

# sTEAM Grade 4 - Creative Communicator

## Unit Focus

Students will learn the building blocks of happiness: to have a sense of purpose, to live a generous life, to build self-efficacy, and to have connections with others. Students will then select one of these areas for further exploration based upon personal preference. They will experience, learn how to use, and then select a digital tool (ex: iMovie, Stop Motion Studio, Green screen, Animation, Garageband, Clips, etc..) to creatively design and present (ex: an animation, a picture book, literature, a song, a video short, piece of art, podcast) their chosen area - and then present and defend their choice of topic of happiness as the most important to their peers.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>ISTE Student Profiles</b> <i>Student Profiles: 4</i></p> <ul style="list-style-type: none"> <li>Use digital-imaging technology to modify or create works of art for use in a digital presentation. (Creativity and Innovation, Communication and Collaboration, Technology Operations and Concepts) (3-5.2)</li> </ul> <p><b>ITEEA - Standards for Technological Literacy</b> <i>Technological Literacy: K-12</i></p> <ul style="list-style-type: none"> <li>Design               <ul style="list-style-type: none"> <li>Students will develop an understanding of the attributes of design. (8)</li> <li>Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. (10)</li> </ul> </li> </ul> <p><b>National Core Arts Standards</b> <i>Media Arts: 4</i></p> <ul style="list-style-type: none"> <li>Conceive: Generate and conceptualize artistic ideas and work. (MA:Cr1.1.1.4)               <ul style="list-style-type: none"> <li>Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling. (MA:Cr1.1.1.4.a)</li> </ul> </li> <li>Develop: Organize and develop artistic ideas and work. (MA:Cr2.1.1.4)               <ul style="list-style-type: none"> <li>Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p style="text-align: center;"><b>Understanding(s)</b></p>	<p style="text-align: center;"><b>Essential Question(s)</b></p>
	<p><i>Students will understand that...</i></p> <p>U1 Research is an important prerequisite for any medium when attempting to communicate important information for a given purpose.</p> <p>U2 There is a deliberate design process for generating ideas, testing theories, and creating innovative artifacts.</p> <p>U3 Designs can be original works or responsibly repurposed or remixed digital resources into new creations.</p> <p>U4 Collaboration with others can improve product creation by incorporating different perspectives in the final design.</p>	
	<p style="text-align: center;"><b>Acquisition of Knowledge and Skill</b></p>	
	<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Skill(s)</b></p>
<p><i>Students will know...</i></p> <p>K1 There are different ways to communicate a message.</p> <p><i>Students will be skilled at...</i></p> <p>S1 Using research to inform product creation.</p>		

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<p style="text-align: center;">presentation. (MA:Cr2.1.1.4.a)</p> <p><i>Visual Arts: 4</i></p> <ul style="list-style-type: none"> <li>• Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.4)             <ul style="list-style-type: none"> <li>○ When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. (VA:Cr2.2.4.a)</li> </ul> </li> <li>• Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.4)             <ul style="list-style-type: none"> <li>○ Revise artwork in progress on the basis of insights gained through peer discussion. (VA:Cr3.1.4.a)</li> </ul> </li> </ul> <p><b>Next Generation Science Standards (DCI)</b></p> <p><i>Science: 4</i></p> <ul style="list-style-type: none"> <li>• ENGINEERING, TECHNOLOGY &amp; APPLICATIONS OF SCIENCE             <ul style="list-style-type: none"> <li>○ At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (ETS1.4.B2)</li> <li>○ Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (ETS1.4.C1)</li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> <li>• Design: Students will be able to engage in an appropriate process to refine their product. MM.2.3</li> </ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. MM.3.3</li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. MM.5.2</li> </ul>	<p>K2 A movie has two tracks: audio and video.</p> <p>K3 A chroma key can be used to add digital effects to a video.</p> <p>K4 Loops help make a song recognizable.</p> <p>K5 There are two main graphic files used today: jpg and png.</p>	<p>S2 Using complimentary digital tools to communicate a message or story.</p> <p>S3 Safely using and taking proper care of the digital tools and other materials at their disposal.</p> <p>S4 Editing digital content.</p> <p>S5 Giving and receiving constructive feedback to improve their and others product creation.</p>
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