

Touch Typing through the Design Cycle

Use the Design Cycle to create a poster in Microsoft Word

Goal

Your task is to create an attractive poster in Microsoft Word explaining one reason why learning to type is important.



Audience

Your audience is other Middle School students.

Purpose

Convince reluctant students to learn to touch type.

Standards and Criteria for Success

- Poster has a title that says "Why Learn to Type?"
- Poster states one reason why learning to type is important
- Poster shows creativity and fills the "white space" of the page
- Poster must contain:
 - Portrait Layout
 - Page Border
 - Two Formatted Images
 - An attractive, consistent, appropriate and easy to read font style, size, color and alignment

Non-Negotiables:

These writing skills are taught in elementary school and are expected of 8th grade students.

- The first letter of the sentence should be capitalized.
- The sentence should end with punctuation.
- Names and places should be capitalized.
- "I" should be capitalized.
- Words should be spelled correctly. Use spell check

Inquiring and Analyzing

3-4				
<ul style="list-style-type: none"> • does not reach a standard described by any of the descriptors 	<ul style="list-style-type: none"> • states the need for a solution to a problem • states the findings of research 	<ul style="list-style-type: none"> • outlines the need for a solution to a problem • states some points of research needed to develop a solution, with some guidance • states the main features of an existing product that inspires a solution to the problem 	<ul style="list-style-type: none"> • explains the need for a solution to a problem • states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance • outlines the main features of an existing product that inspires a solution to the problem 	<ul style="list-style-type: none"> • explains and justifies the need for a solution to a problem • states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance • describes the main features of an existing product that inspires a solution to the problem
Task Specific Descriptors			<input type="checkbox"/> explain in at least 3 complete sentences what the project is asking you to do and why it is important to do this project (purpose) <input type="checkbox"/> use the "Top Ten Reasons Why You Should Learn to Type" poster and paraphrase the three reasons you think are most important <input type="checkbox"/> using the sample poster explain how the creator met each of the Standards and Criteria for success <input type="checkbox"/> non-negotiables	

1. Explain the problem/project. Why is this problem/project important?
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-
2. Using the "Top Ten Reasons Why You Should Learn to Type" poster pick the three you think are the most important to you and paraphrase them below. Paraphrase means to put them in your own words.
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-
-
3. What are the main features of the sample poster that inspire a solution to the problem? Explain how the creator used the Standards and Criteria for success.

Developing Ideas

3-4				
<ul style="list-style-type: none"> • does not reach a standard described by any of the descriptors 	<ul style="list-style-type: none"> • states one basic success criterion for a solution • presents one design idea, which can be interpreted by others • creates an incomplete planning drawing/diagram 	<ul style="list-style-type: none"> • states a few success criteria for the solution • presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others • states the key features of the chosen design • creates a planning drawing/diagram or lists requirements for the creation of the chosen solution 	<ul style="list-style-type: none"> • develops a few success criteria for the solution • presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others • presents the chosen design stating the key features • creates a planning drawing/diagram and lists the main details for the creation of the chosen solution 	<ul style="list-style-type: none"> • develops a list of success criteria for the solution • presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others • presents the chosen design describing the key features • creates a planning drawing/diagram, which outlines the main details for making the chosen solution
Task Specific Descriptors			<input type="checkbox"/> write the standards and criteria for success in complete sentences <input type="checkbox"/> present three options for questions 5-9 <input type="checkbox"/> highlight the option you like best for each criteria <input type="checkbox"/> create a rough draft drawing of your poster, labeling the main details (the Standards and Criteria) <input type="checkbox"/> non-negotiables	

4. What are you required to have on your poster? (Write the Standards and Criteria for Success in complete sentences.)

5. Write three sentences that answer the question "Why Learn to Type". Highlight the one you like the best. (You should use the three reasons from your answer to # 2 for Inquiring and Analyzing.)

6. Name three borders you might use for your poster. Highlight the one you like the best.

~~7. Insert three pictures you might use for your poster that relate to Keyboarding. Copy and paste the urls to indicate where you found each image.~~

8. Insert three pictures you might use for your poster that relate to the reasons why learning to type is important. Copy and paste the urls to indicate where you found each image.

9. Name three font styles you think would look attractive on your poster. Highlight the one you like the best.

10. Get a blank sheet of paper from Mrs. Yakish to sketch the plan for your poster. Include everything listed in the Standards and Criteria for Success and label them.

Creating the Solution

3-4				
<ul style="list-style-type: none"> • does not reach a standard described by any of the descriptors 	<ul style="list-style-type: none"> • demonstrates minimal technical skills when making the solution • creates the solution, which functions poorly and is presented in an incomplete form 	<ul style="list-style-type: none"> • demonstrates satisfactory technical skills when making the solution • creates the solution, which partially functions and is adequately presented • states one change made to the chosen design or plan when making the solution 	<ul style="list-style-type: none"> • demonstrates competent technical skills when making the solution • creates the solution, which functions as intended and is presented appropriately • states one change made to the chosen design and plan when making the solution 	<ul style="list-style-type: none"> • demonstrates excellent technical skills when making the solution • follows the plan to create the solution, which functions as intended and is presented appropriately • lists the changes made to the chosen design and plan when making the solution
Task Specific Descriptors			<p>independently creates a poster using the following technical skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> portrait layout <input type="checkbox"/> page border <input type="checkbox"/> formatted images <input type="checkbox"/> easy to read font (style and size) <input type="checkbox"/> fills the white space <p>creates a poster that functions as intended</p> <ul style="list-style-type: none"> <input type="checkbox"/> has a title that says "Why Learn to Type" <input type="checkbox"/> states one reason why learning to type is important <p><input type="checkbox"/> state one change you made to the key features you highlighted in questions 5-9 (Did you decide to use a different one as you created?) and tell why and one change you made to the plan (the poster you drew) and tell why (If you did not make any changes to the key features you planned to put on your poster or to the plan you need to state that and tell why you stuck to your plan)</p> <p><input type="checkbox"/> non-negotiables</p>	

9. Create your poster on the next page. When you go to make the border, do not make it any wider than 18 pt. because it will go on all pages.

10. Did you change anything that you had put in your design and your plan (your drawing) as you created your Poster? If so, what did you change and why? If not, why did you stick to your design and plan.

Evaluating

		3-4	5-6	7-8
<ul style="list-style-type: none"> • does not reach a standard described by any of the descriptors 	<ul style="list-style-type: none"> • states the success of the solution 	<ul style="list-style-type: none"> • states the success of the solution against the design specification based on the results of one relevant test • states one way in which the solution could be improved • states one way in which the solution can impact the client/target audience 	<ul style="list-style-type: none"> • states the success of the solution against the design specification based on relevant product testing • outlines one way in which the solution could be improved • outlines the impact of the solution on the client/target audience, with guidance 	<ul style="list-style-type: none"> • outlines the success of the solution against the design specification based on authentic product testing • outlines how the solution could be improved • outlines the impact of the solution on the client/target audience
Task Specific Descriptors			<input type="checkbox"/> list each of the design specifications and what you put on your poster for each <input type="checkbox"/> write at least one complete sentence on how you can improve your poster <input type="checkbox"/> write at least two complete sentences about what you think others will do after reading your poster <input type="checkbox"/> non-negotiables	

10. Did you create a successful poster? State what you put for each of the design specifications (standards and criteria for success).

11. Suggest one way you could improve your poster.

13. How do you think your poster hanging out in the hallway will impact other middle school students?