

TECHNOLOGY IN OUR LITTLE WORLD

Course Name: Current Events (Content time)

Time Frame: 4-5 class periods, 30 minutes

Unit/Theme: Technology in Our Little World

Grade Level: 5th grade

CONTENT AND SKILLS
Learning Objectives: Students will conduct research, discuss, and create work on their findings of AI and computer systems that affect our daily lives and our world.
Essential Questions (optional): How did the technology I use daily develop and change?
Students I can statements . . . (Learning Targets) I can conduct research to learn about the history and use of different computer technologies. - I can display my researched knowledge through conversation with classmates and my creation of a Book Creator or essay.
How will you meet the needs of SWD and ENL students? - Students will receive my support throughout the research process, and also have the background skills of how to take notes about videos. - Students will be watching BrainPop videos on their iPads individually, giving them access to rewatch and rewind as necessary. - Students have the ability to display their knowledge through spoken conversation, Book Creator, or essay. Giving these different display of knowledge opportunities allow all students to succeed in their own way.
Content Standards List all standards and how learners will meet the standard
5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple source 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
4-6.IC.1- Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. 4-6.IC.5- Explain how computer systems play a role in human decision-making.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- 1A.2c. Demonstrate control of behaviors that interfere with time on task.
- 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.
- 3A.2a. Demonstrate the ability to respect the rights of self and others.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

Part 1:

- We will start off with the essential question: “How much technology do you think you use daily?” (Turn and Talk, allow for student responses)
- We will then watch the Youtube video linked in the presentation as a whole group on the Smart Board. This video focuses on the development of technology throughout time. 4-6.IC.1
- As a class, calling students up to write on the Smartboard, we will complete the KWL chart.
- Students will then have to decide between the communications side of AI/computers, or the computer science side of AI/computers. Based on their decision, they will be watching the delegated BrainPop videos on that side and take notes on the note catcher (slide 6 and 7). This research will take several days, as they will probably watch videos more than once and record notes on all 4 of their respective sides. 4-6.IC.1, 4-6.IC.5

Part 2:

- As a class, we will then work on our communication skills by forming an inside-outside circle with the two respective groups. Students will share 1 thing from each video they watched to a person from the opposing side of research, and then the outside circle will move one to their left to then share facts with different students. We will do this rotation 2-3 times depending on student engagement and productivity.
- After the inside-outside circle, students will add 2 things they learned from the opposing side to the Padlet. 4-6.IC.1

Part 3:

- Students will finally reflect on how these technologies have changed the world & how do you use these technologies daily?
- Students will have the option to write an essay or create a Book Creator about these two different reflection questions. They will use their background knowledge, research knowledge, and personal experiences to create this work. After a day or so of work time on this, I will allow students to present their work. 4-6.IC.1, 4-6.IC.5

BACKGROUND OR PRIOR KNOWLEDGE

- Students have background knowledge in how to use these apps on their iPad, such as Padlet, BrainPop, and Book Creator.
- Students have the practice of taking notes from watching short videos.

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Students have 1 to 1 devices and use iPads daily.
- Two Smart Boards in the classroom to display the Padlet and presentation for each slide's steps.
- Padlet for the reflection piece
- Access to BrainPop

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.

- https://eastiron.padlet.org/jillian_carley1/c3gocgmuzpm9kvl4 password: me
- [Technology in Our Little World Presentation](#)
- [Note taker](#)