Grade 4 Technology Unit 1: Review of Google Slides, Computing Systems, & the Internet

Content Area: **Technology**
Course(s): **Technology Grade 4**
Time Period: **MP1**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.

Rationale and Transfer Goals

This unit is a review of several technology projects that students were exposed to last year. During fourth grade, as students become more familiar with these applications, including Google Drive, Google Docs and Slides, their expertise in them will allow them to complete projects using them in their homerooms. They will also review safe social media practices using BrainPop. These skills are important as they are exposed to many situations at home and school on the internet that they need to know how to navigate safely and competently.

Enduring Understandings

Technology can help us in many different settings including school.

Presentations require a different style of writing and format than narrative writing.

Social media and the internet are useful tools for those who use them properly and safely.

Essential Questions

What am I comfortable with sharing about myself on the internet?

How can I stay safe while using social media?

What format is most effective when presenting various types of information?

What are some different hardware and softwares?

Content - What will students know?

- Access and use of Google Drive.
- How to create a Google Slide presentation.
- Online safety and etiquette.
- Definition of cyberbullying.
- Accomplish tasks using hardware and software.

Skills - What will students be able to do?

- Create and edit a google doc, including changing font and adding a picture.
- Students will be able to create and format a Google Slide presentation, including adding pictures to their project.
- Identify what information is safe and unsafe to add to a social media website, comment appropriately on social media.
- Identify how hardware and software work together to complete different tasks and how they can be directed.

Activities - How will we teach the content and skills?

- Whole class demonstration of Google Drive and Google Docs, after which students will write what they want to be when they grow up and add their class picture to the document. They will then repeat the process for a younger student.
- Whole class demonstration of capabilities of Google Slides, followed by students using a sample presentation to create a Cub's Pride presentation.
- Whole class discussion of social media etiquette, including cyberbullying, followed by viewing and discussing the online safety presentation on brainpop.com. Students will then complete a quiz on online safety.
- Using the software Google Slides to show how software and hardware work together to complete a task.

Evidence/Assessments - How will we know what students have learned?

- Evaluation of Google Doc.
- Evaluation of completed Slide presentations.
- Evaluation of quiz.
- Teachers will observe students using Google Slides and Chromebook webcams to create a presentation.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Google Drive usage	Create a document with Google Docs	Whole class demonstration of Google Drive and Google Docs, after which students will write what they want to be when they grow up and add their class picture to the document. They will then repeat the process for a younger student.
Cyberbullying	How to stay safe online	Whole class discussion of social media etiquette, including cyberbullying, followed by

		viewing and discussing the online safety presentation on brainpop.com. Students will then complete a quiz on online safety.

Key Resources

www.brainpop.com

Google Drive including Google Docs and Slides

21st Century Life and Careers

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Interdisciplinary Connections/Companion Standards

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

Art: Extensive connections to visual art, design, and multimedia creation through movie-making software

SCI.3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.