

# Grade 5 Media Overview

Content Area: **Technology Literacy**  
 Course(s): **MEDIA-5**  
 Time Period:  
 Length: **Full Year**  
 Status: **Published**

## Course Overview

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated Standards to be Achieved	Marking Period Guide	Proficiency (Formative) Assessments
Unit 1: Revisiting the Library Media Center			
Essential Theme: The school media center and public library have rules and procedures.	RI.5.1 RL.5.1		
Essential Question: Why is it necessary to follow rules and procedures when in the school media center or public library?	W.5.6 W.5.8		Students use library media center resources and district technology appropriately and effectively.
Orientation Topics:	SL.5.2	1	
-Acceptable Use Policy	6.3.4.A.1 6.3.4.D.1		
-Location Skills Review	8.1.5.A.1		
-Cyber safety / School Violence Prevention Week / Respect Week	8.1.5.D.3		
-Type to Learn (Drag & Drop, Select & Drag, Insert vs. Overwrite, Num Lock, Print Screen, Ctrl, Function Keys)	8.1.5.D.4		
-Passwords			
-Digital Footprint / Netiquette / Ethical use of technology			
Unit 2: Working with Productivity Applications	W.5.6		
Essential Theme: Word processing, slide presentation, and spreadsheets are reviewed and developed.	W.5.10 SL.5.5	1-4	Students share data and research using
	L.5.3	Ongoing	Google Apps for Education.
Essential Question: How can you use Google Drive tools effectively	8.1.5.A.1		

when presenting data and research?	8.1.5.A.2	
	8.1.5.A.3	
Review advanced features of Google Slides	8.1.5.A.4	
Create a spreadsheet, enter data, and interpret the information.	8.1.5.A.5	
	8.1.5.A.6	
	RL.5.1	
	RI.5.1	
	RI.5.2	
	RI.5.4	
Unit 3: Investigating Resources	RI.5.5	
	RI.5.6	
Essential Theme: Identifying resources and how to use them critically, responsibly, and ethically to create and communicate information.	RI.5.7	
	RI.5.9	2-4
Essential Question: How do we use resources ethically to create and communicate information? How do we determine if sources are credible and authoritative?	W.5.2	
	W.5.4	
	W.5.5	Students determine validity of resources available to them.
Online Databases - World Book (my research section), Newsela, Ebsco, Groliers, and EBPL databases	W.5.6	
	W.5.7	
	W.5.8	
Website Evaluation	W.5.9	
	W.9.10	
Comparison of Resources	SL.5.1	
	SL.5.2	
Collaborate with CT to create a project using digital tools introduced.	SL.5.4	
	SL.5.5	
	SL.5.6	
	L.5.1	
	L.5.2	

L.5.3

8.1.5.A.1

8.1.5.A.5

8.1.5.E.1

RI.5.2

RI.5.3

RI.5.4

RI.5.6

RI.5.7

RI.5.9

W.5.6

W.5.7

W.5.8

W.5.9

W.5.10

SL.5.1

8.1.5.A.1

8.1.5.D.1

8.1.5.D.2

8.1.5.E.1

RI.5.4

RI.5.5

RI.5.7

RI.5.9

W.5.1

W.5.2

W.5.4

W.5.5

#### Unit 4: Research Strategies

Essential Theme: Our interests propel our research and different paths offer different results. There are many ways to conduct research.

Essential Question: What are some effective ways to research a topic that I find meaningful and interesting?

-Understanding the importance of questioning

-Advanced Google searching

-Plagiarism / Copyright

-NoodleTools log-ins/importance of citation.

#### Unit 5: Effective Presentations

Essential Theme: Creating an effective way to share information using a variety of platforms.

Essential Questions: What are the elements of an effective presentation? What resources can a person use to share information effectively? How can you effectively present your research findings?

Introduce digital tools (examples: Google Sites Flipgrid, Kidblog.org,

1-4

Students use research tools effectively .

2-4

Students use digital tools to create an effective presentation.

Padlet, Sway, iMovie, Sutori, Google Drawings, Chatterpix, Blabberize, Tagul, Wordle, TripWow, Storyboard That)	W.5.6	
	W.5.7	
	W.5.8	
-Digital Collaboration: Online discussion / peer to peer collaboration.	W.5.9	
-Creating an efficient and appropriate online response.	W.5.10	
-Prepare digital presentation to accompany research.	SL.5.1	
-Digital composition (book reviews, blogs).	SL.5.2	
	SL.5.4	
	SL.5.5	
	SL.5.6	
	L.5.1	
	L.5.2	
	L.5.3	
	8.1.5.A.1	

Unit 6: Coding and STEM

	3-5-ETS1-1	
Essential Theme: Develop 21st century life skills like problem-solving, creativity, and collaboration using coding and engineering projects.	3-5-ETS1-2	
	3-5-ETS1-3	
Essential Question: How can I use technology to solve a problem?	8.2.5.C.1	1-4 Ongoing Students use technology to solve a problem.
	8.2.5.C.2	
Coding:	8.2.5.C.3	
Code.org Course 3 (Cont'd from 4th Grade Course 2) or Accelerated Course for classes that do not have the prerequisite Course 2.	8.2.5.C.4	
	8.2.5.C.6	
STEM Projects:	8.2.5.C.7	
<a href="http://www.discovere.org/our-activities">http://www.discovere.org/our-activities</a>	8.2.5.E.1	

Tech in a Bag <a href="https://eie.org/eie-curriculum/resources/technology-bag">https://eie.org/eie-curriculum/resources/technology-bag</a>	8.2.5.E.2
Reptile Rescue <a href="http://www.middleschoolchemistry.com/lessonplans/chapter6/lesson11">http://www.middleschoolchemistry.com/lessonplans/chapter6/lesson11</a>	8.2.5.E.3
Marshmallow Challenge <a href="https://www.ted.com/talks/tom_wujec_build_a_tower">https://www.ted.com/talks/tom_wujec_build_a_tower</a>	8.2.5.E.4
Keep a Cube <a href="http://www.discovere.org/our-activities/single-activity-detail/Keep-a-cube">http://www.discovere.org/our-activities/single-activity-detail/Keep-a-cube</a>	8.2.5.D.1
	8.2.5.D.2
	8.2.5.D.3
	8.2.5.D.4

## Textbooks and Other Resources

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## Standards

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LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, 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 two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.5.10	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.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

TEC.K-12.1.c	use models and simulations to explore complex systems and issues.
TEC.K-12.2.d	contribute to project teams to produce original works or solve problems.
TEC.K-12.4.b	plan and manage activities to develop a solution or complete a project.
TEC.K-12.6.a	understand and use technology systems.
TEC.K-12.6.c	troubleshoot systems and applications.
TEC.K-12.6.d	transfer current knowledge to learning of new technologies.
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.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
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.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.C.1	Collaborate with peers to illustrate components of a designed system.
TECH.8.2.5.C.2	Explain how specifications and limitations can be used to direct a product's development.
TECH.8.2.5.C.3	Research how design modifications have lead to new products.
TECH.8.2.5.C.4	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
TECH.8.2.5.C.5	Explain the functions of a system and subsystems.
TECH.8.2.5.C.6	Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
TECH.8.2.5.C.7	Work with peers to redesign an existing product for a different purpose.
TECH.8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
TECH.8.2.5.D.2	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.
TECH.8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.
TECH.8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and

	stores the data through a series of commands, and outputs information.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
TECH.K-12.1.2.d	manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
TECH.K-12.1.4.b	select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

## **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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