

**Title: The Oceans Multimedia Magazine**

**Grade Level: 5<sup>th</sup>**

**Core Subject Areas: Language arts and science**

**Length of Lesson: Four to five weeks**

**IT Performance Assessment Task: Task 1—**

Students will select a research topic in conjunction with the teacher based upon the content in a unit of study. They will use a variety of electronic resources, creating bookmarks for relevant websites after constructing effective searches. They will download images from the Internet, scan existing hardcopy, create an original illustration using paint/draw tools, and include them in a visual organizer document which represents their complex system (i.e., food chain, passing a bill, natural processes such as volcanoes or digestive system). Students will present documentation that cites resources used and explains the accuracy and relevance to their topics. Finally, they will create a newsletter that includes selected images and text. They will convert the newsletter file into a universal file format, and send it via email (as an attachment) to their teacher for review.

**Prerequisite Technology Skills:**

Students should be familiar with Hyperstudio. Students should know how to access shared folders on the school network. Students should know how to use search engines and download files from the internet.

**Brief Overview:**

Pairs of students will create a multimedia magazine using Hyperstudio. The magazine will include an article on an ocean animal and an article on an environmental problem that affects that animal. The magazine will also include a title page; table of contents; illustrations; a glossary; a word search; a song, poem or story; and a bibliography.

**Vermont Vital Results/Content Standards:**

Vital Results

1.5 Writing Dimensions: Students draft, revise, edit, and critique written products

1.6 Writing Conventions: Students' independent writing demonstrates command of appropriate English conventions

1.8 Reports: In written reports, students organize and convey information and ideas accurately and effectively.

1.18 Information Technology: Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

1.19 Research: Students use organizational systems to obtain information from various sources (including libraries and the Internet).

3.14 Dependability and Productivity: Students demonstrate dependability, productivity, and initiative.

### Content Standards

5.15 Design and Production: Students design and create media products that successfully communicate.

7.13 Organisms, Evolution and Interdependence: Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.

7.16 Natural Resources: Students understand how natural resources are extracted, distributed, processed, and disposed of.

### **Activities:**

#### Week One

In language arts, students will receive instruction in highlighting and note-taking using the article “Danger at Sea: Our Changing Ocean.” In science, students will spend several days researching in the library and computer lab. Additional language arts lessons on writing an introduction, body, conclusion and bibliography will be taught.

#### Week Two

In science, students will complete research and have computer lab time to type up rough drafts. In language arts, students will receive instruction in Hyperstudio. Individual student skills will be assessed with a practical quiz. When rough drafts are complete, students may begin work on the multimedia aspects of their projects.

### **Assessment:**

See attached rubrics.

### **Student Collaboration:**

Students write their articles independently, so there should be no effect on the teacher’s ability to assess individual written work. Students may select to be assessed individually or as a group on the multimedia product depending on the extent of their collaboration. Students will also self- and peer-assess their work, which should help the teacher determine to what extent the product is the result of collaborative or individual work.

### **Teaching Hints:**

# Hyperstudio Project Rubric

Criteria	4	3	2	1
<b>Illustrated Title Page</b>	Title is done well, and your picture is well chosen and of good quality.	Title or the picture is a bit off, or you could have chosen a better picture.	Two problems from the "3" column present.	Your title is a bit off, the picture quality is poor, and you could have chosen a better picture.
<b>Table of Contents</b>	Table of contents is neat, organized, all parts are included, and the links work.	Neat, but has slight organizational problems; all links work.	A bit sloppy and unorganized, or not all links work.	A bit sloppy or poorly organized and not all links work.
<b>Pictures</b>	All of your illustrations are well chosen and of good quality; you have all the required illustrations.	Most of your illustrations are well chosen and of good quality; you have all required illustrations.	You have all of the required illustrations, but several were poorly chosen or are of poor quality.	You do not have all of the required illustrations or most of your illustrations are poorly chosen or of poor quality.
<b>Word Search</b>	You have at least 12 words and they are well chosen.	You have 10-11 words and they are well chosen.	You have 10-11 words, but some were poorly chosen.	You have less than 10 words or many of your words were poorly chosen.
<b>Song or Poem</b>	Shows control of language through good word choice and details; shows originality and effort.	Some poetic techniques used well, but could be more creative or original.	Poem may be stereotypical, with little original thought or ideas.	Little or no originality; shows little understanding of the rules of poetry.
<b>Story</b>	This piece shows careful use of language and has strong individual voice	Some writing strategies such as dialogue or metaphor used well, but	Writing too broad or general, with little attention to voice and tone;	Little or no evidence of purpose; may only be an outline of a story

	and originality.	language and sentences style may need variety.	may list rather than develop ideas.	with little detail.
<b>Glossary</b>	You have 10 well chosen words with good definitions.	You have 10 words, but you could have chosen a few of the words better, or a few of the definitions could be better.	You have at least 8 words, and most are well chosen and have good definitions.	You have fewer than 8 words or have many poorly chosen words or poor definitions for most of your words.
<b>Bibliography</b>	All sources are present with complete bibliographies in proper format.	All sources are present and most have complete bibliographies.	Not all sources present, or many of your sources have incomplete bibliographies.	You do not have all of your sources, and many of the ones you have are incomplete.
<b>Teamwork Sheet</b>	A average	B average	C average	D average

A= 30-32

B= 24-29

C= 17-23

D= 10-16

F= 0-9

## Environmental News/Animal of the Month Rubric

Criteria	4	3	2	1
<b>Content (x2)</b>	Topic was covered thoroughly (cause & effects of environmental issue or info on animal.)	Coverage of topic was somewhat incomplete (info lacked depth.)	There were major gaps in the information you covered in your article.	This article contained very little of the requested information.
<b>Organization</b>	Article is organized logically and is very easy to follow.	Article is organized, but some transitions are missing or topics skip around a bit.	Article is somewhat hard to follow--poor transitions or order not logical.	Little evidence of organization. No logical flow to article.
<b>Introduction</b>	You got me interested and let me know what the article was about.	Opening is complete, but could be more interesting.	Your opening could be more interesting and I am not sure of the purpose of this article.	No evidence of a formal introduction. You just dive right into your information.
<b>Conclusion</b>	Good summary of important points and good concluding statements that give me an insight into your stance on this topic.	Either your summary is somewhat incomplete, or I am not sure of your personal stance on this topic.	Your summary is incomplete and I am not sure of your stance on this topic.	No evidence of a formal conclusion. The paper just ends!
<b>Grammar/Usage / Mechanics</b>	No errors!	You have some minor errors, but they do not distract or confuse the reader.	You have errors that may distract or confuse the reader.	AHHH! Get help from Mr. B. on your GUM!

A= 23-24

B= 17-22

C= 14-16

D= 10-13

F= 0-9