

Planned Course: Yearbook	Course Number: E109AH	Department: English
Unit: 02- Pictavo	Grade Level: 9-12	
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: August 27, 2018

PA Core Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</p> <p>ISTE Standards Empowered Learning Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning</p>	<p>What is Pictavo?</p> <p>How does Pictavo work?</p> <p>How is a yearbook set up?</p> <p>What is a yearbook ladder?</p> <p>How is a yearbook page setup?</p> <p>What special features does Pictavo have to help create yearbook pages?</p> <p>What is a template?</p> <p>How to effectively select a background?</p>	<ul style="list-style-type: none"> ● Direct Instruction ● Class Discussions ● Video Tutorials ● Small group activities ● Create usernames and passwords for Pictavo. ● Set up the yearbook ladder. ● Select which pages from the yearbook ladder to be assigned to. ● Analyze previous yearbooks and note how the pages are set up focusing on eyelines, borders, fonts, and layouts. ● Set up pages on Pictavo to practice: <ul style="list-style-type: none"> ○ ‘drag and dropping’ templates on to pages. ○ making different size photo boxes. ○ Selecting font sizes ○ ‘Drag and dropping’ 	<ul style="list-style-type: none"> ● Assessment on the Pictavo Toolbar and will need to identify the purpose of each icon. ● Assessment on the parts and purpose of a yearbook ladder. ● Students will sit with the teacher one-on-one and show their understanding of <ul style="list-style-type: none"> ○ ‘drag and dropping’ templates on to pages. ○ making different size photo boxes. ○ Selecting font sizes ○ ‘Drag and dropping’ images. ○ Placing snippets ○ Searching for templates ○ Searching for backgrounds ○ Placing sticky-notes on pages.
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<p>process itself to improve learning outcomes.</p> <p>1b Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>Digital Citizen Students recognize the rights,</p>		<p>images.</p> <ul style="list-style-type: none"> ○ Placing snippets ○ Searching for templates ○ Searching for backgrounds ○ Placing sticky-notes on pages. 	
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<p>responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d Students manage their personal data to maintain digital privacy and</p>			
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<p>security and are aware of data-collection technology used to track their navigation online.</p> <p>Innovative Designer 4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>			
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