

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Upper Elementary School  
Library and Media Department*

*Media Technology  
Grade 6*

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## [Course Description and Fundamental Concepts](#)

Through student-led inquiry projects, students will plan, design, and create multimedia videos based on independent research. Learning 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
- Basic digital video production and editing

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

<b>Standard #</b>	<b>Standard Description</b>
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	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 three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening

### [English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
		see above

### **Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

List appropriate units below for which standards will be addressed

<b>By Grade 8</b>		
Unit Addressed	Core Idea	Standard / Description
1	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. <b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest. <b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. <b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Early planning can provide more options to pay for postsecondary training and employment.	<b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice. <b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.

		<p><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>
	There are a variety of resources available to help navigate the career planning process.	<p><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</p> <p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	Employee benefits can influence your employment choices.	<p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p>
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p><b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<p><b>9.2.8.CAP.20:</b> Identify the items to consider when estimating the cost of funding a business.</p>

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

<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
1	<b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p><b>9.4.8.CI.1:</b> <i>Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p><b>9.4.8.CI.2:</b> <i>Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p><b>9.4.8.CI.3:</b> <i>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p><b>9.4.8.CI.4:</b> <i>Explore the role of creativity and innovation in career pathways and industries</i></p>
1	<b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.	<p><b>9.4.8.CT.1:</b> <i>Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p><b>9.4.8.CT.2:</b> <i>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
	<b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<b>9.4.8.CT.3:</b> <i>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i>
1	<b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	<p><b>9.4.8.DC.1:</b> <i>Analyze the resource citations in online materials for proper use.</i></p> <p><b>9.4.8.DC.2:</b> <i>Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>



	<b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
1	<b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
	<b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
	<b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1	<b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
1	<b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>

	<p><b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
1	<p><b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
1	<p><b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
1	<p><b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>
1	<p><b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>

1	<p><b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><b>9.4.8.TL.1:</b> Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p><b>9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p><b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</p> <p><b>9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
	<p><b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><b>9.4.8.TL.5:</b> Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p><b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

### Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

### 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	<b>Creating</b>	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
1	<b>Connecting</b>	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
1	<b>Performing/ Presenting/ Producing</b>	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>

	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>
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**Pacing Guide** (All Dates are approximate based on the school calendar)

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

## Units Scope and Sequence

**Unit Name: Media Technology**

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

### **Standards**

[NJSLS - W.6.4, W.6.5, W.6.6, W.6.7, SL1., SL5, L.6.1, L.6.3](#)  
[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
- 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
- Plan and create digital videos using various media
- Utilize some techniques used in post-production
- Share videos online

Please contact the content supervisor for any questions.