

# Clinton-Glen Gardner School District



## Curriculum Management System

### Computer Technology

### Grade 4

**August 2015**

For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2200

BOE APPROVED August 25, 2015

# **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

## **ADMINISTRATION**

Dr. Seth Cohen, Superintendent/Principal

Mrs. Lisa J. Craft, Business Administrator

Mrs. Jacqueline Turner, Assistant Principal

Mrs. Jenine Kastner, Supervisor of Special Services

## **BOARD OF EDUCATION**

Mr. Robert Moul, President

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## Acknowledgments

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

Writers' Names: Kyle Rehrig

21<sup>st</sup> Century Life and Careers Integration: Jessica Latanzio Crespo  
Barbara Shaffer

# Clinton-Glen Gardner School District

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

New technologies are evolving at a rapid rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and develop familiarity with these ever-emerging technologies and have the ability to execute basic computer skills to choose, operate, and troubleshoot applications in school, at home, and later in the workplace.

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in a global society. As digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others. Doing so will enable students to function in our evolving society as informed, productive members of while broadening their understanding, use and application of state of the art technology. Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society. The curriculum assists students in accomplishing the following goals:

- Applying information-literacy skills to access, manage, and communicate information using a range of technological tools
- Integrating technology with content area learning
- Obtaining, comprehending, and manipulating information to attain goals
- Exploring and experiencing existing technology
- Demonstrating competency in using technology as a tool for learning

## New Jersey State Department of Education Core Curriculum Content Standards

A note about Technology Standards and Cumulative Progress Indicators:

In October of 2014, the NJDOE adopted the following technology standards:

8.1 Educational Technology ([Word](#) | [PDF](#)): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate, and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming ([Word](#) | [PDF](#)): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

According to the International Society for Technology Education, "advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn". To this end, our current curriculum is undergoing a year long process of reflection and revision to ensure that the design process builds in our students the recognition that success is not merely identifying a problem but working through a process--- and that failure is not an end but rather a point for reevaluation. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies. Not all students will be programmers, but they should have an understanding of how computational thinking can build knowledge and control technology. For example, in grade 8, we are supplementing our current curriculum with Lego EV3 Design Engineering Projects that let students work with open-ended problem solving activities, in a context which makes it fun and engaging to learn using Science, Technology, Engineering and Mathematics.

The projects combine science and mathematics concepts with soft skills, such as creative thinking, problem solving, teamwork and communication skills, boosting 21st century learning skills. All projects follow a design engineering process as used by engineers in various industries. The design engineering process provides a structured flow through the activities. Students are guided through the process starting with a design brief which explains the challenge, using videos of robots in action to make real life connections, and includes a final project which can be shared and presented. It is our goal to adapt these learning activities for grades K-7 after our initial implementation in grade 8.

Grade 4  
Computer Technology  
Scope and Sequence

Quarter I	
<p><b>Topic: Word Processing</b></p> <p>I. Typing a document into the computer</p> <ol style="list-style-type: none"> <li>a. Formatting text</li> <li>b. Adding graphics</li> <li>c. Saving and retrieving data</li> </ol>	<p><b>Topic: Multimedia Presentation</b></p> <p>II. Multimedia</p> <ol style="list-style-type: none"> <li>a. Graphics</li> <li>b. Text</li> </ol>
<p>21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> <li>· Creativity &amp; Innovation</li> <li>· <b>Critical Thinking &amp; Problem Solving</b></li> <li>· <b>Communication &amp; Collaboration</b></li> <li>· Media Literacy</li> <li>· Information Literacy</li> <li>· <b>Information, Communication &amp; Technology</b></li> </ul>	
<p>21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> <li>· <b>Global Awareness</b></li> <li>· <b>Financial, Economic, Business and Entrepreneurial Literacy</b></li> <li>· Civic Literacy</li> <li>· Health Literacy</li> <li>· Environmental Literacy</li> </ul>	
<p>Assessment</p>	
<p>District Benchmark</p>	
<p><b>Differentiation</b></p> <p>The technology classroom offers a one-to-one environment in which each student has access to a computer; therefore, students have their own “differentiation in a box.” While each student has the same tools, those tools can be manipulated in ways that serve individual needs. Also, a one-to-one environment simplifies other aspects of differentiation, because students have ready access to differentiated content, tools for differentiated learning processes, and resources for creating differentiated products. The instructor will also use the following guidelines to inform the nature of differentiation:</p> <ul style="list-style-type: none"> <li>● Choosing learning goals</li> <li>● Making practical pedagogical decisions about the nature of the learning experience</li> <li>● Selecting and sequencing activity types to combine to form the learning experience</li> <li>● Selecting formative and summative assessment strategies that will reveal what and how well students are learning</li> </ul>	

- Selecting tools and resources that will best help students to benefit from the learning experience being planned.

This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, <http://www.learnnc.org/lp/editions/every-learner/67>

## Quarter II

### Topic: Multimedia

I. Adding digital images into a multimedia presentation

### Topic: Internet Navigation

II. Accessing and navigating a URL

21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- **Information Literacy**
- **Information, Communication & Technology**

21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### Assessment

District Benchmark

### Differentiation

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- Selecting and sequencing activity types to combine to form the learning experience
- Selecting formative and summative assessment strategies that will reveal what and how well students are learning

- Selecting tools and resources that will best help students to benefit from the learning experience being planned.

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## Quarter III

### Topic: Multimedia and Internet Safety

- I. Presenting an internet safety idea with multimedia

### Topic: Collaboration

- II. Enter into a learning community
  - a. Global concern

#### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- Creativity & Innovation
- **Critical Thinking & Problem Solving**
- Communication & Collaboration
- Media Literacy
- **Information Literacy**
- Information, Communication & Technology

#### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### Assessment

District Benchmark

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## Quarter IV

### Topic: Multimedia

- I. History of technology

### Topic: Graphics

- I. Create a comic strip

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Media Literacy
- Information Literacy
- Information, Communication & Technology

### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- **Financial, Economic, Business and Entrepreneurial Literacy**
- Civic Literacy
- Health Literacy
- Environmental Literacy

### Assessment

District Benchmark

### Differentiation

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This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, <http://www.learnnc.org/lp/editions/every-learner/67>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 4 Computer Technology	Topic: Word Processing	
		Goal 1: The student will be able to create and save a document with a variety of formats and graphics.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Class Sessions	<p>1.1. Type a document using an input device. (8.1.4.A.1)</p> <p>1.2. Create a document with text formatting and graphics using a word processing program. (8.1.4.A.2)</p> <p>1.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>	<p><b>Essential Questions:</b> How do we type a document? How do we change the appearance of the document?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Students will type a document into a word processing program (Microsoft Word, Pages). They will adjust formats.</p> <ul style="list-style-type: none"> <li>- size, font, style</li> <li>- spacing, justification</li> <li>- color</li> </ul> <p>Students will add graphic pictures or word graphics (word art) to a document The document will be saved and retrieved. Collaboration with the classroom teacher may give material to use to teach the formatting skills desired. If</p>

	<p>1.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.5. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>1.6. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>1.7. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>nothing is available:</p> <ul style="list-style-type: none"> <li>· Business letter to principal about improvements for school</li> <li>· Business letter to town or state official</li> <li>· Information paragraph about anything that is relevant to the students.</li> </ul> <p><b>Assessment Models:</b> Documents will be printed out with expected sizing, format, style. Proper punctuation, capitalization and spacing should be evident in the printout. Chosen graphic should be relevant to the issue and appropriate in size and location.</p>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade</u> Level: Grade 4 Computer Technology	Topic: Multimedia	
		Goal 2: The student will be able to create a multimedia presentation using text and graphics.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Class Sessions	<p>2.1. Create a multimedia presentation including text and graphics incorporating the following: changing text formats, copying and pasting graphics, adding a variety of pages (or slides). (8.1.4.A.3, 8.1.4.A.5)</p> <p>2.2. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>2.3. Participate in brainstorming sessions to seek information, ideas,</p>	<p><b>Essential Questions:</b> What is a multimedia presentation? How do we create a multimedia presentation?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>	<p><b>Learning Activities:</b> Students will create a multi page document using a multimedia presentation application (Keynote, PowerPoint) Students will add text to the pages</p> <ul style="list-style-type: none"> <li>- paragraph form</li> <li>- outline form</li> <li>- bulleted form</li> </ul> <p>Students will add graphics to the pages</p> <ul style="list-style-type: none"> <li>- clip art</li> <li>- copied from the library of graphics.</li> </ul> <p>Topics for this presentation may correlate to other subjects throughout the classroom curriculum. Other ideas: Favorite Things: Each slide can contain a</p>

	<p>and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>2.8. Demonstrate effective communication</p>		<p>different subject of favorites. This allows for the ideas to come easily for the students so the technical skills may be emphasized.</p> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>-Multimedia work will be presented by the students and will contain the appropriate number of pages with the text format that corresponds.</li> <li>-Graphics should correspond to the material on the slide and be neatly placed and easy to interpret.</li> <li>-Transitions in between slides and special effects should be effective and not overwhelming.</li> </ul>
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	<p>using digital media during classroom activities. (9.1.4.E.2)</p> <p>2.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p>		
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade</u> <u>Level:</u> Grade 4 Computer Technology	Topic: Multimedia/Digital Imagery	
		Goal 3: The student will be able to add digital media to a multimedia presentation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Class Sessions	<p>3.1. Add digital photos to a multimedia presentation.</p> <p>3.2. Add pictures from internal and external cameras. (8.1.4.B.1)</p> <p>3.3. Add digital pictures from the Internet that are not copyrighted. (8.1.4.D.2)</p> <p>3.4. Apply critical thinking and problem-solving skills in classroom and</p>	<p><b>Essential Questions:</b> How do we take a digital picture? How do we get it into a presentation?</p> <p><b>Conceptual Understandings:</b> The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>Technological advances create societal concerns regarding the practice of safe, legal, and</p>	<p><b>Learning Activities:</b> Previous multimedia presentations may be added to or a new one may be started using a multimedia program (Keynote, Powerpoint) Internal Camera (If one is available) Use the internal camera to take pictures -These pictures may be manipulated if a program is available (Photobooth) -When manipulating the pictures give students an emotion or feeling to reflect. - Backdrops may be played with for special effects</p>



	<p>family settings. (9.1.4.A.5)</p> <p>3.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.8. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>3.9. Distinguish how digital</p>	<p>ethical behaviors.</p>	<p>Use of external camera</p> <ul style="list-style-type: none"> <li>- Instruct the students how to use a digital camera to take a variety of pictures (landscape, portraits, group shots etc.)</li> <li>- Have students download these into a folder for easy excess to their work.</li> </ul> <p>Copying from the Internet</p> <ul style="list-style-type: none"> <li>- Discuss with student how to get a good quality pictures from the Internet</li> <li>- Discuss and emphasize copyrights and creative use policies</li> <li>- Have students document where they get the pictures from</li> </ul> <p>Add these digital images using import into a presentation.</p> <p><b>Assessment Models:</b> Students should present slides that have clear, well-organized digital pictures based on a common theme using a variety of methods of input. Resources from Internet images should be well documented.</p>
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	<p>media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>3.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		<b>Additional Resources:</b>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade</u> <u>Level:</u> Grade 4 Computer Technology	Topic: Internet Navigation	
		Goal 4: The student will be able to access and navigate around the Internet.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	<p>4.1. The student will be able to navigate to a link and click to get to a site on the internet. (8.1.4.A.5)</p> <p>4.2. Once at a site, students will be able to follow directions to find necessary information, and use the back and forward arrows to navigate between pages. (8.1.4.A.5)</p> <p>4.3. Practice collaborative skills in groups, and explain how these</p>	<p><b>Essential Questions:</b> How do I use the Internet for Educational needs?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Demonstrate how to launch into the internet using an internet browser. Demonstrate how to use pre-organized links to get into the desired internet site. Once there describe and show students how the back and forward arrows work. Give the students time to explore the internet site.</p> <p>Collaborate with the classroom teacher here lends itself to a variety of activities. Find out a subject taught in</p>

	<p>skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.5. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>4.6. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>4.7. Explain the</p>		<p>another area of the curriculum and use that as the starting point for the lesson.</p> <ul style="list-style-type: none"> <li>- For each topic find a variety of reliable and weak websites for the students to compare. List reasons why they have chosen each.</li> <li>- If necessary have an activity sheet ready so students can focus in on appropriate information or facts rather than getting overwhelmed with the abundance of printed text.</li> <li>- Have a way for students to organize and present their information.</li> </ul> <p><b>Assessment Models:</b> Students will show success in a variety of ways depending on the activity. Activity Sheets can show that they students has found appropriate information and is able to interpret it. Presentation and sharing with others may be use to display success in locating and interpreting information.</p> <p><b>Additional Resources:</b> Many links that at</p>
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	<p>importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>appropriate for this grade level and are related to the curriculum may be found on the CPS website under Students Connections.</p>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 4 Computer Technology	Topic: Multimedia and Internet Safety	
		Goal 5: The student will be able to create a presentation about Cyber Safety.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6 Sessions	<p>5.1. Students will be able to discuss the need for appropriate behavior in our electronic world including internet safety and appropriate cell phone behavior. (8.1.4.D.1)</p> <p>5.2. Students will be able to present a Cyber Safe idea using text, graphics and digital images. (8.1.4.A.3)</p> <p>5.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	<p><b>Essential Questions:</b> How do people use the internet and other electronic technology responsibly?</p> <p><b>Conceptual Understandings:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Green Screen video: Students will write a cyber safety message. Students can create and hand draw (then scan) or electronically draw illustration visualizing the safety message they write. (Kid Pix) Students will personally record their message. -Using a built in computer camera (Photobooth) - Using a video camera then viewing it on the computer.</p> <p><b>Assessment Models:</b> Videos presented by the students will have</p>

	<p>(9.1.4.B.1)</p> <p>5.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.6. Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>5.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>5.8. Demonstrate effective communication using digital media during classroom</p>		<p>a clear message, easy to understand and well organized. Places for viewing may include:</p> <ul style="list-style-type: none"> <li>- School’s intranet</li> <li>- Hall video screens</li> <li>- Classroom computers.</li> </ul> <p><b>Additional Resources:</b></p>
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	<p>activities. (9.1.4.E.2)</p> <p>5.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>5.10. Explain why some uses of media are unethical. (9.1.4.E.4)</p> <p>5.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		
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Days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 4 Computer Technology	Topic: Collaboration	
		Goal 6: The student will be able to collaborate with other students using a learning community.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 sessions	<p>6.1. Students will enter a learning community and collaborate with students about a global issue. (8.1.4.C.1)</p> <p>6.2. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>6.3. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p> <p>6.4. Apply critical</p>	<p><b>Essential Questions:</b> How can people work together to solve world problems?</p> <p><b>Conceptual Understandings:</b> Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</p>	<p><b>Learning Activities:</b> -Discuss with students what makes a global issue. Brainstorm a list of topics to investigate. -Discuss the concept of online learning communities, wikis, and blogs. -Spend time reading comments from other schools and discuss ways for adding to online discussions. -Add a class response to a wiki or blog. -Have students work together and add to a response discussion. -Demonstrate how they can keep track of the discussion and follow up on responses.</p> <p>Planet Pals <a href="http://www.planetpals.com">http://www.planetpals.com</a></p>

	<p>thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>6.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>6.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>6.7. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>6.8. Explain how digital media are used in daily life in a variety of settings.</p>		<p><a href="#">/</a> contains excellent resource on environmental issues.</p> <p><b>Assessment Models:</b> Students should all take part in the discussions. Check online learning environment for discussion entries.</p> <p><b>Additional Resources:</b> <a href="http://open.salon.com/blog/planetpals">http://open.salon.com/blog/planetpals</a> UNICEF, Oracle, i-Earn, Ning</p>
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	<p>(9.1.4.E.1)</p> <p>6.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.</p> <p>(9.1.4.E.3)</p>		
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 4 Computer Technology	Topic: Multimedia	
		Goal 7: The student will be able to create a multimedia research based presentation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5 Sessions	<p>7.1. Students will be able to create an attractive multimedia research presentation on the history of a technological device using information from a variety of sources. (8.1.4.B.1, 8.1.4.D.1)</p> <p>7.2. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.3. Use effective oral and written communication in</p>	<p><b>Essential Questions:</b> How can I present information in an attractive, accurate and interactive way?</p> <p><b>Conceptual Understandings:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Have students select a type of technology to research the origin and technological progress of the invention.</li> <li>- Using a multimedia program (Keynote, Powerpoint) have them create a presentation containing text, graphics, sound, and transitions.</li> <li>- The subject material should include <ul style="list-style-type: none"> <li>-inventor's names and invention</li> <li>-timeline of technological progress</li> <li>-interview with parent of grandparent on how the invention has changed in their lifetime.</li> <li>-how this invention has changed the world.</li> </ul> </li> </ul>

	<p>face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.4. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>7.5. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>7.6. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2)</p> <p>7.7. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p>		<p><b>Assessment Models:</b> Students will make a class presentation describing the technological invention and emphasizing key point in the development of the device.</p> <ul style="list-style-type: none"><li>- The Presentation should be well organized, contain appropriate information, and easy to interpret. Correct rules of grammar and spelling should be evident. Graphics will correlate to the slide information and be clear.</li><li>- Resources should be well documented.</li></ul>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade</u> <u>Level:</u> Grade 4 Computer Technology	Topic: Graphics	
		Goal 8: The student will be able to create a comic strip.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	<p>8.1. Students will be able to create a comic strip using graphics and text. (8.1.4.B.1)</p> <p>8.2. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>	<p><b>Essential Questions:</b> How can I create a form of media, which is appealing to all ages?</p> <p><b>Conceptual Understandings:</b> The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>	<p><b>Learning Activities:</b> Using a graphics program create a comic strip (Kid Pix, Comic Life) Pick a topic with a specific message for students to create a comic strip about:</p> <ul style="list-style-type: none"> <li>- Internet Safety</li> <li>- Cyberbullying</li> <li>- Environmental issues</li> <li>- OR something that correlates to the classroom curriculum</li> <li>- Students will use drawing tools to create characters and scenery that enhances their message. Pay special attention to neatness and details for the message is easy to interpret through the graphics/</li> </ul>

	<p>8.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>8.5. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>8.6. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>8.7. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>- Titles and dialog boxes should be add to enhance the graphics and to establish the message.</p> <p><b>Assessment Models:</b> Printouts of the comics should contain graphics, titles, and dialog boxes each of which are clear and easy to read. The selected message should be easy to interpret and evident to the reader. The comic strip should be attractive and appealing to many levels.</p>
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