

# Somers Point School District



## Curriculum

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**Technology**

**Grade 4**

**June 2012**

***Board Approved: August 2012***

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**SOMERS POINT SCHOOL DISTRICT**

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## **Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:**

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# **Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## **Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

## INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Technology is a tool to help students solve problems, create products, and build relationships. This tool can also facilitate the acquisition of grade level core curriculum standards and workplace readiness skills.

### **We believe that technology can:**

- Improve student motivation, interest, and engagement in learning.
- Prepare students for a global workplace.
- Address the learning needs of *all* students by providing opportunity for authentic, relevant work.
- Offer new strategies for real-time student assessment and instant feedback.

### **Technology improves critical thinking and problem solving when:**

- Students are taught to apply the process of problem solving and are then allowed opportunities to apply technology in development of solutions.
  
- Students work in collaborative groups while using computers to solve problems.
  
- Students use technology presentation and communication tools to present, publish, and share results of projects.

### **We ask ourselves the following questions as we build our technology curriculum and infrastructure:**

- What information do teachers and students need to improve their work?
- What new relationships can improve learning?
- What authentic relationships can you imagine for students and educators?
- What technology do you want?

Scope And Sequence  
Pacing Guide  
4th Grade Technology

Big Idea (Topic)	CPI's Covered	Content /Topic
Technology and Operations	8.1.4.A.1 8.1.4.A.2	Technology Vocabulary Create and Organize Folders Compare and Contrast Network and Cloud Saving.
Data Collection and Interpretations (Spreadsheets and Graphing)	8.1.4.A.4 8.1.4.A.2	Language Arts/Math Statistics

Big Idea	CPI's Covered	Content /Topic
Digital Portfolio	8.1.8.B.1	Language Arts Persuasive Writing
Cyber Safety Search Strategies	8.1.4.D.1 8.1.4.C.1	Social Studies Colonial Life/NJ History

Big Idea	CPI's Covered	Content/Topic
Digital Tools And Media Rich Resources	8.1.4.B.1 8.1.4.D.3 8.1.4.C.1 8.1.4.A.1.2	Social Studies Language Arts Research Paper



Unit Overview	
<b>Content Area: Technology</b>	
<b>Unit Title:</b> Technology and Operations	
<b>Target Course/Grade Level: 4th Grade</b>	
<b>Unit Summary</b> Students will understand the purpose of technology, and be able to access, files, folders, and District Network.	
<b>Primary interdisciplinary connections: Technology</b> <b>21<sup>st</sup> century themes: ICT Literacy</b>	
<b>Unit Rationale</b> Students will be able to manipulate the basic usage of the computer to save, input text and print.	
Learning Targets	
<b>Standards</b> <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and community knowledge- Critical Thinking, Problem Solving, and Decision Making.</b>	
<b>Content Statements</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics.
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Does effective and efficient use of network infrastructure, development of files and folders increase productivity through organization?</li> <li>• In a world of constant change what technology skills should we learn?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Differentiation between local, network and cloud technology.</li> <li>• Develop an organization system to manage files and folders.</li> </ul>

**Unit Learning Targets***Students will*

- Demonstrate effective input of text and data using an input device.
- Be able to access local, network and cloud files.
- Use basic technology terms in conversations.
- Discuss the difference between local, network and cloud saving.
- Create Files and Folders for content area subjects.

**Evidence of Learning****Summative Assessment (X days)**

Performance Based Assessment

**Equipment needed: Computer, Access to Network****Teacher Resources: Instructions****Formative Assessments Rubric****Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 How to Make your Net Work	<b>3 Days</b>

**Teacher Notes:**

Student Sign-in information

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> How to Make your Net Work				<b>Timeframe:</b> 1 Day			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		
<b>Integration of Technology: Logging on</b>							
<b>Equipment needed: Internet, Network, Laptops or desktops</b>							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <p>Be able to access local and Network</p> <p>Be able to use Screen name and password to log in.</p> <p>Will be able create files and folders based on content areas.</p> <ul style="list-style-type: none"> <li>• Will be save documents to files and folders</li> <li>• Will locate files and folders on local and the network drives</li> </ul>	<p>Lesson Sequence</p> <p>Introduce the pit falls of not being able to log in</p> <p>Will re-enact using the projector to demonstrate the importance of remember or documenting your screen name and birthday.</p> <p>Students will write log their screen names and passwords in thier assignment books.</p> <p>Students attempt to log into the local domain.</p> <p>Use peer collaboration to assist with students who are unable to log.</p> <p>Using whole group instruction will demonstrate how to find thier, network folders, home folder and my documents folder.</p> <p>Teacher will supply instructions when needed.</p> <p>Will provide hand out of game instructions and results.</p>	<p>Will create a hide and seek files game on the network.</p>

	<p>Day 3:</p> <p>Log into to network using screen name and password.</p> <p>Will demonstrate creating a folder by going to start will assign to the home folder and create new folder as a content area.</p> <p>Open, create and save a quote in a Word document.</p> <p>Save the document to the history file.</p>	
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**Differentiation- Provide step-by-step instructions, visual of projector and peer coaches.**

**Resources Provided**

- Projector
- Step by step instructions
- Game instructions

Unit Overview	
<b>Content Area: Technology</b>	
<b>Unit Title:</b> Data Collection and Interpretation	
<b>Target Course/Grade Level: 5<sup>th</sup> Grade</b>	
<b>Unit Summary</b> Students will understand and apply basic data into a spreadsheet and evaluate data to make predictions about situations.	
<b>21<sup>st</sup> century themes: Communication and Collaboration, Technology and Operations</b>	
<b>Unit Rationale</b> Students will be able to implement data into a spreadsheet and create a graph to evaluate data.	
Learning Targets	
<b>Standards</b> <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</b> <b>Strand A: Technology Operations and Concepts</b>	
<b>Content Statements:</b> The Use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.1.4.A.2	Demonstrate effective input of text and data using an input device.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How can the collection, organization and display of data assist the development of predictions?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Will be able to input data and analyze results to make a prediction.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Will be able to explain a data table, graph and chart</li> <li>Will be able to collect research data related to a historic and enhance it by creating a chart</li> <li>Will be able to use software to change types of chart to better illustrate data</li> <li>Will be able to use Software to change types of chart to better illustrate data</li> </ul>	

**Evidence of Learning**

**Summative Assessment 2 Days**

**Equipment needed: Laptop**

Lesson Plan					
<b>Content Area: Technology</b>					
<b>Lesson Title:</b> Introduction Spread Sheets				<b>Timeframe:</b> 1 day	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy	X	ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Language Arts					
<b>Integration of Technology:</b> Data Collection					
<b>Equipment needed:</b> Laptop, internet					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Define the parts of a spread sheet Know the differences between labels and values. Format and align data	<b>Lesson Sequence</b> * Whole Group Instruction* Will introduce the purpose of graphs by showing a quick movie of graphs being used around the world. Will hand out vocabulary sheet and will demonstrate the cell, (reference to the game of battleship). Will demonstrate how to select the column and row. Will select the entire spreadsheet The students will label the column and row athlete and games played.	Observation checklist

	<p>Students will input four athletes in the column areas, and games played.</p> <p>Will demonstrate how to align, will click the corresponding letter and the alignment key.</p> <p>6. Students will save spreadsheet in technology folder.</p>	
<p><b>Differentiation:</b> Typed instructions, screen cast</p> <p>Enrichment: Add four more athletes, and add sport to additional column</p>		



Lesson Plan				
<b>Content Area: Technology</b>				
<b>Lesson Title:</b> Athletic Stats			<b>Timeframe:</b> 1 day	
Lesson Components				
<u>21<sup>st</sup> Century Themes</u>				
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>				
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	X	ICT Literacy	Life and Career Skills	
<b>Interdisciplinary Connections:</b> Language Arts				
<b>Integration of Technology:</b> Data and Statistics Input				
<b>Equipment needed:</b> Laptops				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Will input athletic stats based on most consecutive games.	<b>Lesson Sequence</b> 1. Review prior lesson on spreadsheets. 2. will label the column and row athlete a and games played. 3. Students will input four athletes in the column and games played. 4. Will demonstrate how to align, will click the corresponding letter and the alignment key. 5. Students will save spreadsheet in technology folder.	Observation rubric
<b>Differentiation</b> Typed instructions, screen cast, Enrichment: add four more athletes, and add sport to additional column		

Lesson Plan				
<b>Content Area: Technology</b>				
<b>Lesson Title:</b> Athletic Graph			<b>Timeframe:</b> 1 day	
Lesson Components				
<u>21<sup>st</sup> Century Themes</u>				
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>				
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	X	ICT Literacy	Life and Career Skills	
<b>Interdisciplinary Connections:</b> Language Arts				
<b>Integration of Technology:</b> Graphing				
<b>Equipment needed:</b> Laptops, Projector				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Will create a bar and pie graph.	<b>Lesson Sequence</b> Will open Athlete Spread Sheet Demonstrate how to highlight data, use chart wizard. In chart wizard follow the steps to create a both a pie and bar graph. Then format chart. 5. Compare and Contrast spreadsheets and graphs.	Rubric Assessment Exit slip- How does using graphs aides help you to interpret information?
<b>Differentiation:</b> Separate Rubric		

Unit Overview	
<b>Content Area:</b> Technology	
<b>Unit Title:</b> Digital Portfolio	
<b>Target Course/Grade Level:</b> Fourth	
<b>Unit Summary</b> Digitalize and archive a E-Portfolio	
<b>Unit Rationale</b> Digital Portfolios are essential to demonstrate progress of student work and achievements.	
Learning Targets	
<b>Standards</b> <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge</b>	
<b>Content Statements</b> The use of digital tools and media rich resources enhances creativity and the construction of knowledge.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.8.B.1	Create a personalized digital portfolio that contains exemplary projects, and activities, which together reflect personal and academic interest, achievements, and career aspirations.
<b>Unit Essential Questions</b> How can using digital tools empower students to be their own publishers?	<b>Unit Enduring Understandings</b> Will digitalize and archive work to aid individual progress.
<b>Unit Learning Targets</b> <i>Students will...</i> Create a document with text using a processing program. Construct a digital “locker” Construct a individual webpage	
Evidence of Learning	
<b>Summative Assessment:</b> Rubric	
<b>Equipment needed:</b> Computer, Access to Network	
<b>Teacher Resources:</b> Instructions	
<b>Formative Assessments:</b> Producing Graph Rubric	

Lesson Plans	
Lesson	Timeframe
Lesson 1 Introduction to Google Sites	1 Day
Lesson 2 Images, links and layouts oh my	1 Day
Lesson 3 Images, links and layouts oh my – Part 2	2 Days

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Introduction To Google Sites				<b>Timeframe:</b> 1 day			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Cross Curricular and Writing							
<b>Integration of Technology:</b> Blog							
<b>Equipment needed:</b> Laptops, Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <p>Will log into Google</p> <p>Identify the various components of Google.</p> <p>Include, sites, documents.</p>	<p><b>Lesson Sequence</b></p> <p>Instructor will demonstrate sample of pre-made google site.</p> <p>Will go to <a href="http://www.google.com/a/sptsd">www.google.com/a/sptsd</a> and log in with pre-established screen name and password.</p> <p>Will change their password to their birthdate.</p> <p>Will click sites on the top tool bar.</p> <p>Will name website: first name's</p> <p>Will choose template</p> <p>Will categorize site based on homeroom teacher</p> <p>Will click create.</p> <p>Will add pages (right hand side)</p> <p>Will create pages for social studies, science, reading, and math. (Tech)</p>	<p>Website Rubric</p> <p>Completion Rubric.</p>
<b>Differentiation:</b> Separate Rubric		

Lesson Plan					
<b>Content Area:</b> Technology					
<b>Lesson Title:</b> Images, links and layouts oh my				<b>Timeframe:</b> 1 days	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Math, LAL, Social Studies and Science					
<b>Equipment needed:</b> Computers, Internet access and projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Will be able to create and modify a Google site Will be able to create a page Will be able to create hyperlinks Will be able to explain navigation	<b>Lesson Sequence</b> Logon to Google sites Demonstrate adding pages Discuss links Create sites with information Observe and assist individuals. Showcase completed sites on screen Use peer review and cooperative learning	Observe and check Website Rubric
<b>Differentiation</b> By topic – The learners will select the subjects to be used in the websites.		

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Images, links and layouts oh my – Part 2				<b>Timeframe:</b> 2 day			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Math, LAL, Social Studies and Science							
<b>Integration of Technology:</b> Web Tools							
<b>Equipment needed:</b> Computers, internet and projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Will create web pages Will modify colors schemes Will modify layout Will enhance images by changing size	<b>Lesson Sequence</b> The students logon and open sites Demonstrate a site with good color schemes Demonstrate image size Demonstrate how to change layout Have student complete sites Confer and aid students Allow for peer collaboration	Teacher observation
<b>Differentiation</b> By topic – The learners will select the subjects to be used in the websites.		

Unit Overview	
<b>Content Area:</b> Online learning communities and digital citizenship	
<b>Unit Title:</b> Cyber Safety	
<b>Target Course/Grade Level:</b> 4 <sup>th</sup> grade	
<p><b>Unit Summary Digital Citizenship and Online learning communities. Students will be able to understand what it takes to be a good digital citizen then uses what they learned to become a productive member of an online learning community. This includes sharing, blogging and posting to the community.</b></p> <p><b>Primary interdisciplinary connections:</b> Social studies, science and language arts</p> <p><b>21<sup>st</sup> century themes:</b> Online Learning Communities and digital citizenship</p>	
Learning Targets	
<b>Standards:</b> 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
<p><b>Content Statements</b></p> <p>Digital Tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</p> <p>Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.</p>	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.D.1	Legal and ethical behaviors when using both print and non-print information by citing resources.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
<p><b>Unit Essential Questions</b></p> <p>Does being a member or citizen of a digital community enhance productivity and communication as a whole?</p>	<p><b>Unit Enduring Understandings</b></p> <p>Understand the elements of being a good digital citizen</p> <p>Become and active member of an online learning community and communicate and share through participation in the community.</p> <p>Blog, post and share as a member of an online learning community.</p>



## Unit Learning Targets

*Students will...*

Define, identify and recognize a digital citizenship

Join and participate in an online learning community

Share and communicate via an online learning community

Create documents and share files over an online community

Develop rules for online safety

Develop general rules for being a member of a digital community

Develop rules for digital citizenship

## Evidence of Learning

### Summative Assessment

Performance based assessment

Observations and rubrics

**Equipment needed: Computer, Internet, Projector**

**Teacher Resources: Access to Edmodo, Google docs and internet**

## Lesson Plans

Lesson	Timeframe
Lesson 1 Digital Citizenship Rules for the road	1 day
Lesson 2 Don't say it - Posterize it	1 day
Lesson 3 Focus on online safety	1 day
Lesson 4 Introducing the Online Learning Community	1 day

Lesson Plan							
<b>Content Area:</b> Technology							
<b>Lesson Title:</b> Digital citizenship Rules for the road				<b>Timeframe:</b> 1 Class Period			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Social Studies							
<b>Integration of Technology:</b> Online Safety							
<b>Equipment needed:</b> Laptops, internet							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: will be able to Identify rules for using the internet Create your own rules for internet use	<b>Lesson Sequence</b> Show the Rules of the road video Discuss why they are good rules Think of other rules Show second video Create own rules from word	Teacher Observation
<b>Differentiation</b> Pre-established Rules, Sample of other school Districts rules		
<b>Resources Provided</b> Sample Rules		

Lesson Plan					
<b>Content Area:</b> Technology					
<b>Lesson Title:</b> Don't Say it Posterize it				<b>Timeframe:</b> 1 class period	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Social Studies					
<b>Integration of Technology:</b> Cyber safety					
<b>Equipment needed:</b> Laptops					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able: Define citizenship Define digital citizenship Provide examples of good and bad digital citizens	<b>Lesson Sequence</b> 1. Real world examples of good citizenship will be provided at the onset. 2. Digital examples of good citizenship will be provided to differentiate. 3. Complete worksheet on digital citizenship. 4. Class discussion following activity.	Performance based Student response
<b>Differentiation:</b> Extend learning with additional research for more skilled students.		
<b>Resources Provided</b> Projector, Computer, Internet		

Lesson Plan							
<b>Content Area:</b> Technology							
<b>Lesson Title:</b> Focus on online safety				<b>Timeframe:</b> 1 Period			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able: Create rules Posterize rules Share rules using google docs	<b>Lesson Sequence</b> 1. Demonstrate/ Show video on internet safety. 2. Discuss online safety. 3. Break into groups and develop 5 rules for internet safety. 4. Publish rules in an appropriate format.	Performance based Student Response
<b>Differentiation:</b> Create additional tasks for student enrichment.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan							
<b>Content Area:</b> Technology							
<b>Lesson Title:</b> Introducing the Online Learning Community				<b>Timeframe:</b> 1 Period			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able: Identify online learning communities. Join an edmodo classroom to discuss via posting what environmental resources exist in our area Respond to a post via a thread Post and original idea	<b>Lesson Sequence</b> 1. Different online communities will be shown to students. 2. Directions to the appropriate online learning community. (Edmodo) 3. Assist as needed with the registration process. 4. Survey and join a specific class. 5. Demonstrate a post and a response to post in a threaded discussion	Performance based
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan							
<b>Content Area:</b> Technology							
<b>Lesson Title:</b> Sharing via learning community				<b>Timeframe:</b> 1 Period			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able: Read an embedded article or file from an online community Create a slide presentation listing 5 resources from our area	<b>Lesson Sequence</b> Have students login to edmodo Read an embedded article Explain the benefits of embedding Show a google slide presentation Demonstrating embedding the presentation Students should begin slide show .	Performance based Student Response
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Unit Overview	
<b>Content Area:</b> Technology	
<b>Unit Title:</b> Digital Tools and Media- rich resources	
<b>Target Course/Grade Level:</b> 4 <sup>th</sup> grade	
<b>Unit Summary</b> Create a multimedia presentation, including but not limited to images, audio, video and text	
<b>Primary interdisciplinary connections:</b> All	
<b>Unit Rationale</b> To demonstrate student growth through digitalized assessments, writing samples and multimedia.	
Learning Targets	
<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge</b>	
<b>Strand A: Technology and Operations</b>	
<b>Strand B: Creativity and Innovation</b>	
<b>Strand E: Research and Information Literacy</b>	
<b>Content Statements</b> The use of digital tools and media rich resources enhance creativity and the construction	
CPI #	Cumulative Progress Indicator (CPI)
8.1.4.B.1	Produce a <a href="#">media-rich</a> digital story about a significant local event or issue based on first-person interviews.
<b>Unit Essential Questions</b> How can using multimedia inform or convince others to help a cause?	<b>Unit Enduring Understandings</b> Technology can be used to increase public awareness about an important issue.
<b>Unit Learning Targets</b> <i>Students will ...Research a topic and construct a multimedia presentation to inform the public.</i>	
Evidence of Learning	
<b>Summative Assessment:</b> Rubric	
<b>Equipment needed:</b> Computers and projectors	

<b>Formative Assessments</b>	
Rubric	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 Introduction to multimedia	1 day
Lesson 2 Content is king	2 days
Lesson 3 Connecting Across Town	1 day
Lesson 4 Connecting across town and sharing	1 day
Lesson 5 Technology's role in communication	1 day
Lesson 6 Digital storytelling	1 day
Lesson 7 Presenting using multimedia	1 day
Lesson 8 Production tips on good design	1 day
Lesson 9 Practice presenting	1 day
Lesson 10 Presentation day	1 day



Lesson Plan					
<b>Content Area:</b> Technology					
<b>Lesson Title:</b> Introduction to multimedia				<b>Timeframe:</b> 1 day	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Language Arts					
<b>Integration of Technology:</b> Multimedia					
<b>Equipment needed:</b> computers, internet, projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <p>Will be able to define elements of multimedia or digital presentations.</p> <p>Will be able to lost elements in a digital format.</p> <p>Will be able to identify multimedia projects.</p>	<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Students logon and are sent to a web resource</li> <li>2. Students must type all the different things contained on the web resource 10 min</li> <li>3. Discuss definition of multimedia 5 min</li> <li>4. Show a multimedia presentation 5 min</li> </ol> <p>Open power point and show how to add a slide</p> <ol style="list-style-type: none"> <li>5 Type each element of multimedia on a separate slide</li> <li>6. Answer questions and save and log out</li> </ol>	<p>Slide show</p>
<b>Differentiation</b>		
Written Directions and peer to peer coaching		

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Content is king				<b>Timeframe:</b> 2 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: Will be able to enter content into a slide show. Will be able to name the elements of a media rich presentation. Will be able to modify a multimedia presentation. Will be able to research and input data in a slide or presentation element.	<b>Lesson Sequence</b> 1. Students logon and open their presentations 2. Show content week presentations 3. Show content appropriate presentation 4. Show the combination of content appropriate and media rich presentation 5. Discuss the importance of content 6. Input content into slides or presentation element 7. Individual guidance and supervision	Slide show
<b>Differentiation:</b> Modified Instructions		

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Connecting Across Town				<b>Timeframe:</b> 1 Period			
Lesson Components							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to Join an online classroom to collaborate with students in other classes in another class Post on a threaded discussion about raising awareness on saving the bluff	<b>Lesson Sequence</b> 1. Log in to online community. 2. Have discussions with another class in regards to environmental and conservation issues. 3. Reflect upon the activity with the whole group to discuss the benefits of online learning community.	Performance based Student Response
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan					
<b>Content Area:</b> Technology					
<b>Lesson Title:</b> Connecting across town and sharing				<b>Timeframe:</b> 1 Period	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Social Studies/ Language Arts					
<b>Integration of Technology:</b> Multimedia Presentations					
<b>Equipment needed:</b> Long Distance Learning Equipment					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Use information from discussion to create a Google spreadsheet Listing name, school and a fact. Create a poster suing MS publisher on save the bluff. Embed the poster file.	<b>Lesson Sequence</b> 1 Demonstrate how to fill in your info in a Google spreadsheet 2. Show an example of poster on saving the bluff 3. Have students place an entry onto a Google doc 4. Have students create posters using MS Publisher	Performance based Student Response
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan					
<b>Content Area: Technology</b>					
<b>Lesson Title:</b> Technology's role in communication				<b>Timeframe:</b> 1 Period	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Language Arts					
<b>Integration of Technology:</b> Multimedia					
<b>Equipment needed:</b> Computers					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Create a timeline or graphic organizer of technology and communication. List important ways to communicate using technology today.	<b>Lesson Sequence</b> 1. Project the 6 <sup>th</sup> documentary about the Bluff. 2. Discuss the benefits of using to technology to communicate in society. 3. Generate a list of the order of technology by working backwards from current technology. 4. Students will create a timeline.	Performance based Student Response Timeline
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart		

Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Digital storytelling				<b>Timeframe:</b> 1 day			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Language Arts							
<b>Integration of Technology:</b> Web tools							
<b>Equipment needed:</b> Computers							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Use a presentation program to tell the story of technology and communication. Communicate a story using images and sound.	<b>Lesson Sequence</b> 1. Demonstrate and show some digital stories 2. Explain how a picture can tell a story 3. Demonstrate how to use the internet to find images 4. Stress the importance of clear images 5. Help students create digital stories by using images	Performance based Self assessment Teacher Observation
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan							
<b>Content Area:</b> Technology							
<b>Lesson Title:</b> Presenting using multimedia				<b>Timeframe:</b> 1 day			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Language Arts							
<b>Integration of Technology:</b> Web tools							
<b>Equipment needed:</b> Computers							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... List the tips of good presentation design. Create a Power Point or slide presentation on “who you are?”	<b>Lesson Sequence</b> 1. Show a slide show on effective presentations 2. Highlight simple tips for good design 3. Help students create a good multimedia presentation on how are you? 4. Help students with creativity and using the design tips provided	Performance based Self assess Teacher Observation
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan						
<b>Content Area:</b> Technology						
<b>Lesson Title:</b> Production tips on good design				<b>Timeframe:</b> 1 Period		
Lesson Components						
<u>21<sup>st</sup> Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>						
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> All						
<b>Integration of Technology:</b> Multimedia						
<b>Equipment needed:</b> Computers						

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Identify tips for good design on their own presentation. Identify tips for good design by posting comments after embedded presentation online.	<b>Lesson Sequence</b> View a presentation Shaw where students can post positive comments about design Demonstrate how to list a compliment and connect it to a design tip Help students independently	Teacher Observation
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills.		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		



Lesson Plan							
<b>Content Area: Technology</b>							
<b>Lesson Title:</b> Practice presenting				<b>Timeframe:</b> Period			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Critique presentation during a practice session. Fill out a short form offering advice for improvement. Recognize strong presentation skills by listing what they liked about the presentation.	<b>Lesson Sequence</b> Give a short demonstration of a final presentation Discuss pros and cons Have students break into pairs to practice their presentations Provide guidance and advice for improvement	Teacher conferring
<b>Differentiation:</b> Create additional tasks for student enrichment. Give students the choice of programs to suit their technology skills		
<b>Resources Provided:</b> Computer, Projector and laptop cart.		

Lesson Plan					
<b>Content Area:</b> Technology					
<b>Lesson Title:</b> Presentation Day				<b>Timeframe:</b> 1 Period	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> All					
<b>Integration of Technology:</b> Multimedia					
<b>Equipment needed:</b> Computers					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to... Understand the ground-rules of how to present. Students will present their presentations. Students will assess the +/-.	<b>Lesson Sequence</b> 1. Demonstrate appropriate ground rules for presenting and being a good audience member. 2. Students will each get an opportunity to present their final video project. 3. Students will discuss and assess what was successful and what could have gone better in terms of creating their projects.	Performance based  Peer Evaluation
<b>Resources Provided:</b> Computer, Projector and laptop cart.		