

UNIT 1 - MOVIE MAKING WITH iMovie ON THE iPad

ICT 8

Content

- Students will explore the iMovie application on the iPad, first designing a short film using a storyboard then filming in scenes and importing into iMovie
- A selection of short film clips will be shown to illustrate filming techniques such as cutting, angle, panning as well as the importance of continuity

Resources & ICT

- iPads
- iMovie application
- Word for creating a storyboard
- Clips from opening film credits, e.g. Marvel comic films

Types of assessment

- Rubric based finished film: students decide on the criteria at the beginning of the project

Students to Know

- How to use iMovie confidently
- How to use a storyboard as a planning tool for a film

Students to Understand

- The importance of filming and editing techniques including cutting, angle, panning and planning

Students to be able to Do

- Create a storyboard for a short film
- Create a short movie using iMovie

Cross curricular links

- Storyboards may be based on areas of study across the curriculum

Differentiation incl. EAL

- Students needing assistance will be allowed to use Word to create a storyboard by importing images
- Word banks of vocabulary

Learning styles activities

- This project is very suited to visual and kinesthetic learning styles



iPad and iMovie

Robert Scoble / CC BY 2.0

Global citizenship, internationalism, local environment

- Movies may focus on themes being explored in Citizenship, such as Human Rights, Equality and Equity or aspects of Justice



BRILLANTMONT
International School

UNIT 2 - DESKTOP PUBLISHING

Content

- Using software templates for desktop publishing
- Creating flyers, posters, brochures for a purpose
- Exploration of slides and master slides
- Manipulation of existing templates
- Creation of templates from scratch
- Presentation of finished products and evaluation
- Saving in PDF

Resources & ICT

- Pages
- Word
- iPads, Mac and PC

Students to Know

- A range of approaches for desktop publishing, e.g. flyer templates in Pages
- How to save in PDF across packages

Students to Understand

- The correct package for the right purpose
- An awareness of the intended audience for publishing purposes
- Improvements following evaluation process

Students to be able to Do

- Use the tools in desktop publishing packages effectively
- Manipulate master slides to create new effects and presentations

Cross curricular links

- Citizenship; poster designs on uses and risks of social networks

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Differentiation incl. EAL

- EAL: limiting language on publications, emphasis on images to explain concepts
- Extension: the creation of double-sided, folding flyers

Learning styles activities

- Students examine existing flyers, brochures and posters for design ideas, e.g. BM brochures
- Students can work on the design of their products in pairs or in groups
- Individual work on products may then ensue



Global citizenship, internationalism, local environment

- Internationalism; publishing with an international audience in mind, e.g. a new BM brochure

UNIT 3 - ADVANCED WORD PROCESSING

ICT 8

Content

- To know and use more advanced editing functions
- Reinforcing good filing practice, saving in different applications and opening files
- Formatting documents
- Correcting pagination, spacing, headers and footers, justification
- Consistent font use
- Text wrapping techniques
- Headers and footers
- Use of tables
- Word processing in practice: use in studies

Resources & ICT

- iPads
- iMovie application
- Word for creating a storyboard
- Clips from opening film credits, e.g. Marvel comic films

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Students to Know

- More advanced editing techniques including: find and replace, automatic correction, using different languages
- Formatting documents including: PDF to Word, html to RTF, word to JPEG

Students to Understand

- Good filing practice, e.g. folder creation, naming files
- The purpose of headers and footers in a text document

Students to be able to Do

- Use the justification options for different word processing projects
- Select from different options for headings, text body and sub-texts
- Use table inserts to arrange text and other content
- Use text wrapping techniques around content

Cross curricular links

- English, History, Geography, French and Citizenship; writing for a purpose

Differentiation incl. EAL

- EAL: visual stimuli for keyboard use, saving, file transfer
- Extension: given limited time to edit given texts

Learning styles activities

- Students work independently with their technology to improve own skill set
- Collaborative work may be achieved through the sharing of files and changing of file formats



Global citizenship, internationalism, local environment

- Internationalism: exploring how different cultures and languages present typed text



BRILLANTMONT
International School

Ongoing - 6 weeks

UNIT 4 - ADVANCED INFORMATION LITERACY

ICT 8

Content

- Evaluating websites: content review, authenticity, currency
- Using advanced search techniques including Boolean terms
- Advanced citation
- Use of research databases, library catalogues
- Differences between search engines and resources
- Enlarging resource base
- Improving research skills through refined targeting

Resources & ICT

- Access to wifi and internet
- iPads, laptops
- Word processing packages, e.g. Word, Pages
- Database subscriptions
- Evaluation rubrics

Students to Know

- A better idea of relevant content review through asking key questions: who, when, what audience etc.
- An improved range of online resources useful for their studies, e.g. <http://kids.britannica.com>
- A range of useful and relevant online databases

Students to Understand

- When and how to use library catalogues to help with studies
- The differences between search engines and resources

Students to be able to Do

- Use a wider range of online resources
- Use a range of boolean terms for more accurate online searches
- Cite fully resources being used
- Better target resources through refined keyword analysis

Cross curricular links

- Websites should be chosen from across the subject range to allow students to learn relevant sources for their studies, e.g. <http://www.wolframalpha.com>, <http://www.internet4classrooms.com>

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Differentiation incl. EAL

- EAL: simplified language, vocabulary lists, 1:1 support
- Extension: constructing categorised lists of useful resources for studies

Learning styles activities

- Students may work independently or together when evaluating the relevance of websites
- Class discussions about the usefulness of websites, limitations of search engines and importance of copyright



Carla Gomez Monroy / OLPC / CC BY 2.0

Global citizenship, internationalism, local environment

- International: students locating useful resources for use in their studies



BRILLANTMONT
International School

UNIT 5 - DATA MANIPULATION

Content

- Familiarity with spreadsheet packages
- Data collection
- Data input
- Using formulae
- Automatic calculation (output)
- Controlling graphing
- Graphing to suit a purpose
- Applications in studies

Resources & ICT

- iPads, Mac, PC
- Excel for Mac, PC, Numbers
- Sources of data
- Online resources including Create A Graph (<http://nces.ed.gov/nceskids/createagraph/>)

Students to Know

- The possible applications of spreadsheets to their studies
- A range of applications for data manipulation
- How to create formulae from data for automatic formatting

Students to Understand

- Advantages of using software for manipulating data
- That the presentation of data relates back to the data collection stage
- The best ways to present each data set in graphic form

Students to be able to Do

- Organise data for input into a spreadsheet
- Manipulate data using spreadsheet tools
- Create useful outputs and conclusions using spreadsheet tools

Cross curricular links

- Geography; population
- History; medieval Europe
- Mathematics; data
- Citizenship; the global impact of pollution
- Science; all scientific investigations involving data collection

Types of assessment

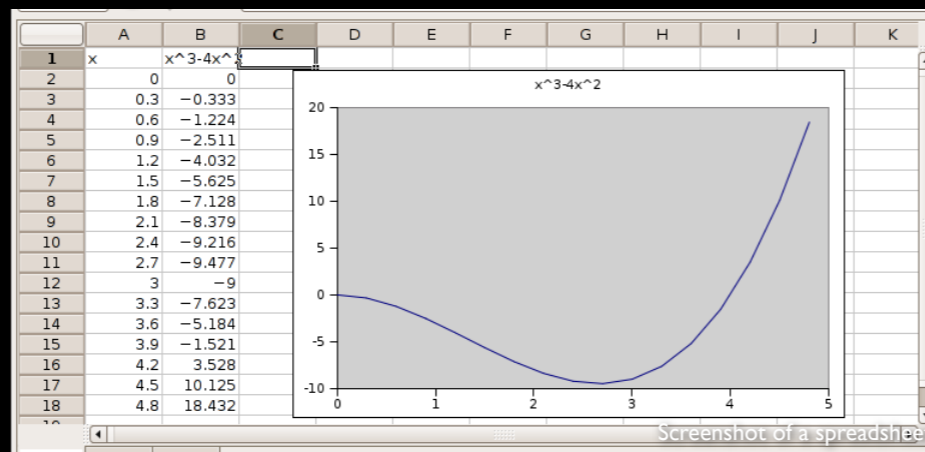
- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Differentiation incl. EAL

- EAL: simplified instructions to follow data input and manipulation
- Extension: providing justifications for choices in data presentation
- Bringing data from other subjects and presenting using skills developed

Learning styles activities

- Whole class instruction followed by paired work to understand tools
- Individual application of data manipulation and production of useful graphics
- Class discussions on uses of spreadsheet tools in studies



Bruce Cowan / CC BY-SA 2.5

Global citizenship, internationalism, local environment

- Data manipulation of information relating to global citizenship, e.g. pollution, population, use of natural resources