

# Grade 4 Media Overview

Content Area: **Technology Literacy**  
 Course(s): **MEDIA-4**  
 Time Period:  
 Length: **Full Year**  
 Status: **Published**

## Course Overview

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Pacing Guide	Proficiency (Formative) Assessments
Unit 1: Media Center Mechanics				
Essential Theme: Demonstrate the ability to perform a variety of tasks in the media center.	RL.4.10 W.4.6 W.4.8			
Essential Question: What skills do I need to develop in order to become an effective technology literacy student?	6.3.4.A.1 6.3.4.D.1 8.1.4.A.1		8-10	Students use the school library/ media center resources appropriately and effectively.
<ul style="list-style-type: none"> <li>Understand and adhere to the Acceptable Use Policy</li> </ul>	8.1.4.A.2	1	lessons and infused	Students will understand and effectively use the basic operations and concepts of technology.
<ul style="list-style-type: none"> <li>Know and follow school rules for using computers and discuss consequences for inappropriate use.</li> </ul>	8.1.4.A.5 8.1.4.D.1 8.1.4.D.2			
<ul style="list-style-type: none"> <li>Practice internet safety procedures involving sharing personal information and passwords, including creating strong passwords.</li> </ul>	8.1.4.D.3 8.1.8.D.1			
<ul style="list-style-type: none"> <li>Practice safe and respectful use of electronic equipment.</li> </ul>	8.1.4.E.2			
<ul style="list-style-type: none"> <li>Keyboarding activities and skills.</li> </ul>				
Unit 2: STEM and Coding	RL.4.5 (D) RL.4.7 (D)		8-10 lessons	Students engage in learning activities that apply to science, technology, engineering and mathematics.
Essential Theme: Projects and applications applying to computer programming concepts and additional STEM activities.	W.4.8 (D) 6.3.4.D.1 (D)	2-4	and ongoing	

8.1.4.A.5 (D)

Essential Question: How can I use technology to solve a problem? 8.1.4.D.1 (D)

8.1.8.D.1(D)

8.1.4.D.2 (R)

• Code.org Course 2 (Plugged and Unplugged) (see chart) 8.1.4.E.2 (D)

• STEM project relating to classroom curriculum 9.1.4.A.2 (D)

9.1.4.A.3 (D)

9.1.4.A.5 (D)

9.1.4.E.4 (D)

### Unit 3: Research and Problem Solving

Essential Theme: Students will select and use appropriate technology research, problem-solving and decision making tools.

RI.4.7 (D)

Essential Question: How can we apply what we have learned about digital tools to select appropriate resources for research and problem solving?

W.4.7 (D)

W.4.8 (D)

• Review of the Research Process 8.1.4.A.1 (R)

8.1.4.A.2 (R)

1-4

8 lessons and ongoing

Students produce projects using a variety of tools to enhance learning and develop creativity.

• Select appropriate strategies to navigate and access information for research and resource sharing (snipping tools, web browsers) 8.1.4.A.5 (D)

8.1.4.D.2 (R)

8.1.4.E.2 (D)

• Perform simple searches to acquire information and media (Google Safe Search, KidzSearch). 9.1.4.A.2 (D)

9.1.4.E.4 (R)

• Evaluate resources for accuracy, authority, reliability, currency, usefulness and relevance

• Importance of copyright, citation, plagiarism.

### Unit 4: Productivity Applications

(e.g. Google, Microsoft, Moodle)

W.4.6 (D)

8.1.4.A.1 (R)

1-4

10+ lessons and ongoing

Students create projects using tools like Drive and/or Office to enhance learning, communication, and creativity.

8.1.4.A.2 (D)

Essential Theme: Using a variety of applications, such

as Google, Microsoft Office, or other to create a project.

Essential Question: How do I select and use different productivity applications to create a project? How does text formatting and using graphics enhance my project?

- Create, Save, Name, Retrieve, Delete, and Share productivity applications.
- Demonstrate formatting and layout skills using a productivity application.
- Enter data for interpretation, such as a chart, using a productivity application like Sheets or Excel.

## Unit 5: Digital Tools

Essential Theme: Students are exposed to a variety of tools to present and share learning and information.

Essential Question: How do we use different tools to share information and promote creativity?

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|---|---------------|-----|-------------|---|
|   | 8.1.4.A.3 (I) |     |             |   |
|   | 8.1.4.A.5(D)  | 1-4 | 10 lessons  | Students use digital tools to create a project. |
| • Use an app or website to create a project (such as <a href="#">Storyboard That</a> , <a href="#">Book Creator</a> (iPad app), or blogging with <a href="#">Kid Blog</a> ) | 9.1.4.E.2(D)  |     | and ongoing |   |
| • Publish information in a variety of media (printed copy, monitor display, screenshot, video, etc.)  |               |     |             |   |
| • Communicate and collaborate with others digitally   |               |     |             |   |

## Unit 6: Literature Exploration and Appreciation

Essential Theme: Explore and appreciate various literary genres and awards.

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|-------------|-----|---------|--|------------------------------------|
| RI.4.5 (D)  |     |         |  | Students identify literary genres. |
| RL.4.9 (D)  | 1-4 | infused |  |                                    |
| RL.4.10 (D) |     |         |  |                                    |

Essential Question: How can I find books I will enjoy reading?

Students will locate books.

- Literary Genres
- Summer Reading
- Read Across America
- Other possible applicable activities such as Author Studies and Awards (Coretta Scott King, Newbery, etc.)

## **Textbooks and Other Resources**

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### **Standards**

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#### Language Arts

RI.4.5.-- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7.-- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

RL.4.9.-- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.10. -- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.6.-- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7.-- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.-- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## Social Studies

6.3.4.A.1-- Evaluate what makes a good rule or law.

6.3.4.D.1-- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## Technology

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 using a word processing program.

8.1.4.A.3 -- Create and present a multimedia presentation that includes graphics.

8.1.4.A.4 -- Create a simple spreadsheet, enter data, and interpret the information.

8.1.4.A.5 -- Determine the benefits of a wide range of digital tools by using them to solve problems.

8.1.4.D.1 -- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

8.1.4.D.2 -- Analyze the need for and use of copyrights.

8.1.4.D.3 -- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

8.1.8.D.1 -- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

8.1.4.E.2 -- Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

## 21st Century Life and Careers

9.1.4.A.2 -- Evaluate available resources that can assist in solving problems.

9.1.4.A.3 -- Determine when the use of technology is appropriate to solve problems.

9.1.4.A.5 -- Apply critical thinking and problem-solving skills in classroom and family settings.

9.1.4.E.1 -- Explain how digital media are used in daily life in a variety of settings.

9.1.4.E.2 -- Demonstrate effective communication using digital media during classroom activities.

9.1.4.E.3 -- Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.

#### 9.1.4.E.4 -- Explain why some uses of media are unethical.

LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

## **Grading and Evaluation Guidelines**

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### **Grading Guidelines:**

Students are regularly assessed for learning at developmentally appropriate levels throughout the school year.

Items used for assessment may include: student-based projects, teacher observation, explanations of problems, fact fluency assessments, extended constructed responses and unit tests.

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Media skills are outlined and assessed both informally in verbal and written form.

#### **Course Evaluation:**

In terms of proficiency the East Brunswick grades are as follows:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

In our Media curriculum, the goal is that a minimum of 95% of the students will meet at least the minimum proficiency level set for the course. The department will analyze the achievement of students on Unit Assessments, the mid-year assessment, the end of year test, and Final Course Grades. For final course grades the achievement of sub-groups identified by the state will be used to determine if modifications to the curriculum and instructional methods are needed.

Course evaluation requires the answering of the following questions:

1. Are course content, instruction and assessments aligned with the required NJ Student Learning Standards?
2. Is instruction sufficient for students to achieve the Standards?
3. Do all students achieve the set proficiencies/benchmarks set for the course?

## Other Details

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