

# 3rd grade, Unit #1, Technology, Digital Citizenship

Content Area: **Technology**  
Course(s): **Technology**  
Time Period: **September**  
Length: **10 weeks**  
Status: **Published**

## Enduring Understanding

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Technology use can have positive and negative impact on both users and those affected by their use.

## Essential Questions

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What are an individual's responsibilities when using technology?

What constitutes misuse and how can it best be prevented?

## Standards

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TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
WORK.K-4.9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
WORK.K-4.9.1.4.E.4	Explain why some uses of media are unethical.
WORK.K-4.9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.

## Student Learning Objectives

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Students will be able to follow safety tips when using the internet.

Students will know the difference between private and public information.

Students will follow ethical behavior when using digital resources.

Students will understand plagiarism and how to avoid it.

Students will understand the importance of passwords.

Students will be able to identify behavior that could be considered cyberbullying.

Students will know what the school's Acceptable Use Policy is.

## Instructional Activities

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Common Sense Media - Digital Passport curriculum

Projects such as posters or comic strips

## **Interdisciplinary Connections**

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Social Studies - how we deal with others

Language Arts - writing

Health - anti-bullying, emotions, feelings

## **Texts and Resources**

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Common Sense Media website: [www.commonsensemedia.org](http://www.commonsensemedia.org)

NetSmarts

BrainPop

CyberBee

## **Assessment**

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Quiz

Observation/Participation

Poster/Comic Strip Project

# **3rd grade, Unit #2, Technology, Collaboration with Technology**

Content Area: **Technology**

Course(s): **Technology**

Time Period: **November**

Length: **8 weeks**

Status: **Published**

**Enduring Understanding**

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Digital tools allow for communication and collaboration, anytime and any place, worldwide.

## Essential Questions

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- How has the use of digital tools improved opportunities for communication and collaboration?

## Standards

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Standards

TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
WORK.K-4.9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
WORK.K-4.9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
TECH.8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

## Student Learning Objectives

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Utilize digital tools in virtual environments to foster collaboration and solve problems.

Explain the purpose of engaging in online discussions with others.

Present information in oral and written formats either face-to-face or online.

## Instructional Activities

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Monster Exchange project

Video chat

## Interdisciplinary Connections

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Art- Monster pictures

Language Arts- Description and directions for monsters

## **Texts and Resources**

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Monster Exchange website - [www.monsterexchange.org](http://www.monsterexchange.org)

Skype or FaceTime

## **Assessment**

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Artwork and typed description of monster.

Recreated monster based on following directions.

Participation.

Rubric to assess oral interactions with others.

# **3rd grade, Unit #3, Technology, Internet Research**

Content Area: **Technology**

Course(s): **Technology**

Time Period: **January**

Length: **6 weeks**

Status: **Published**

## **Enduring Understanding**

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Internet research skills are essential for success in the 21st century.

## **Essential Questions**

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Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?

## **Standards**

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TECH.8.1.5.C.CS4

TECH.8.1.5.A

TECH.8.1.5.B

WORK.K-4.9.1.4.A.3

TECH.8.1.5.A.2

TECH.8.1.5.E.1

Contribute to project teams to produce original works or solve problems

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Determine when the use of technology is appropriate to solve problems.

Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

## **Student Learning Objectives**

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Search for information on a topic using the Internet.

Evaluate a website for accuracy and relevance.

Use browser features such as bookmarks and history.

List sources of information for a research project.

Effectively navigate a website to locate information.

Paraphrase information during note-taking.

Create a document with text and images that summarizes research findings about assigned topic.

Present information to peers.

## **Instructional Activities**

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Practice activities for using a web browser and conducting research.

Research information about animals using various websites.

Take notes and then type complete sentences about the assigned animal.

Find pictures to include in the project.

Include a list of sources.

## **Interdisciplinary Connections**

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Science - Animal research

Language Arts - Writing notes and sentences about research

## **Texts and Resources**

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Computers/Internet

Library Resources - Print, Electronic Databases

## Assessment

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Printouts of word processing documents.

List of resources.

Notes pages.

# 3rd grade, Unit #4, Technology, Environment/Recycling

Content Area: **Technology**

Course(s): **Technology**

Time Period: **February**

Length: **6 weeks**

Status: **Published**

## Enduring Understanding

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Technological outcomes have the potential for anticipated and unanticipated positive and negative results.

## Essential Questions

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- How can data collected using technology be used to solve problems?
- Should technologies that produce a negative impact continue to be used?
- What are the positive and negative consequences of technology?
- Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?

## Standards

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TECH.8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
TECH.8.1.8.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.2.5.B.5	Explain the purpose of intellectual property law.
TECH.8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
TECH.8.2.5.B.2	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

## Student Learning Objectives

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Explain why it is important to recycle and how pollution is an important world problem.

Collect/find data that can be interpreted and used to solve problems.

## **Instructional Activities**

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Research environmental topics.

Research recycling in your community.

Use data to help create possible solutions to environmental problems.

Create a presentation about the topic.

## **Interdisciplinary Connections**

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Science - environmental research

## **Texts and Resources**

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Computers

School/Community Resources - website, officials

## **Assessment**

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Multimedia presentation

Data interpretations

Oral discussion

# **3rd grade, Unit #5, Technology, Computer-Based Test Prep**

Content Area: **Technology**

Course(s): **Technology**

Time Period: **March**

Length: **5 weeks**

Status: **Published**

## **Enduring Understanding**

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As technology has advanced, state assessments have migrated from paper and pencil to computer-based.

## Essential Questions

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What technology skills are necessary to succeed on a computer-based test?

How can the built-in tools help to navigate the test and answer test questions?

What types of prompts and questions will be encountered on an online assessment?

## Standards

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TECH.8.1.5.C.CS4  
TECH.8.1.5.F

Contribute to project teams to produce original works or solve problems  
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## Student Learning Objectives

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Log in to an online assessment according to directions.

Utilize assessment tools including line reader, answer masking, magnifying glass, ruler, protractor, and calculator.

Navigate between test questions and use the Review Screen.

Identify some of the prompt and question types that will be on the assessment.

## Instructional Activities

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PARCC Tutorial

PARCC Sample Questions

PARCC Infrastructure Trial

## Interdisciplinary Connections

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Language Arts and Math- Completion of test questions

## Texts and Resources

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PARCC Resources - [parcc.pearson.com](http://parcc.pearson.com)

## Assessment

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- Completion of tutorial and sample questions
- Participation

# 3rd grade, Unit #6, Technology, Technology Evolution

Content Area: **Technology**  
Course(s): **Technology**  
Time Period: **May**  
Length: **7 weeks**  
Status: **Published**

### Enduring Understanding

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Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.

### Essential Questions

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Can we control the pace at which technology is created?

Should we if we can?

### Standards

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TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
TECH.8.2.5.B.CS4	The influence of technology on history.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/ or cultural influences.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.

### Student Learning Objectives

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Identify the factors that influence the ways that technological products change over time.

Compare and contrast how a product has changed in a digital format.

Identify the economic, political, and/or cultural influences in product changes.

### Instructional Activities

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Investigate how the cell phone was developed and its impact on society. Interview a senior citizen to determine how

the cell phone the meets their needs. Research cell phones online and recommend a cell phone in production that would meet the needs of the senior citizen. Present the results to the senior citizen.

## **Interdisciplinary Connections**

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Language Arts- Written report of cell phone recommendations

## **Texts and Resources**

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Computers with internet access

[www.factmonster.com](http://www.factmonster.com)

[www.kidinfo.com](http://www.kidinfo.com)

[www.yahoo.com](http://www.yahoo.com)

## **Assessment**

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- Newspaper article
- Rubric for compare/contrast assignments