

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADE 4

**DIGITAL STORYTELLING
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
March 21, 2016**

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

This course will bring a student's imagination to life. Students will learn how to create short stop-motion movies, with a soundtrack to fit, using simple stop motion techniques, storyboards, cameras, and software. Working independently and collaboratively, students will use hands-on art and miscellaneous materials, 2D & 3D backgrounds, as well as themselves, to create visually unique and innovative characters, and scenes. Students will also be adding music to their creations, adding the element of timing, emotion, highlighting, intensity, mood, and tone, through sound.

Experience with and knowledge of the arts is a vital part of a complete education. Education in art, music and drama is an essential part of an academic curriculum for the achievement of growth. An understanding of these arts offers tools for student development. Furthermore, an introduction to the integrated arts cultivates a variety of the multiple intelligences.

For students, an education in an arts-infused course provides opportunities for:

- Creative and inventive decision-making
- A variety of ways of communicating ideas, thoughts, and feelings
- An enhanced sense of poise and self-esteem
- Confidence to undertake new and unusual tasks
- Increased ability to achieve success across the academic curriculum
- Teamwork that fosters leadership skills

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NEW JERSEY TECHNOLOGY STANDARDS

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS STANDARDS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

COURSE OUTLINE

The following curriculum areas and instructional activities may be utilized during the course of study. Codes in parenthesis refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers.

- The Filming Process for Stop Motion Animation
 - Pre-Production
 - Storyboarding
 - Script Writing
 - Production
 - Filming
 - Post-Production
 - Importing footage
 - Editing
 - Special Effects
 - Soundtrack
- Production techniques to be studied, critiqued and created:
 - Use of light
 - Use of camera angles
 - Types of camera shots
- Post-Production Techniques to be studied, critiqued and created:
 - Effective use of:
 - Voice
 - Music
 - Sound
 - Special effects

METHODS OF ASSESSMENT

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation/Group Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals

- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state approved standards.

GROUPING

Digital Storytelling is a heterogeneously grouped class that is open to all 4th grade students. There is no prerequisite.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Integrated Arts Grade 4 is a quarter class.

RESOURCES

- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.

- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
 - Students shall use computers to digitally edit video footage.
 - Students shall use digital cameras for filming.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

SUGGESTED ACTIVITIES

- Create a stop-motion animation of:
 - A novel/story/poem
 - A mathematical process
 - A scientific process
 - A historical event
 - An imaginary event
- Write critiques of:
 - Professional stop-motion
 - Class stop-motion
 - Personal involvement in group work

INTERDISCIPLINARY CURRICULUM COORDINATION

This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology

- English Language Arts
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames

- think-pair-share
- cooperative learning groups
- teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

Week One	Week Two	Week Three	Week Four	Week Five
<p>Introduction to stop motion animation</p> <p>Examine the language and techniques of film (pre-production, production, post-production)</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Introduction to necessary technology</p> <p>Cameras</p> <p>Editing tools</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Pre-Production of Stop Motion Project #1</p> <p>Infuse lessons on story boarding and script writing</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Pre-Production of Stop Motion Project #1</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Production of Stop Motion Project #1</p> <p>Infuse lessons on camera techniques</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>
Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<p>Post-Production of Stop Motion #1</p> <p>Infuse lessons on editing, sound and special effects</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Pre-Production of Stop Motion Project #2</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Pre-Production of Stop Motion Project #2</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Production of Stop Motion Project #2</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>	<p>Post-Production of Stop Motion Project #2</p> <p><i>*Students will be required to keep a process journal in which they detail their work processes and expectations about their projects. They will also include written self-assessments.</i></p>