

Bem Vindo a Nossa Escola

(Welcome to Our School – Portuguese)

Desirable Features: Desk Top Publishing

Task Description

In this task, newcomer pupils are required to produce a leaflet about their school in the language of their native country, for pupils coming to their school from the same country. The leaflet should inform pupils about school life and could include information about staff, pupils, classes, sports teams, choir, orchestra, events, after school clubs etc. You may wish to refer to the generic task ‘Design a Leaflet’ 002 for more detailed pupil notes.

This task also provides teachers with the opportunity to develop pupils’ literacy (Communication) skills.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

<p>Explore</p> <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools.
<p>Express</p> <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.
<p>Exchange</p> <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.
<p>Evaluate</p> <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.
<p>Exhibit</p> <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	✓
Physical Education	
The World Around Us	✓

Please Note: For assessment purposes, only the ‘E’s that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded ‘E’s, although not necessarily at the level(s) stated.

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Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working with Others
- Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a word-processor to draft and redraft;
- using a digital camera or scanner;
- importing and manipulating graphics;
- using desk top publishing software; and
- looking at and creating leaflets.

Resources

Suitable DTP software such as MS Publisher.

Graphics.

School Prospectus.

School website (if available).

Network.

CD-ROM, scanner or digital camera.

Translating package such as Google Translate (if they need to check their spellings).

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should be asked to collect and bring in some leaflets, to look at the leaflets and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc. They should then discuss what information about their school would be useful for a new pupil coming from a different country. They should plan their leaflet considering which ICT resources to use, for example, scanner, digital camera or images downloaded from the school's website.

Do

Pupils should work individually to look at the school's prospectus or search the school's website for information and images about their school. They could also take their own digital photographs, decide what they are going to include in their leaflet and create their own text to include with images. Depending on the level at which they are working, pupils can format and position text appropriately, use headings and subheadings, edit and create tables, show an awareness of audience and select an appropriate template for their leaflet.

Review

Pupils show their leaflets to others and translate what they have written. They reflect on how they created the leaflet and discuss how effective it is. They identify any problems they faced.

Pupils identify any improvements that might be made and review their work in relation to the task instructions. They may use a translating package to check for any spelling errors.

Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time. They may wish to e-mail their leaflet to a friend in the country they have moved from.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Desk Top Publishing at Levels 3, 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of

UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid

UICT Requirements	Level 3	Level 4	Level 5
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources (explore); carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources (explore); investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit, use and evaluate assets from a range of digital sources (explore); investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); 	<ul style="list-style-type: none"> process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)	Desirable Features - Level 5 (Desk Top Publishing)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • open new (or existing) document (explore); • select a template, for example, brochure, card, newspaper, leaflet, etc (explore); • access and select images from a range of given sources (guided by teacher), for example, camera, Internet, clipart, picture bank, own artwork (explore); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • retrieve existing document/ folder (explore); • independently access and select text, images and other assets from a range of digital sources (explore); • copy and paste text appropriately from a range of digital sources (explore); • show an awareness of audience (express); • create own text (express); • use a spellchecker (express); • use default text flow (express); • use a text box and format if appropriate (express); • create a table (express); • import a graph and position appropriately (express); • edit an image to enhance it using, crop, resize, adjust contrast/brightness (express); • replicate documents (express); • format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • demonstrate awareness of screen or print (express); • use the text and picture toolbars to enhance appearance of text and images (express); • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of audience and purpose (express); • demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express); • link text boxes to allow for text flow (express); • use page numbers where appropriate (express); • use grouping, for example, picture and caption (express); • format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • edit images using a wider range of image editing tools (express); • work collaboratively online when and where appropriate (exchange); • evaluate what they have done and discuss what they might do differently next time (evaluate); • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • create text and alter font, size, style and colour of text (express); • spell frequently used words correctly (express); • display text appropriately, for example, using correct punctuation, word spacing (express); • include titles/subtitles if appropriate (express); • select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper and repeat options (express); • begin to use tools available, for fill, autoshape, shadow, etc. (express); 	<ul style="list-style-type: none"> • demonstrate awareness of screen or print (express); • use the text and picture toolbars to enhance appearance of text and images (express); • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • evaluate what they have done and discuss what they might do differently next time (evaluate); • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • understand word wrapping, i.e. not using return key at end of each line of text (express); • position an image appropriately (express); • scale an image proportionally (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Você foi pedido para criar um folheto para recém-chegados a sua área.

Dê uma olhada em alguns dos folhetos que sua classe trouxe e fale sobre o que é bom e o que não é bom sobre eles.

Discuta com os outros os tipos de folhetos que você poderia criar.

Discuta com um colega os tipos diferentes do folheto, uma dobra, dobrado em três partes, suas diferenças e similaridades e decida que tipo você irá usar.

Dê uma olhada no website da escola para encontrar informações sobre a escola e para decidir o que irá colocar no folheto. Você pode tirar fotografias da escola, salas de aula etc, ou mesmo algumas fotos das atividades do após escola.

Decida o que irá colocar no seu folheto e planeje isto antes de criá-lo.



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Salve seu folheto, imprima e discuta com outros que melhorias poderiam ser feitas.

Faça as melhorias e salve seu trabalho.

Talvez você deseje enviar, por e-mail, seu folheto a um amigo em seu país de origem.

