

**Shrewsbury Borough School Technology Curriculum 2012  
Grade 5**

<p><b>Topic 1: Morphing Animals Movie</b></p> <p><b>Objectives:</b></p> <p>Students will research two animals to be morphed.</p> <p>Create a new animal name and draw the animal.</p> <p>Create a table to be used as a graphic organizer.</p> <p>Write a creative script.</p> <p>Create music in Garageband.</p> <p>Demonstrate ability to export pictures as jpeg's.</p> <p>Demonstrate ability to complete the Ken Burns Effect, change timing of slides, record themselves, and import music.</p>	<p><b>Student Products:</b></p> <p>Students will pick two animals, research specific information about them.</p> <p>Create a table in Microsoft Word and put all the information in.</p> <p>They will research where their animals live, what they eat, and who their predators are.</p> <p>Learn how to use the highlighting feature in Word.</p> <p>They will create pictures to go with each part in Pixie.</p> <p>They will learn how to select, copy and paste parts of pictures.</p> <p>They will export Pixie pictures and change them to jpeg format.</p>	<p><b>Materials:</b></p> <p>Microsoft Word</p> <p>iMovie</p> <p>Pixie</p> <p>Printer</p> <p>Headphones</p> <p>Microphone</p> <p>Internet Connection</p> <p>Gargeband</p> <p>iTunes</p>	<p><b>Assessment:</b></p> <p>Rubric for <i>Morphing Animals Movie</i></p> <p>Teacher Observation</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word</p>
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<p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> <p>How can I transfer what I know to new technological situations/experiences?</p>	<p>Complete the Ken Burns effect, record voices, change clip timings to go along with their voices.</p> <p>Create a song in Garageband.</p> <p>Learn how to transfer a song from Garageband to iTunes to iMovie.</p> <p>Learn how to Export the movie as a Quicktime file.</p>			<p>processing program.</p> <p><b>8.1.8.A.3:</b> Create a multimedia presentation including sound and images.</p> <p><b>8.1.8.A.5:</b> Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p><b>8.1.8.D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p>
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<p><b>Topic 2: Internet Safety/Cyberbullying</b></p> <p><b>Objectives:</b></p> <p>Understand the positive and negatives to the internet.</p> <p>Demonstrate ability to know how to surf the web safely.</p> <p>Understand the signs to be concerned with when online.</p> <p>Review definition of Cyberbullying.</p> <p>Watch a video clip from Netsmartz.org.</p> <p><b>Essential Questions:</b></p> <p>In a world of constant change, how should students stay proactive in the fight against internet crimes?</p> <p>Why is it important to teach about cyberbullying to the students?</p>	<p><b>Student Products:</b></p> <p>Students will have a group discussion with teacher about internet safety and cyberbullying.</p> <p>Review how the internet is a way people use to get information about them.</p> <p>the definition of cyberbullying.</p> <p>Students can discuss what they like to do online and teacher will explain how to make sure they are being safe.</p> <p>Questions will be answered about the subject.</p> <p>Watch video clip about terrible text at <a href="http://www.nsteens.org/Videos/TerribletEXt">http://www.nsteens.org/Videos/TerribletEXt</a></p>	<p><b>Materials:</b></p> <p>Internet Connection</p> <p>SMART Board</p> <p>Website- NSTeens on Netsmartz.org</p>	<p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Classroom Participation/Acknowledgement</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.8.D. Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> <p><b>8.1.8.D.3:</b> Demonstrate how information on a <a href="#">controversial issue</a> may be biased.</p>
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<p><b>Topic 3: Survey Graph</b></p> <p><b>Objectives:</b></p> <p>Students will come up with an interesting question and several possible answers.</p> <p>Demonstrate knowledge of Microsoft Excel and how to create a bar graph.</p> <p>Demonstrate ability to change colors in the graph, create title, and how to show minor gridlines.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p>	<p><b>Student Products:</b></p> <p>Students will think of a creative question and 8 possible answers.</p> <p>Students will print out their question/answers and take each other's survey.</p> <p>When finished, they will go back to their survey and total up the data.</p> <p>They will put their data into Microsoft Excel and create a bar graph.</p> <p>They will change the colors of the graph, legend to the right, show minor gridlines, and type a title on top of the graph.</p>	<p><b>Materials:</b></p> <p>Microsoft Word</p> <p>Microsoft Excel</p> <p>Pencils</p> <p>Printer</p>	<p><b>Assessment:</b></p> <p>Rubric for <i>Survey Graph</i></p> <p>Teacher Observation</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.4.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> <p><b>8.1.8.A.2:</b> Plan and create a simple database,</p>
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				define fields, input data, and produce a report using sort and query.
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**8.1.8.A.4:** Create a  
simple spreadsheet, enter  
data, and interpret the  
information.

<p><b>Topic 4: If I Were In Charge of the World Poem</b></p> <p><b>Objectives:</b></p> <p>Students will demonstrate ability to create and type a poem in Microsoft Word.</p> <p>Show ability to format document properly.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p>	<p><b>Student Products:</b></p> <p>Students will listen to the poem, <i>If I Were In Charge of the World</i> by Judith Viorst.</p> <p>Then the students will be given an outline of how they are going to type their poems.</p> <p>They will fill in the blanks with their own words and what they would do if they were in charge of the world.</p> <p>Students will change the color, font, and size.</p> <p>They will bold, underline, center, and italic what is directed to them.</p> <p>When finished they will save to their folder and print.</p>	<p><b>Materials:</b></p> <p>Microsoft Word</p> <p>Poem Worksheet</p> <p>Printer</p>	<p><b>Assessment:</b></p> <p>Rubric for <i>Poem</i></p> <p>Teacher Observation</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p>
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<p><b>Topic 5: What Happened?! Letter</b></p> <p><b>Objectives:</b></p> <p>Students will demonstrate ability to type a friendly, unrealistic letter in Word using correct format.</p> <p>Demonstrate how to take a picture with effects in Photobooth and insert it into Microsoft Word.</p> <p>Be able to format a picture using tools in Word.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p>	<p><b>Student Products:</b></p> <p>Students will take a picture using the effects portion of Photobooth.</p> <p>They will learn how to put the picture on the desktop and rename the image.</p> <p>Then the students will insert the picture into Word and type a creative, friendly letter explaining what happened to their face.</p> <p>Students will change the color, font, and size.</p> <p>When finished they will save to their folder and print.</p>	<p><b>Materials:</b></p> <p>Microsoft Word</p> <p>Letter Format Worksheet</p> <p>Printer</p> <p>Photobooth</p>	<p><b>Assessment:</b></p> <p>Rubric for <i>Letter</i></p> <p>Teacher Observation</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p>
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<p><b>Topic 6: Population Graph</b></p> <p><b>Objectives:</b></p> <p>Students will research the population of 10 US states.</p> <p>Demonstrate knowledge of Microsoft Excel and how to create a pie graph.</p> <p>Demonstrate ability to change colors in the graph, create title, and how to show percents.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p>	<p><b>Student Products:</b></p> <p>Students will research the population of US states.</p> <p>They will pick 10 states to make a pie graph with.</p> <p>They will put their data into Microsoft Excel and create a pie graph.</p> <p>They will change the colors of the graph, legend on the bottom, show percent labels, and type a title on top of the graph.</p>	<p><b>Materials:</b></p> <p>Microsoft Excel</p> <p>Pencils/Scrap Paper (if needed)</p> <p>Printer</p> <p>Internet Connection</p>	<p><b>Assessment:</b></p> <p>Rubric for <i>Population Graph</i></p> <p>Teacher Observation</p>	<p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></b></p> <p><b>8.1.4.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.2:</b> Plan and create a simple database, define fields, input data, and produce a report using sort and query.</p> <p><b>8.1.8.A.4:</b> Create a simple spreadsheet, enter data, and interpret the information.</p>
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