Show students a Tour Destination created with Google Earth |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Tour Destination Properties Google Earth Placemark .kml .kmz |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling through a multimedia tour destination: <ol style="list-style-type: none">1. What is Google Earth? Google Earth Download2. Go through the Google Earth feature tour.3. Watch your choice of Google Earth tour destinations. More!4. Choose five destination you would like to travel to if you had the opportunity.5. Create a Google Earth tour with the five destinations you would like to travel to in your life. Use Google Earth Tutorials if you have any questions.6. Remember, at each destination (placemark), you can add the following content with an online HTML editor to generate the HTML code for Google Earth: <ul style="list-style-type: none">• Text - To add the text, simply type• Image - To add an image, locate an image online, get the Web |

| | <p>address of the image by going to the properties, copy the address, click the image tool, and paste the address into the placemark window - Description</p> <ul style="list-style-type: none"> • Hyperlinks to other Web content - To add an image, locate an image online, get the Web address of the image by going to the properties, copy the address, click the image tool, and paste the address into the placemark window - Description • YouTube video (only on PC machines) - copy the embedding code & paste into the placemark window - Description • Other specialized Web content, such as podcasts (from Evoca.com) and PowerPoint files (Slideshare.net) - copy the embedding code and paste into the placemark's window - Description <p>1. Tools to help you add content in Google Earth:</p> <ol style="list-style-type: none"> 1. Online HTML Editor | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------------------|--|----------|-----------------|-------------|---|---|---|---------------------------|---|-------------------------------|---|----------------------------------|---|--------------------------|---|----------------------------|---|-------------------------------|---|---------------------|-----------|
| Summarizing Strategies (Learners summarize and answer LEQ) | What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses? | | | | | | | | | | | | | | | | | | | | | | |
| Extending/Refining Activities | In what other scenarios would an audio podcast be a good medium to use to tell a story? | | | | | | | | | | | | | | | | | | | | | | |
| Assignment and/or Assessment | <p>Google Earth Tour Destination (12 points) Google Earth Tour Destination Rubric</p> <table border="1"> <thead> <tr> <th colspan="2">Google Earth Tour Destination Rubric</th></tr> <tr> <th>Criteria</th><th>Possible Points</th></tr> </thead> <tbody> <tr> <td>Titled Tour</td><td>1</td></tr> <tr> <td>Added five .kml destinations in .kmz tour</td><td>5</td></tr> <tr> <td>Added at least two images</td><td>2</td></tr> <tr> <td>Added at least two hyperlinks</td><td>2</td></tr> <tr> <td>Added text for every destination</td><td>5</td></tr> <tr> <td>Added at least one video</td><td>1</td></tr> <tr> <td>Added at least one podcast</td><td>1</td></tr> <tr> <td>Placemarks were well "placed"</td><td>5</td></tr> <tr> <td>Total Points</td><td>22</td></tr> </tbody> </table> | Google Earth Tour Destination Rubric | | Criteria | Possible Points | Titled Tour | 1 | Added five .kml destinations in .kmz tour | 5 | Added at least two images | 2 | Added at least two hyperlinks | 2 | Added text for every destination | 5 | Added at least one video | 1 | Added at least one podcast | 1 | Placemarks were well "placed" | 5 | Total Points | 22 |
| Google Earth Tour Destination Rubric | | | | | | | | | | | | | | | | | | | | | | | |
| Criteria | Possible Points | | | | | | | | | | | | | | | | | | | | | | |
| Titled Tour | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Added five .kml destinations in .kmz tour | 5 | | | | | | | | | | | | | | | | | | | | | | |
| Added at least two images | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Added at least two hyperlinks | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Added text for every destination | 5 | | | | | | | | | | | | | | | | | | | | | | |
| Added at least one video | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Added at least one podcast | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Placemarks were well "placed" | 5 | | | | | | | | | | | | | | | | | | | | | | |
| Total Points | 22 | | | | | | | | | | | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>face every time they go online.</p> <p>Students can transfer this knowledge and experience to other courses to create student projects</p> |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> |
| Review & Revise (Teacher Reflection) | |
| Resources & Materials | <p>Lesson on Moodle: Create Tour Destination Lesson</p> <p>Computers</p> <p>Internet connectivity</p> <p>Files:</p> <p>Sites:</p> <p>http://en.wikipedia.org/wiki/Google_earth</p> <p>http://earth.google.com/support/bin/answer.py?hl=en&answer=188201</p> <p>http://earth.google.com/sky/skyedu.html</p> <p>http://www.kmzlinks.com/</p> <p>http://www.google.com/gadgets/directory?synd=earth&cat=sky</p> <p>http://www.google.com/earth/learn/</p> <p>http://online-html-editor.org/</p> <p>Videos:</p> |

Decision 6: Acquisition Lesson #7

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: **Digital Storytelling:** Camstudio - Creating a Tour Destination Screencast

Standards:

NETS Standards:

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.

NBEA Standards:

VI. Interactive Multimedia

Achievement Standard: Use multimedia software to create media rich projects.

Level 3: Create multimedia content and prepare it for delivery.

| | |
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| Lesson Essential Question | How do you create a screencast of a series of computer actions? How do you distribute Google Earth files to people who do not have Google Earth? |
| Time (In Days) | 1 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Show students a Tour Destination video screen cast created with Camstudio versus one run in Google Earth |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Screencast Narration .avi file |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | Students will: Be introduced to the process of digital storytelling through a multimedia tour destination screen cast: <ul style="list-style-type: none">• Create a screen cast of your Google Earth Destination Tour using Camstudio software.<ol style="list-style-type: none">1. Play your destination tour and narrate through the tour.2. After you are happy with your video, convert the .avi file to a .mov file.3. Upload your Google Earth Tour Destination video on YouTube.4. Embed the YouTube video on your wiki page as a widget. |
| Summarizing Strategies (Learners summarize and answer LEQ) | What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses? |
| Extending/Refining Activities | In what other scenarios would an audio podcast be a good medium to use to tell a story? |

| Assignment and/or Assessment | <p>Screen Cast of Google Earth Tour Destination (12 points)</p> <p>Rubric</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Possible Points</th></tr> </thead> <tbody> <tr> <td>Screencast recorded entire Google Earth Destination Tour</td><td>6</td></tr> <tr> <td>Video was narrated throughout the tour</td><td>3</td></tr> <tr> <td>Video was converted to .mov</td><td>1</td></tr> <tr> <td>Upload to YouTube</td><td>1</td></tr> <tr> <td>Embed on wiki page</td><td>1</td></tr> <tr> <td>Total Points</td><td>12</td></tr> </tbody> </table> | Criteria | Possible Points | Screencast recorded entire Google Earth Destination Tour | 6 | Video was narrated throughout the tour | 3 | Video was converted to .mov | 1 | Upload to YouTube | 1 | Embed on wiki page | 1 | Total Points | 12 |
|--|--|----------|-----------------|--|---|--|---|-----------------------------|---|-------------------|---|--------------------|---|---------------------|-----------|
| Criteria | Possible Points | | | | | | | | | | | | | | |
| Screencast recorded entire Google Earth Destination Tour | 6 | | | | | | | | | | | | | | |
| Video was narrated throughout the tour | 3 | | | | | | | | | | | | | | |
| Video was converted to .mov | 1 | | | | | | | | | | | | | | |
| Upload to YouTube | 1 | | | | | | | | | | | | | | |
| Embed on wiki page | 1 | | | | | | | | | | | | | | |
| Total Points | 12 | | | | | | | | | | | | | | |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can transfer this knowledge and experience to other courses to create student projects</p> | | | | | | | | | | | | | | |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> | | | | | | | | | | | | | | |
| Review & Revise (Teacher Reflection) | | | | | | | | | | | | | | | |
| Resources & Materials | <p>Lesson on Moodle: Create a Screen Cast Lesson</p> <p>Computers</p> <p>Internet connectivity</p> <p>Files:</p> <p>Sites:</p> <p>Videos:</p> | | | | | | | | | | | | | | |

Decision 6: Acquisition Lesson #6

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: **Digital Storytelling:** Windows MovieMaker- Creating a Video Podcast

Standards:

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.

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.

NBEA Standards:

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Level 3: Use advanced features of productivity software.

VI. Interactive Multimedia

Achievement Standard: Use multimedia software to create media rich projects.

Level 3: Create multimedia content and prepare it for delivery.

Level 3: Configure multimedia delivery tools (e.g., blogs, podcasting, webcasting).

VII. Web Development and Design


Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.

Level 3: Create content that is readable, accessible, searchable, and sticky.

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| Lesson Essential Question | How is a video podcast created using Windows MovieMaker and web 2.0 tools? |
| Time (In Days) | 10 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Show students Creating Podcasts by Common Craft – Lee Lefever |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and | Windows MovieMaker Storyboard view Timeline view Collection |

| skills prior to learning) | Tracks |
|---|--|
| <p>Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p> | <p>Students will:</p> <p>Be introduced to the process of digital storytelling through a multimedia podcast:</p> <ol style="list-style-type: none"> 1. Watch Podcasts in Plain English by Common Craft/Lee Lefever. 2. Go through Windows MovieMaker instruction with teacher. 3. Create a history video podcast (vodcast) using MovieMaker software about a specific place of history in the Lebanon/Cleona/Annville/Palmyra/Hershey area. <ul style="list-style-type: none"> • Plan <ul style="list-style-type: none"> ○ Write your story/script (use storyboard); this is a <i>HISTORY</i> video podcast - <i>start at the beginning and work your story up to the present</i> ○ Save the History Podcast Storyboard Word document in a new Podcast folder in your Emerging Technologies folder on the H: drive ○ Find still graphics for your story - public domain or student-created - make a record of attribution on the <i>History Podcast Storyboard Word document</i> & save the still graphics files in a Podcast folder in your Emerging Technologies folder on the H: drive ○ Find video for your story (video tape yourself with Flipcam) - you may have to convert the file to a .wmv file using mediaconverter.org or zamzar.com - make a record of attribution on the <i>History Podcast Storyboard Word document</i> & save the video files in a Podcast folder in your Emerging Technologies folder on the H: drive ○ Find a music file - make a record of attribution on the <i>History Podcast Storyboard Word document</i> & save the music file in a Podcast folder in your Emerging Technologies folder on the H: drive ○ Find a sound file - make a record of attribution on the <i>History Podcast Storyboard Word document</i> & save the sound file in a Podcast folder in your Emerging Technologies folder on the H: drive ○ Decide what parts of story you will narrate ○ Place all of the above media files in your MovieMaker collection - Name your project <i>yourdestinationplace_yourlastname</i> (for example, palmyraareahighschool_brown) and save it in a Podcast folder in your Emerging Technologies folder on the H: drive • Produce <ul style="list-style-type: none"> ○ Create a 1.5 (minimum, BEFORE credits) minute podcast using MovieMaker <i>showcasing and articulating about the history of your specific historical place (beginning to present)</i> <ul style="list-style-type: none"> ▪ Add title slide with name of destination History by <i>your first name</i> ▪ Add: <ul style="list-style-type: none"> ▪ public domain or created by student still pictures ▪ video (no more than a total of 20 seconds) ▪ music ▪ sound ▪ Add transitions and effects on still graphics/video ▪ Add story as text (change default font/color/animation) and narration |

| | |
|--|--|
| | <ul style="list-style-type: none"> ▪ text (title, text on still graphics) ▪ narration - save in a Podcast folder in your Emerging Technologies folder on the H: drive - You can narrate inside Movie Maker or create an mp3 file using VozMe ▪ Add credits [title, your first name as the Writer/Producer/Director, Emerging Technologies 2011, attribution for all media - still graphics/video/sound/music - see credit slide example] <ul style="list-style-type: none"> ▪ Provided attribution for all media (still images/video/sound/music) on credits slide using your History Podcast Storyboard Word document - Attribution for each must consist of description of media/URL/Creator (for example: Palmyra Street image found at http://commons.wikimedia.org/wiki/File:Palmyra_Do_wntown.jpg by Jayu) ▪ Tweak fade in/fade out/volume/mute in auditory clips ▪ Split and trim sound/music/video files to adhere to copyright regulations and assignment expectations ▪ Synchronize all tracks to create a good multimedia story ○ Save as a .wmv movie file when it is perfect save in a Podcast folder in your Emerging Technologies folder on the H: drive using the filename: <i>destinationnameHistoryPodcastYourLastName</i> • Publish & Promote (Share) <ul style="list-style-type: none"> ○ Upload your video podcast on a site like TeacherTube or YouTube - that allows to store and distribute/RSS subscribe <ul style="list-style-type: none"> ▪ Make sure to add title, description, and tags to your video (<i>history</i> is an obvious tag) ○ Embed the video podcast on your wiki page using DivShare, TeacherTube, or YouTube ○ Generate a unique QR code using Kaywa to your video so people can access your video from anywhere with a QR Reader app on their smartphone (if you have a smartphone, download the free app QRReader - iPhone or BeeTagg - Blackberry or Kaywa Reader or apps for Other Phones). Save the QR image in your Emerging Technologies folder on the H: drive using the filename: <i>destinationnameQRCode</i> ○ Embed the QR image on your wiki using the HTML code found on Kaywa. Type instructions above the QR code image stating what the QR code will access, and how to access the code by reading the QR code with a QR Code Reader. ○ Print out your QR code image and <i>write your first and last name on the bottom along with your destination place name</i>. Place this printout in the teacher's basket. ○ Upload your History Podcast Storyboard Word document onto Moodle so teacher can check attribution sources for all media files <ul style="list-style-type: none"> ▪ 101 Uses for QR Codes - see #9 ▪ Here is an example of a video of mine on YouTube |
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| Summarizing Strategies (Learners summarize and answer LEQ) | What does this type of digital storytelling do to relay a message? What are this particular digital story type's strengths? Weaknesses? |
| Extending/Refining Activities | In what other scenarios would an audio podcast be a good medium to use to tell a story? |
| Assignment and/or Assessment | Video Podcast (50 points) Rubric |
| Re-Teaching Focus & Strategy | <p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can transfer this knowledge and experience to other courses to create student projects</p> |
| Differentiation | <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p> <p>Students may use their own choice of topic</p> |
| Review & Revise (Teacher Reflection) | |
| Resources & Materials | Lesson on Moodle: Create a Podcast Lesson Computers Internet connectivity |

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| | Files: Sites: Videos: |
|--|--|

Video Podcast Rubric

| Video Podcast Rubric | |
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| Criteria | Possible Points |
| Used storyboard to write script and plan media - upload to Moodle | 3 - Complete 2 - Partial Completion 1 - Needs Improvement |
| Podcast was at a minimum of 1.5 minutes in length (NOT including credits - max. of 30 seconds) | 1 |
| Podcast told a good story of history about the student's chosen place of history from beginning to present | 3 - Excellent 2 - Good 1 - Needs Improvement |
| Has title and your first name | 1 |
| Included quality still graphics and were public domain (PD) or created by student - Make sure History Podcast Attribution file was uploaded to Moodle | 3 - All Excellent Quality; all PD or student-created 2 - Most Excellent Quality; all PD or student-created 1 - Some Excellent Quality; all PD or student-created |
| Included a quality video clip(s) [max. 20 secs.] - Make sure History Podcast Attribution file was uploaded to Moodle | 3 - Excellent Quality; legal; 20 seconds max. 2 - Excellent Quality; legal; Over 20 seconds 1 - Good Quality; legal; and/or over 20 seconds |
| Included music clip - quality - Make sure History Podcast Attribution file was uploaded to Moodle | 3 - Excellent Quality; legal 2 - Good Quality; legal 1 - Average Quality; legal |
| Included sound clip - quality - Make sure History Podcast Attribution file was uploaded to Moodle | 3 - Excellent Quality; legal 2 - Good Quality; legal 1 - Average Quality; legal |
| Text was easy to read with formatting that was changed from default settings | 3 - Excellent Readability; defaults changed 2 - Good Readability; defaults changed 1 - Average Readability in places; defaults changed |
| Animation of text, Effects on boards, & Transitions were included and added to an effective podcast | 3 - Excellent Movement; added to content 2 - Good Movement; Added to content 1 - Movement distracted away |

| | from content |
|---|--|
| Included narration by you/vozne; Volume/Articulation/Velocity gave clarity to message; matched graphics | 3 - Excellent Narration; added to history content 2 - Good Narration; added to history content 1 - Average Narration; did not add to history content |
| Has Credits slide providing Attribution to all media creators (Media description/URL/creator) and credits did not run more than 30 seconds | 3 - All attribution given to all media; Excellent readability 2 - Most attribution given to media; Excellent readability 1 - Partial attribution given to media and/or unable to read |
| Saved as movie file (.wmv) | 1 |
| All media was well-chosen for history storyline of place of history | 3 - Excellent 2 - Good 1 - Needs Improvement |
| All tracks (video/audio/narration/sound/music/title overlays are synced well (timeline) | 3 - Excellent 2 - Good 1 - Needs Improvement |
| Paid attention to acoustics (fade in/fade out; volume; mute) | 3 - Excellent 2 - Good 1 - Needs Improvement |
| (1) Uploaded to YouTube/TeacherTube; (2) add title, description, & tags | 2 - both tasks complete 1 - one task complete |
| Post your podcast's YouTube URL on school social network to all classmates and teacher - Remember, this is the only way I can grade it. | 1 |
| Embedded onto wiki - Remember, this is the only way I can grade it. | 1 |
| (1) Generate a QR code (using Kaywa) to your video URL on YouTube & saved the QR Code image in your Emerging Technologies folder with the filename <i>destinationnameQRCode</i> | 1 0 - code does not access student's video |
| (1) Placed the QR code on your wiki, (2) with instructions on how to access your history video podcast; (3) print out QR code and write student name and name of place of history on bottom of paper | 3 - all three tasks complete 2- two tasks complete 1 - one task complete 0 - code does not access student's video |
| Total Points | 50 |

Decision 6: Acquisition Lesson #5

(Lesson plan necessary for student
learning. You will have multiple Acquisition
Lessons within a unit.
Not all parts need to be filled in; use only
those applicable.)

Unit Topic: CyberCitizenship & Civility- Identify & Practice Online Etiquette & Responsibility

Standards:

NETS

NT.K-12.2

Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

NT.K-12.6

Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

Anchors:

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| Lesson Essential Question | What is U. S. Copyright? What is Fair Use? |
| Time (In Days) | 1 |
| Activating Thinking (Hook to motivate, link to prior knowledge) | Show students a video about copyright and fair use |
| Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning) | Copyright U.S. Copyright Law U.S. Fair Use Act Attribution Public Domain Creative Commons |
| Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson | <p>Students will:</p> <ul style="list-style-type: none"> Click on the U.S. Copyright Office and search for the copyright of a book you have by searching with its ISBN. Go to Website Copyright and read about a Copyright Case Study concerning internet music, pictures, or movie that interests you. <ol style="list-style-type: none"> Experiment with the Fair Use Visualizer Click on Copyright Duration to see a map of the duration of a U.S. copyright. Read 10 Myths of Copyrights Explained & find one myth that you were misled about previously in your understanding about copyright. Take a look at the Copyright & Fair Use Act Chart, Student Guidelines for in the Classroom 1 & 2. Take notice to what you can do with copyrighted pictures, music, and video files. Learn about Copyright & Fair Use by going through the Learn About Copyright Terms interactive. Take a look at the Creative Commons six licenses that anyone can label his/her created works...free! Go to the U.S. Copyright & Fair Use section under Digital Storytelling unit on Moodle. Click on Public Domain and Labeled for Reuse Multimedia link. Peruse through all the sites of Public Domain media. |
| Summarizing Strategies (Learners summarize and answer LEQ) | Why is it important to follow copyright and Fair Use legislation? How could the illegal copying of other people's works affect the creator? Affect everyone else in the world? |

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| Extending/Refining Activities | Students will use safe online behavior and practices in this course. |
| Assignment and/or Assessment | |
| Re-Teaching Focus & Strategy | Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online. |
| Differentiation | Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions. |
| Review & Revise (Teacher Reflection) | |
| Resources & Materials | <p>Lesson on Moodle: Create a Wiki Lesson Computers Internet connectivity</p> <p>Files: Fair Use in the Classroom Chart</p> <p>Sites: Videos: http://moodle.pasd.us/mod/resource/view.php?id=7871 – flash interactive A Fair(y) Use Tale Video file on youtube</p> |

Decision 7: Extending Thinking Lesson

(Lesson plan for extending thinking lesson involving higher level thinking skills.
You would only have a few of these per unit.)

Unit Topic:

Standards:

Anchors:

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|--|--|
| Lesson Essential Question | |
| Time (Days) | |
| Mini-Lesson (Quick lesson prior to activity.) | |
| Activity or Task (Details of activity.) | |
| Summarize/Share (Learners summarize and answer LEQ) | |
| Assignment and/or Assessment | |
| Differentiation | |
| Revise/Review (Teacher Reflection) | |
| Resources & Materials | |