MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Upper Elementary School
Library and Media Department

Media Technology
Grade 5

Date: July, 2022
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Course Description and Fundamental Concepts

Through structured projects, students will plan, design, and create multimedia videos based on inquiry-based research. Learning basic video terminology and practices, students will have the opportunity to sample the creative aspect of media production and share their videos online. Students will be taught and expected to practice good digital citizenship and ethical use of technology and resources.

This course is designed to meet once during an eight-day cycle for one semester. Projects will cover the following topics:

- Ethical and appropriate technology use and good digital citizenship
- Scriptwriting
- Video terminology
- Introduction to basic digital video production

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards
Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
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
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
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.
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.
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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	**Core Idea**	**Standard / Description**
1	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	*9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.* *9.2.5.CAP.2: Identify how you might like to earn an income.* *9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.* *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.*
	Income and benefits can vary depending on the employer and type of job or career.	*9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.*
	There are a variety of factors to consider before starting a business.	*9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •* *9.2.5.CAP.7: Identify factors to consider before starting a business.*
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	*9.2.5.CAP.8: Identify risks that individuals and households face.* *9.2.5.CAP.9: Justify reasons to have insurance.*

Life Literacies and Key Skills (Standard 9.4)
List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	**Core Idea**	**Standard / Description**
	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	*9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).* *9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).*
1	**Creativity and Innovation**: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	*9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).* *9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).*
1	**Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	*9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).* *9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).* *9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.* *9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).*

1	**Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	*9.4.5.DC.1: Explain the need for and use of copyrights.* *9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.* *9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.*
1	**Digital Citizenship:** Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	*9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).*
1	**Digital Citizenship:** Digital identities must be managed in order to create a positive digital footprint.	*9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity*
1	**Digital Citizenship:** Digital tools have positively and negatively changed the way people interact socially.	*9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).* *9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.*
	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	*9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).*
	Global and Cultural Awareness: Culture and geography can shape an individual's experiences and perspectives.	*9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).*
1	**Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	*9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).*

1	**Information and Media Literacy:** Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	*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).* *9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.*
1	**Information and Media Literacy:** Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	*9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.* *9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).*
1	**Information and Media Literacy:** Specific situations require the use of relevant sources of information.	*9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).* *9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).*
1	**Technology Literacy:** Different digital tools have different purposes.	*9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.* *9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.* *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.*
	Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.	*9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).* *9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).*

Visual & Performing Arts Integration (Standard 1)
List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1	**Creating**	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*
1	**Connecting**	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
1	**Performing/ Presenting/ Producing**	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
	Responding	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
1	**S1: September** (2-3 days) **S2: January** (1 day)
1	**S1: October** (2-3 days) **S2: February** (2-3 days)
1	**S1: November** (2-3 days) **S2: March** (2-3 days)
1	**S1: December** (2-3 days) **S2: April** (2-3 days)
1	**S1: January** (1-2 days) **S2: May** (2-3 days)
1	**S2: June** (1-2 days)

Unit Name: Media Technology

Learning Goals: What do I want my students to learn?

Standards
NJSLS - *W.5.4, W.5.5, W.5.6, W.5.7, SL.5.1, SL.5.4, SL.5.5, L.5.1, L.5.3* *NJSLS - Career Awareness, Exploration, Preparation, and Training* *NJSLS - Life Literacies and Key Skills* *NJSLS - Interdisciplinary Standards*

Fundamental Concepts / Big Ideas
● Ethical and appropriate technology use and good digital citizenship ● Video terminology ● Understanding how video is made ● Pre-production ● Basic digital video creation ● Post-production

Learning Objectives
Students will be able to… ● Use both technology and resources in an ethical manner and adhere to principles of good digital citizenship ● Use appropriate terminology to reference both the equipment used as well as the process of creating videos ● Create digital videos using various media ● Be able to recognize some of the techniques used in post-production ● Share videos online   Please contact the content supervisor for any questions.