












Unit 4: Project 1 The Power of Yet 8th Grade Canva

<p>Notes & Preparation</p> 	<ul style="list-style-type: none"> ● Project length: 2 classes ● Instructor Note: Familiarize yourself with the com keyboard shortcuts, layering elements, and sizing tricks. ● Files to Load: None ● Web resources: Check all web resources used in the lesson ahead of time
<p>Content Standards</p> 	<p><u>CA CS Standards:</u> 6-8.DA.7, 6-8.DA.8, 6-8. AP.11, 6-8.IC.21, 6-8.IC.22</p> <p><u>ISTE Standards:</u> #2, #3, #4, #6</p> <p><u>NET Standards:</u> #1, #2, #5</p>
<p>Engage</p> 	<p><u>Opening</u> Welcome students to the last quarter of the year in technology class. Discuss the many skills students have learned over the year. Consider having students share their web page and how it has developed over the year.</p> <p>Take a moment to discuss bias and accessibility in the design process. What colors and fonts are best for those with difficulty seeing? What tools can be in place for those with difficulty hearing? Discuss how design can be possible to meet multiple needs. Discuss what inclusive design looks like for deaf people. Discuss how design can make or break a presentation.</p> <p><u>Character Development</u> <i>The Power of Yet:</i> Discuss its meaning and the importance of pushing through obstacles.</p> <p>Discuss the different technology challenges the students have had this year. Ask students how they solved those challenges. What technology issues might newer or younger students encounter? Brainstorm a list using Canva brainstorm page. Ask students ‘What technology challenges do you have today?’. Brainstorm current technology issues students might have and list them.</p>



	<p><u>Project Description</u></p> <p>Over the next few weeks, students will use the brainstorming session as a base for their projects. From the brainstorming session regarding solving problems and 'The Power of Yet', create three Canva.com posters listing the steps on how to solve the problem. For the next project, students will create how-to videos. Yet, today's project will be posters that can be printed out and put around the classroom.</p> <p>Remind students to create their designs with inclusivity in mind.</p>
<p>Web Resources for More Exploration</p> 	<ul style="list-style-type: none"> ● Power of Yet By: Sesame Street ● Power of Yet By: J. Luckey ● Power of Yet By: Trevor Muir ● Accessibility Basics: Designing for Visual Impairment By: Graeme Fulton ● Inclusive Design: Designing for Deaf People Helps Everyone By: Marie Van Driessche
<p>Additional Emphasis</p> 	<ul style="list-style-type: none"> ● How to add layered design elements to enhance the ● Position and Grouping ● Lock elements in ● Animate tools. ● Change the color of the graphics ● Inch up or down on textbox or element ● Hold the ALT key while dragging the side or corner handles to scale elements proportionally ● Canva.com Short keyboard shortcuts
<p>Learning Outcomes</p> 	<p>Students will:</p> <ul style="list-style-type: none"> ● Learn Keyboard shortcuts on Canva.com. ● Create how-to posters explaining technology tips and tricks. ● Apply troubleshooting strategies to resolve issues in hardware and software. ● Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. ● Collaborate with many contributors when creating a design.
<p>Project Steps</p>	<p>Have the student:</p> <ol style="list-style-type: none"> 1. Launch an Internet browser 2. Open the student account on canva.com



	<ol style="list-style-type: none"> 3. Create a Note: Three posters will be created, yet they will be in one file. Simply add a page to create posters 2 and 3. 4. Decide on the three technology problems you will solve. Research and discover the solution. Note: Keep records (bookmark) of resources and cite them on the posters as a 'little bit of body text' at the bottom of the infographic. 5. Consider what you would like the end to look Remember in design we start with the end in mind. Consider your audience. 6. Choose a background 7. Add design elements around the borders and page 8. Add layered design elements in the background or design 9. Group design before adding text boxes and lock in place 10. Plan out the fonts you desire to use. Remember no more than three in a single Add a title that describes the problem being solved. 11. Add a text box or multiple text boxes to add your solution and steps to solving the problem 12. Add elements, size, and If necessary, use the position shortcut or 'alt+drag' to size. 13. Once done with the first poster, add a page 14. Repeat steps 4-12 for two more posters 15. Use Spelling and Grammar Check 16. Peer edit by adding collaborators 17. Turn the file into the Learning Management system.
<p>Reflection</p> 	<p>Lesson recap, what I learned, and what I am excited about next week.</p> <p>Discuss with students how creating with the end in mind affects the design process. Ask 'What choices did you make differently considering your audience?' Discuss what students enjoyed about this project. Discuss the different videos and what was taught.</p>
<p>Extend</p> 	<p>Have students check off the learning objectives they focused on each day.</p> <ol style="list-style-type: none"> 1. Discover other issues where they can research to solve the problem 2. Create a form to send out to teachers and administrators asking 'What technology questions do you have?' Students can collect the data and create posters around the school.

No Template

Sample








Unit 4: Project 2





Create How-to Videos with Canva

8th Grade

Canva

<p>Notes & Preparation</p> 	<ul style="list-style-type: none"> ● Project length: 2 classes ● Instructor note: Computational thinking involves a problem-solving approach that integrates across different activities. Have students first troubleshoot solutions, instead of just asking for the answer. ● Files to load: None ● Web resources: Check all web resources used in the lesson ahead of time.
<p>Content Standards</p> 	<p><u>CA CS Standards:</u> 6-8.DA.7, 6-8.DA.8, 6-8. AP.11, 6-8.IC.21, 6-8.IC.22</p> <p><u>ISTE Standards:</u> #2, #4, #6</p> <p><u>NET Standards:</u> #1, #2, #4</p>
<p>Engage</p> 	<p><u>Opening</u> Welcome students to technology class. As a class review prior projects and themes. Ask students ‘What new answers did you discover last class when you researched solutions to your questions?’</p> <p>Discuss with students oversharing and leaving a healthy digital footprint. Ask students ‘What makes it difficult to hold their tongue (or fingers when typing a message)? Why do they think being angry at others online happens? Why do people share too much information online? What is private information and what should be public?’</p> <p><u>Character Development</u> <i>The Power of Yet:</i> Continue discussing having a growth mindset. Ask students ‘How can we help others have a growth mindset? How did our last project help others to have a growth mindset?’ When discussing living with The Power of YET, how does that continue to help us have a growth mindset?</p> <p><u>Project Description</u> In today’s project, students will consider the brainstorming done in the prior project. What technology skills did they explain with their posters? What technology skills would they like to continue to discover? The students will pick a</p>


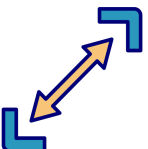


	technology skill to teach to others. They will create a how-to video using canva.com
Web Resources for more Exploration 	<ul style="list-style-type: none"> ● Oversharing and Your Digital Footprint By: Common Sense Education
Additional Emphasis 	<ul style="list-style-type: none"> ● Discuss computational thinking and its importance in problem solving in order to live with a growth mindset ● Design thinking process ● Storyboarding in order to plan ● Transitions in slides ● Adding elements, colors, and fonts that fit the theme ● Keyboard shortcuts for Canva
Learning Outcomes 	Students will: <ul style="list-style-type: none"> ● Become a knowledge constructor to critically curate a variety of resources that solve problems ● Become Innovative Designers and use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions ● Communicate clearly and express themselves creatively in order to solve problems ● Understand their digital footprint and develop digital citizen skills ● Collaborate with peers in problem solving, design, and peer edits
Project Steps 	Have the student: <ol style="list-style-type: none"> 1. Open student com account 2. Open template 4.2 8th How to Videos Plan (Last name) 3. Fill out your planner remembering the user's specific end goal (How to solve their technology problem) 4. If more slides are needed to solve the problem, add another page 5. Once your storyboard is complete, you are ready to move on to creating the how-to video 6. Click on 'Create a design' to create a new video 7. Choose 'video'



	<ol style="list-style-type: none"> 8. Decide on your 'look.' What feel do you desire? Vibrant and energetic, or calm and simple? Choose the color and fonts you desire. Pick a background once you have decided on your overall theme or look. 9. Add a text box with your title cover using your cover font 10. On slide #2, explain the problem you will solve 11. For the next 3-10 slides, solve the problem. You may use picture screen captures, step-by-step, or video-recorded screen captions to instruct. 12. Add a transition between each slide by clicking on the infinity symbol between each Click again to choose 'change transition'. 13. Click on 'Notes' at the bottom of the screen. Enter your notes for the recording on each slide. Note: Recommend scripting out your notes exactly to make your thoughts clear and concise. 14. Add elements to the slides that enhance the overall theme 15. Add a voice-over by clicking on 'Share,' and 'Present and record' 16. Go to the recording studio, click on 'No camera,' and start recording. Note: recording will start in 3 Take as many recordings as necessary to explain with accuracy and clarity. 17. Once done, the voice-over will upload and be placed in the 'uploads' section of the left side toolbar 18. Choose that video (voice-over). It will show up under your slides at the bottom of the Align the video to fit the entire length of the slides. 19. Next, check to make sure the voice-over fits the Slides may need to be lengthened or shortened to fit the voice-over. 20. Once the voice-over is in place with each slide, consider adding background music (audio). Click on 'audio' on the left side toolbar. Then in the search engine box, type the theme If Energetic, type in 'energetic'. 21. Once the audio is chosen, adjust the music to fit the entire video 22. Right-click on audio and set it anywhere from 10-50%. Note: Audio is to be in the background and add to the video, not overpower. 23. Spell and Grammar check 24. Share the video with Ask peers to edit 25. Peer edit classmate's videos 26. Once complete and satisfied with the video, upload it to the student web page 27. Turn the file into the Learning Management system.
Reflection	Lesson recap, what I learned, and what I am excited about next week.

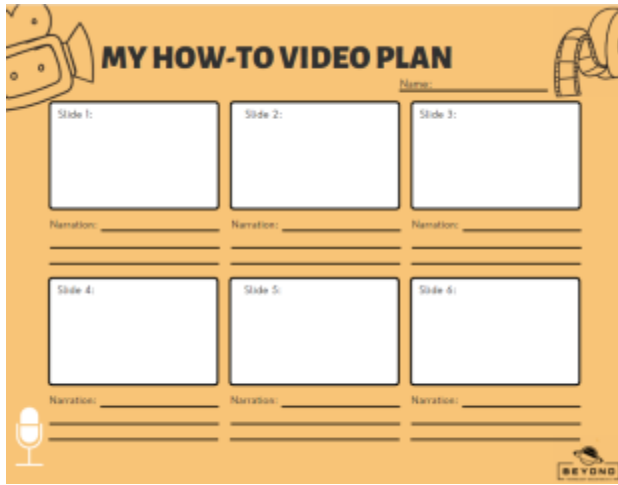


	<p>Discuss the importance of how-to videos. Discuss with the students other videos they could make that would help students at their school. Ask students how can they use this technology skill at home.</p>
<p>Extend</p> 	<ol style="list-style-type: none">1. Spend time exploring and reviewing videos to understand the elements that make up an explainer video. Find videos that have the most views and consider the elements in those videos. Ask yourself 'What could I add or change in my video?'2. Create a video to explain a problem the student has encountered at home or in other settings

For Video link:

[4.2 8th How-to Video Sample](#)

Template



MY HOW-TO VIDEO PLAN

Name: _____

Slide 1:	Slide 2:	Slide 3:
Narration: _____	Narration: _____	Narration: _____
Slide 4:	Slide 5:	Slide 6:
Narration: _____	Narration: _____	Narration: _____

BEYOND

Sample



MY HOW-TO VIDEO PLAN




Name: Student Castillo

Slide 1: Pin a Conversation	Slide 2: A message or introduction on Slack	Slide 3: Select a subject
Narration: _____	Narration: _____	Narration: _____
Slide 4: Pin a conversation	Slide 5: Select More Actions	Slide 6: Edit, add or delete conversations
Narration: _____	Narration: _____	Narration: _____




BEYOND






Unit 4: Project 3
Preparing for a Canva Skill Exam
8th Grade
Canva

<p>Notes & Preparation</p> 	<ul style="list-style-type: none"> ● Project length – 2-3 classes ● Instructor note – Make a copy and rename the exam for your students ahead of Use the exam to help prep the students. ● Files to load – Canva Design Skills for Students, 8th Grade com Assessment ● Web resources – Check all web resources used in the lesson ahead of time.
<p>Content Standards</p> 	<p><u>CA CS Standards:</u> 6-8.DA.7, 6-8.DA.8, 6-8. AP.11, 6-8.IC.21, 6-8.IC.22</p> <p><u>ISTE Standards:</u> #3, #4, #5</p> <p><u>NET Standards:</u> #1, #2, #4</p>
<p>Engage</p> 	<p>Opening Review the last few projects. Ask students to share what knowledge and experience they have gained so far this year. Ask students what technology are they using that their parents or grandparents did not. What new technology have they learned this year? What do they envision will be new in the future?</p> <p><u>Character Development</u> <i>Power of Yet:</i> As students continue to grow in their Power of Yet and understanding of the growth mindset, they will grow in their understanding of misleading and fake news.</p> <p>Do your students think they can right away determine if something is true or false? They may not be able to identify fake news yet, but after this discussion, they will be able to ask questions to help them identify articles that may be incorrect. Discuss the hazards and consequences of fake news. Ask students what happens when fake news spreads. How do we know if the news is accurate or not?</p> <p>Take a moment and show students photos that are fake. Ask students to do their best to point out what is accurate or fake.</p>






	<p>Ask students ‘How do we know if a news article is true or false?’</p> <p>Discuss:</p> <ul style="list-style-type: none"> ● What is the difference between information and disinformation? ● How do we discover the intent? ● How do we check the source? ● How do we gather evidence to determine validity? ● Where do we locate the experts on the subject to find out the correct information? Let’s be detectives. Consider giving extra credit to students who can identify fake news and bring it in to share with the class. <p>Project Description</p> <p>This technology project will be over a few weeks. Students will practice skills to make a final assessment of skills taught on canva.com. Students will practice the skills needed to excel on the assessment. Then take the assessment. Note: The instructor will need to make a copy of the assessment and share it with students.</p>
<p>Web Resources for more Exploration</p> 	<ul style="list-style-type: none"> ● Search and Edit Elements By: com ● Social Media: Is your Breaking News Broken? By: Common Sense ● Hidden signs that can reveal a fake photo By: Tiffanie Wan ● “Fake News,” Lies and Propaganda By: edu ● Evaluating Information By: Stanford.edu
<p>Additional Emphasis</p> 	<ul style="list-style-type: none"> ● How to discover if news and photos are accurate or false. ● Add animations ● How to create a new design, alter elements, and what elements may be used for ● How to change the weight of a line or shape ● Grouping elements ● Remove background of a picture
<p>Learning Outcomes</p> 	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify ways to discover if the news is accurate or false ● Practice basic Canva.com skills of search and edit elements, upload and edit media, record themselves, add and style text, edit photos, add animations and incorporate apps into their designs ● Ask, what is the one thing you desire your audience to remember ● Understand the storytelling journey and planning a presentation









	<ul style="list-style-type: none">• How to insert a range of media and data tools
<p>Project Steps</p> 	<p>Have the student:</p> <ol style="list-style-type: none">1. Open student com2. Click on Canva Design Skills for Students3. Watch the video, then work your way through all of the You may skip the videos where you are already confident in the skill taught.4. Upload your slides to your web page5. Watch the Design School Planning your Presentation on Canva.com. Work through the lessons.6. Once done explore working with the ideas presented in the presentation, and spend time exploring and practicing with Canva7. Turn lessons into Learning Management System when complete
<p>Reflection</p> 	<p>Lesson recap, what I learned, and what I am excited about next week.</p> <p>Reflect on ways you can use Canva.com at home and in other areas of your life. Discuss with students the advantage of having this skill. Discuss creating a family calendar, infographic, or video of their summer vacation and plans.</p>
<p>Extend</p> 	<ol style="list-style-type: none">1. Watch Typography & Layout on Canva.com. Work through the lessons.2. Explore using the different items discussed3. Turn in extra lessons into the Learning Management System when complete





Unit 4: Final Challenge 8th Grade Canva

<p>Notes & Preparation</p> 	<ul style="list-style-type: none"> ● Project length: 2-3 classes ● Instructor note: Create an applied Google Skills account and invite students from google classroom. Add Google Workspace lessons (Google Workspace: Docs: Part 1 and Introduction to Google Workspace: Slides – Part 1) to your classroom. ● Files to load: Starter Project A Template ● Web resources: Check all web resources used in the lesson ahead of time.
<p>Content Standards</p> 	<p><u>CA CS Standards:</u> 6-8.DA.7, 6-8.DA.8, 6-8. AP.11, 6-8.IC.21, 6-8.IC.22</p> <p><u>ISTE Standards:</u> #3, #4, #5</p> <p><u>NET Standards:</u> #1, #2, #4</p>
<p>Engage</p> 	<p><u>Opening</u> Let's become Google experts. Discuss with students the different skills they have learned over the year. This assessment is on two elements within Google Workspace, Google Documents, and Google Presentations.</p> <p><u>Project Description</u> Students will work through applied digital skills with Google. There are many certificates students can receive with Google Applied Skills. Today we will work through two of the courses.</p> <p>The first course is on Google Documents. The second is on Google Slides. For Google documents, students will use a template or the instructor may have students choose a document from the student's files. In the second assessment with Google Slides. In this assessment, students will create a blank presentation. The instructor can choose the topic. For the sample, the topic is 'A philanthropist'. There is not a heavy amount of research in this presentation. Simple facts about someone who gives to others.</p>

<p>Web Resources for more Exploration</p> 	<ul style="list-style-type: none"> • https://www.tonyrobbins.com/giving-back/famous-philanthropists/ By: Tony Robbins • https://youtu.be/GgbFvmfYe3I By: Destin Bundy, TedxYouth
<p>Additional Emphasis</p> 	<ul style="list-style-type: none"> • Before students start the assessment, remind students of different tasks such as how to share a document and comment for peer editing.
<p>Learning Outcomes</p> 	<p>Students will:</p> <ul style="list-style-type: none"> • Use prior knowledge and new knowledge from Google Applied Skills to complete the final assessment.
<p>Project Steps</p> 	<p>Have the student:</p> <ol style="list-style-type: none"> 1. Log into your Google account 2. Open a previously created school document or the 4.4 8th Final Challenge Template 3. Make a copy of the document and rename it 4. Make sure the page set up is 'portrait', Letter size 8.5×11, 'Margins' 1 inch all around, and make sure the page color is white
<p>Reflection</p> 	<p>Lesson recap, what I learned, and what I am excited about next week.</p> <p>As this class and school year come to a close reflect on skills learned. Brainstorm how students can continue to have a growth mindset over the summer when it comes to technology.</p>
<p>Extend</p> 	<p>Share the final Video with peers and classmates</p>



8th Grade Final Challenge Student Handout

<p>Directions</p> 	<p>You will create a one-page poster reflecting on why it is important to think and imagine all the options to make better learning choices. This is a final challenge to showcase all the skills you have learned throughout this unit. This project will be turned in before the end of the class today. Finish as much as you can.</p>
	<ol style="list-style-type: none"> 1. Add a header, and footer and insert the page number 2. Center, bold, and change the color of the header 3. Highlight the title in the Change the paragraph style to 'title' 4. Center the Title and add a graphic that represents the title 5. Body of the document, align left text and set it as 'Normal text' 6. Continue to change other key headings in your document to subtitles or headings as appropriate using the 'styles' tool. Chose the styles that best fit each section of your 7. Add a hyperlink to appropriate places in the document such as emails 8. Insert a table of contents on the first page of your document after your Go to 'Insert' and click on the 'table of contents' 9. Add a page break between the table of contents and the first header 10. Hyperlink to the headers from the table of contents 11. Insert a table where appropriate 12. Add a header to the table that is merged and add a background color to the header row 13. Spell and Grammar check document <p>Google Slides</p> <ol style="list-style-type: none"> 1. Open a new browser and sign in to your Google account 2. Open Google Drive 3. Create a new blank presentation in Google Slides 4. Add a theme to your presentation 5. Give the presentation a (Those who Give) 6. Add 3 slides to a presentation (a total of 4 slides will be present) 7. Slide 2 Describe the person your chose who gives to others with their name 8. Slide 3 Add one to two images to the slide that relates to the generosity of the person 9. Resize and position the image 10. Add a text Type something about the image you added that relates to the person described. 11. Repeat the textbox for the other image if added



	<ol style="list-style-type: none">12. Format and reposition text and images to fit your personality13. Choose font and colors to fit the theme of your presentation14. On the last slide, type a final sentence for your audience. This can be simply 'the end' or a final idea you desire to share15. Animate elements to add more visual interest16. Add a transition to each slide17. Spell check presentation18. Preview your presentation19. Digitally share your slides with a classmate20. Peer review other presentations in your class21. Leave comments in your peer's slides. Leave positive and encouraging comments, yet also give helpful kind feedback when22. Open your project and read the comments your peers left. Consider which comments are helpful and consider making adjustments to your presentation23. Turn the file into Learning Management System
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**This project will be turned in before the end of the class today.
Finish as much as you can.**

