

Audubon School District Curriculum  
Board of Education Reapproval Date - June 2017

**Content Area(s):** Language Arts  
**Grade Level(s):** 10-12  
**Unit Name:** Microsoft Publisher and Layouts  
**Timeline:** 1-2 weeks and ongoing throughout year  
**Curriculum Developer(s):** Kulak

**ENDURING UNDERSTANDINGS (Benchmarks):**  
 The layout of the publication should be aesthetically pleasing and easy to read  
 Layouts must include graphics or pictures of some sort to enhance reader experience

**ESSENTIAL QUESTIONS:**  
 How do we layout each page of the Parrot?  
 What rules exist for layouts?  
 How do we use Microsoft Publisher?  
 What are common principles of layouts?  
 How can we incorporate graphics and pictures?

CONTENT			INSTRUCTION and ASSESSMENT	
<b>STANDARDS</b>	<b>SKILLS</b> (What Students Be Able to Do?)	<b>CONCEPTS</b> (What Students Will Understand)	<b>ACTIVITIES/STRATEGIES</b> (Learning Activities/Differentiation/Interdisciplinary Connections)	<b>ASSESSMENT</b> (Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing)

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<u>NJSLS.ELA-Literacy.W.11-12.4-6</u>	Produce effective layout Use Microsoft Publisher effectively	Layout principles and design	Read texts carefully and the ideas and issues in articles act as launching points for discussion Read textbook chapters for information Read newspaper and magazine articles of varying complexities Interpret and analyze content Notice form, shape, and style of writing Make connections between texts, noticing similarities and differences in writing style and voice Examine existing layouts from a variety of publications Compare and contrast layout styles Practice layouts on Publisher	Type assessment here (hit enter when done)
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**Appendix**

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

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<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"><li>● Utilize “skeleton notes” where some required information is already filled in for the student</li><li>● Provide access to a variety of tools for responses</li><li>● Provide opportunities to build familiarity and to practice with multiple media tools</li><li>● Leveled text and activities that adapt as students build skills</li><li>● Provide multiple means of action and expression</li><li>● Consider learning styles and interests</li><li>● Provide differentiated mentors</li><li>● Graphic organizers</li></ul>
<b>ELLs</b>	<ul style="list-style-type: none"><li>● Pre-teach new vocabulary and meaning of symbols</li><li>● Embed glossaries or definitions</li><li>● Provide translations</li><li>● Connect new vocabulary to background knowledge</li><li>● Provide flash cards</li><li>● Incorporate as many learning senses as possible</li><li>● Portray structure, relationships, and associations through concept webs</li><li>● Graphic organizers</li></ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"><li>● Creativity</li><li>● Innovation</li><li>● Critical Thinking</li><li>● Problem Solving</li><li>● Communication</li><li>● Collaboration</li></ul>	

### **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software