Grade 3 Technology
Technology 3

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

9. Understand that grace is a participation in the life of God (CCC 1997).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. digital media/environments
2. visual displays/drawings
3. Internet usage
4. productivity tools (word processing, spreadsheets, presentations)
5. distance learning/virtual field trips
6. social networking
7. cultural understanding
8. email

Skills

1. Use a variety of digital media.
2. Interact and collaborate with others using the Internet.
3. Produce and publish writing.
4. Create visual displays and drawings.
5. Contribute to group projects.
6. Solve problems.
7. Participate in cultural experiences through virtual field trips.
8. Develop cultural awareness via distance learning opportunities.
9. Use email to communicate with others with teacher assistance.

Essential Questions

1. Why do different audiences need different communication?
2. How does technology help me learn about people in other places?

Standards Vocabulary

1. collaborate
2. global awareness
3. cultural understanding

Resources

Stage 2: Assessment Evidence

Flat Stanley Journaling

Summative: Creative Writing

The students will keep an online journal using document-creating applications chronicling the adventures of Flat Stanley (a series of books written by Jeff Brown and Macky Pamintuan). They can also add facts and statistics of the places he travels.

Class Presentation

Formative: Technology Project

Students will create a short presentation based on classmate interviews. Students will share their finished presentation with the class.

Virtual Field Trip

Formative: Electronic Presentation

Students travel around the world to visit teacher-assigned places based on a specified subject. After students explore the place of the field trip, they create a drawing or display of facts they learned or what they enjoyed the most from the experience.

Stage 3: Learning Plan

Learning Experiences

1. **Peer Partner Learning**: Students will interview each other and write a biography of that student. Biography will be turned into a presentation for the class.
2. **Creative Writing:** Students will track Flat Stanley's travels in an online journal including facts and statistics of places he travels.
3. **Distance Learning**: Students will write to other students across the country or world to learn about other cultures and communicate effectively. <http://www.epals.com/#!/main>
4. **Virtual Field Trips**: Students travel around the world to visit teacher-assigned places based on a specified subject. After students explore the place of the field trip, they create a drawing or display of facts they learned or what they enjoyed the most from the experience.
5. **Summarize**: Students will send an email (weekly or monthly) to their parents (through intra-network or  tocomail <https://tocomail.com/#mail>) sharing what they have learned in class.
6. **Collaborative Science Projects:** Students will participate in a global collaboration project from the CIESE Web site <http://ciese.org/materials/k12/>.

Resources

* Class Discussion on Email (<http://www.yazoocity.k12.ms.us/erate-lesson-sendingemail-grade1.pdf>)

Resources

Images/Documents

1. Kid Pix
2. Google Draw
3. Paint
4. <http://www.abcya.com/>
5. Google Doc
6. Wikispaces
7. Storybird
8. Concrete Poetry
9. TikaTak
10. Storyjumper
11. Bookr

Presentation

1. PowerPoint
2. Google Slides
3. One True Media
4. Tagxedo

Videos

1. Sketchcast
2. Skype
3. Google Hangout
4. Facetime
5. Screenr
6. iMovie

Virtual Field Trips

1. Google Expeditions
2. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>
3. <http://www.theteachersguide.com/virtualtours.html>
4. <http://www.areavibes.com/library/online-field-trips-for-students/>

Blogging

1. Edublog
2. Animoto
3. Kidblog
4. Blogger
5. Weebly

Keyboarding

1. Dance Mat Typing
2. Nitro Type
3. Fun to Type
4. Typing Games Treasure

Resources

* <http://www.readwritethink.org/>

Grade 3 Technology
Technology 3

Computer Science (Critical Thinking)

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Content

1. coding
2. forms
3. computational thinking
4. digital tools
5. troubleshooting
6. network basics
7. innovative technologies
8. computer careers

Skills

**Coding:**

1. Recognize that a program is a set of code.
2. Assess and analyze a situation that results in creating a list of sequential steps to complete a task. Students will work to complete a task in the fewest possible steps using programming conventions such as looping.
3. Troubleshoot, critique, and modify their own or others' code (steps).
4. Create a real world problem and effectively use modeling and simulation to solve it.
5. Apply understanding of cause/effect relationships by going back and making adjustments.

**Forms:**

1. Enter information into a form (such as Google Forms or Socrative) and understand where that information goes.
2. Create a form, track and analyze the data.

**Troubleshooting:**

1. Identify and analyze different types of error messages and when appropriate, resolve the problem independently.
2. Login to an app, the network, a website, etc. and begin to troubleshoot common login errors (such as caps lock or misspelled username) without assistance.

**Networking:**

1. Apply an understanding of basic network structure using proper vocabulary.
2. Choose appropriate network/Internet connections.
3. Effectively use various data storage types including text, image, sound, etc.
4. Effectively use various data storage locations: local, server, cloud.

**Computer Careers/Innovative Technologies**:

1. Begin to explain how technological inventions have changed our lives.

Essential Questions

1. Why is coding important in the world around me?
2. What do I do if there is a problem with my computer?
3. To what extent is technology involved in our lives?

Standards Vocabulary

1. cause and effect
2. predict
3. compare
4. identify
5. observe
6. critique
7. problem/solution
8. troubleshoot
9. analyze
10. modify

Additional Vocabulary

**Emerging Vocabulary**

1. router
2. network traffic
3. switch
4. IP address
5. ports
6. Gigabit
7. data storage
8. file type including extension (.jpg, .doc, .txt, .mp4),
9. drive vs.folder vs. file
10. local vs. server vs. cloud

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

"Self-Guided" Online Tutorial: Hour of Code

Summative: Online Learning

Set a goal for what level your students should achieve within the app/website being used. Determine which skills they should master. Focus on using the least amount of code possible.

Collaborative Learning: Forms

Summative: Lab Assignment

Use a rubric to evaluate students' ability to effectively create a form, complete a form, and gather and present data.

Facilitative Learning: Careers Presentation

Summative: Interactive Media

Working with the social studies curriculum, students will research and present information on a technological invention.Using a rubric, evaluate students on their ability to present information accurately and their ability to accurately answer the following questions: What is the invention used for? Who invented it? Why was it invented? What problem does it attempt to solve? Did it solve the problem? How did it impact everyday life?

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **"Unplugged" Simulation:** See [code.org](https://code.org/) for other suggested "unplugged" activities.
2. **Self Guided Online Tutorial**: Participate in the Hour of Code (see [code.org](https://code.org/) for details) in December. Use a lesson plan/game or app from site. The students' goal is to use the least amount of code possible to achieve their goal.
3. **Exploratory Learning**: If possible, purchase a simple robot (Dash & Dot, Bumble Bee or Lego robotics). As a class or in small collaborative groups, the students can program the robot to move forward, backward, turn, etc.. Create simple obstacle courses for robots to go through.
4. **Collaborative Learning**: If the class does not have robots, students can create their own robots out of recycled materials and write what they would like their robots to do.
5. **Exploratory Learning**: Celebrate National Robots week in April <http://www.nationalroboticsweek.org/>

**Forms**

1. **Collaborative Learning:** This "All About Us" project can be used for open house. Students begin by creating a class survey using Google forms to poll their classmates. Each student creates a different question (favorite book, favorite movie, etc.) to put into the survey. All students answer the survey. Teacher shares the results with all students for them to independently analyze the data. Using the question each student contributed to the form, they create a graph. Graphs can be displayed during open house for all to learn about the students.

**Careers/Innovative Technologies**

1. **Facilitative Learning: Research/Presentation:** Working with the social studies curriculum, students will research and present information on a technological invention. Students report on the inventor or invention. Possible questions to include in research and presentation: What is the invention used for? Who invented it? Why was it invented? What problem does it attempt to solve? Did it solve the problem? How did it impact everyday life? Take students on a virtual or in person field trip to the National Inventors' Hall of Fame in Akron or the Cleveland Science Center.

**Networking**

1. **Concept Formation**: Students can use the attached videos  to learn networking concepts and terms. <https://www.youtube.com/watch?v=EWTJKcg7Pj8> or <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>
2. **Concept Formation**: After watching the attached video clips, students will locate the hardware in their own classroom.<https://www.youtube.com/watch?v=D_jklaVH9UI>

Resources

**Coding:**

1. Cargo bot
2. Lightbot
3. Daisy the Dinosaur
4. HopScotch
5. Cato's Hike: A Programming and Logic Odyssey
6. <https://code.org/>
7. <http://www.codecademy.com/>
8. <http://lightbot.com/>
9. <https://www.tynker.com/>
10. <http://www.kodugamelab.com/>
11. <http://www.symbaloo.com/mix/codeprogramsites>
12. <http://www.symbaloo.com/mix/coding-coding-coding>
13. <https://scratch.mit.edu/>
14. <http://www.stencyl.com/>
15. <http://gamestarmechanic.com/>
16. <http://kidsruby.com/>
17. <http://hourofcode.com/us>

**Robotics/STEM:**

1. <https://www.pinterest.com/plabure/coding-and-robotics/>
2. <https://www.makewonder.com/>
3. <http://nationalroboticsweek.org/resources.php>
4. <http://www.fractuslearning.com/2015/04/09/best-robots-for-kids/>
5. <http://www.makeymakey.com/>

**Careers in Technology:**

1. <http://vacareerview.org/search/?q=computer>

**Forms:**

1. <http://socrative.com/>

**Networking:**

1. <https://www.youtube.com/watch?v=EWTJKcg7Pj8>
2. <https://www.youtube.com/watch?v=D_jklaVH9UI>
3. <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

Resources

Grade 3 Technology
Technology 3

Creativity and Innovation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. multimedia sources
2. augmented reality
3. desktop publishing
4. video tools
5. audio tools (podcast, screencast)
6. photography tools
7. website creation
8. animation
9. avatar creation
10. QR resources
11. drawing tools
12. cartoon creation
13. visual displays
14. presentation tools

Skills

1. Analyze different media resources to differentiate learning experiences.
2. Express information using a variety of digital media.
3. Enhance understanding of learning concepts by presenting information.
4. Produce original works to allow creativity and ownership.
5. Publish individual and group work.
6. Interact with peers and adults to collaborate in learning experiences.
7. Create audio/visual components of projects to enhance learning objectives.
8. Use QR resources to learn more about a given topic.
9. Use augmented reality programs to enhance learning objectives.

Essential Questions

1. How can technology tools help me learn?
2. How can technology be used to effectively communicate information?
3. How can I select and use appropriate multimedia sources for a specific need?

Standards Vocabulary

1. digital media
2. visual displays
3. presentations
4. Internet
5. collaboration
6. digital tools
7. audio recordings

Additional Vocabulary

1. avatar
2. QR
3. augmented reality
4. podcast
5. screencast
6. animation
7. multimedia

Stage 2: Assessment Evidence

Food Chain Diagram

Summative: Visual Arts Project

Each student will utilize a word processing program to create and label a diagram of a simple food chain.

Scholastic Story Starters

Summative: Creative Writing

Students will use Scholastic Story Starter to choose a theme, template, and other story elements to create a creative writing piece. Students will also have an opportunity to add a drawing to their story.

Stage 3: Learning Plan

Learning Experiences

1. **Independent Learning Activity**: Students will create a presentation using any presentation tool (visual, audio or video) to understand the need and importance of recycling. They can also use this to encourage recycling around the school. This would be a good Earth Day activity or celebrate Earth Week <http://eeweek.org/>
2. **Concept Mapping**: The students create a family tree using a graphic organizer. For each family member, students add an avatar.
3. **Graphic Organizer**: Using a word processing program, students will create a simple food chain.
4. **Creative Writing**: Using [Scholastic Story Starter](https://www.scholastic.com/teachers/story-starters/writing-prompts/) students will choose a theme, template, and other story elements to create a creative writing piece. Students will also have an opportunity to add a drawing to their story. Students can then share stories with classmates or other students in the school.
5. **Cooperative Learning Group**: In small groups students will create an advertisement for their school using any audio or video tool.

Resources

Slideshow

1. Google Slides
2. PowerPoint (includes audio)
3. Tagxedo
4. Keynote (includes audio)

Video

1. Sketchcast
2. Screenr
3. iMovie

Create/Publish Documents

1. TikaTak
2. Google Doc
3. StoryBird
4. StoryJumper
5. Wikispaces
6. Kidspiration
7. Word It Out
8. Create a Graph <http://nces.ed.gov/nceskids/createagraph/>
9. Scholastic Story Starter [www.scholastic.com/teachers/story-starters/](http://www.scholastic.com/teachers/story-starters/)

Videos

1. Screenr
2. Screencast-o-matic
3. Screencastify

Audio

1. Garageband
2. Record Mp3
3. Audacity
4. Poetry Creator

Augmented Reality

1. Aurasma App

QR Code Resources

1. <http://www.qr-code-generator.com/>
2. <http://goqr.me/>
3. <http://qrcode.kaywa.com/>
4. webqr.com
5. Quick Scan App
6. QR Reader for iPhone/iPad/Android

Augmented Reality

1. Chromville
2. colAR Mix
3. Zoo-AR
4. CyberChase Shape Quest!
5. AR Basketball

Grade 3 Technology
Technology 3

Digital Citizenship

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

13. Show special regard for the poor (CCC 2443).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

2. Understand that God blessed all living beings (CCC 1080).

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. **﻿﻿﻿﻿﻿﻿﻿Digital Rights and Responsibilities:** the privileges, freedoms and behavioral expectations extended to all digital technology users
2. **Digital Communication:** the exchange of electronic information
3. **Digital Access:** full participation in the digital society
4. **Digital Etiquette:** the standards of conduct
5. **Digital Security:** precautions taken to guarantee personal safety and the security of networks
6. **Digital Literacy:** the knowledge ofdigital technology and knowing when and how to use it
7. **Digital Health and Wellness:** the elements of physical and psychological well-being related to digital technology use﻿﻿﻿﻿﻿﻿﻿

Skills

1. Explain and follow procedures relating to Internet safety.
2. Exchange information online with adult assistance.
3. Participate in digital society.
4. Demonstrate digital etiquette.
5. Know precautions for personal safety and secure network.
6. Know what constitutes appropriate and inappropriate use of hardware and software.
7. Recognize legal rights and restrictions governing technology.

Essential Questions

1. What are the ways to use online technology responsibly?
2. How does my digital behavior affect others?
3. Which me should I be online?

Standards Vocabulary

1. digital étiquette
2. digital society
3. digital technology
4. electronic information
5. Internet safety
6. personal safety
7. plagiarism
8. standards of conduct

Additional Vocabulary

**Emerging Vocabulary**

1. email
2. appropriate email use
3. attachment
4. Person-to-Person software (P2P)
5. phishing
6. spam
7. technology access
8. Trojan Horse
9. trolling
10. upload

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Cyberbullying Review

Formative: Class Discussion

Review cyberbullying by watching Faux Paw Meets the First Lady. Discuss as a class how to recognize and deal with cyberbullying. <https://www.youtube.com/watch?v=baC-f_P7vjY>

The Square of Life

Summative: Technology Project

Students will investigate their local environment and share that information with other students from around the country and the world. Students will collect their data and create presentation (KidPix, Prizi, Google Presentation, etc.) of their findings. <http://www.k12science.org/curriculum/squareproj/>

Internet Search

Summative: Lab Assignment

Student search a topic in Google and write down sites that came up with useful information. The same search is repeated using a pre-selected resource (KidsSearch Database, Grolier for Kids, etc.). They write down the differences in the results (more appropriate reading level, images, higher interest for children, etc.).

Resources

* <http://www.k12science.org/curriculum/squareproj/>

Stage 3: Learning Plan

Learning Experiences

1. **Demonstration:** The students engage in an interactive lesson that demonstrates how to protect their personal information and avoid online predators. (See attachment below.)
2. **Guest Speaker:** Students can listen to a local authority who is invited into the school to talk about sexual predators and Internet safety.
3. **Computer Assisted Instruction:** Students will learn to recognize appropriate websites for them to visit.
4. **Cooperative Learning:** The students write a class email to a friend and another to the principal, understanding and demonstrating the requirements of proper digital etiquette.

Resources

* <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs>

Lesson Plan

Learning Activity Package: Research-based classroom tools to help students utilize technology for learning and life. https://www.commonsensemedia.org/educators/curriculum

Resources

**Avatars (promoting digital privacy)**

1. Create a Monster Avatar <http://www.thirteen.org/artopia/play.html>
2. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
3. Animal Avatar <http://www.buildyourwildself.com/>
4. Make Me a Hero Avatar <http://cpbherofactory.com/>

**Cyberbullying**

1. Bullying <http://www.pacerkidsagainstbullying.org/kab/>
2. StopBullying.gov teacher site <http://www.stopbullying.gov/>
3. Cyberbullying Pledge <http://www.ikeepsafe.org/wp-content/uploads/2012/06/Faux-Paw-Pledge.pdf>
4. Cyberbullying <https://www.commonsensemedia.org/cyberbullying>
5. Cyber-bullyingBrainPop-(requires log in) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>

**Digital Citizenship**

1. Carnegie Cadets <http://www.carnegiecyberacademy.com/classroomMaterials.html>
2. Brain Pop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
3. ThinkUKnow <https://www.thinkuknow.co.uk/8_10/>
4. Disney's Surf Swell Island <http://home.disney.com.au/activities/surfswellisland/>
5. Generation Safe-Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
6. Carnegie Cyber Academy <http://www.carnegiecyberacademy.com/classroomMaterials.html>
7. Webonauts <http://pbskids.org/webonauts/>
8. INetsmartzkids <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
9. Planet Nutshell <http://planetnutshell.com/project/netsafe-episode-1-what-is-the-internet-grades-k-3/>
10. O2Keeping Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
11. CommonCraft Videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>

**Digital Communications**

1. Facebook, YouTube, Texting: Rules of the Road for Kids [https://www.youtube.com/watch?v=Gd520wZZGDE&feature=relmfu](https://www.youtube.com/watch?v=Gd520wZZGDE&amp;feature=relmfu)

**Digital Footprint**

1. Digital Footprints <http://www.kidsmart.org.uk/digitalfootprints/>
2. Digital Footprints [http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspxDigital Life 101](http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspxDigital%20Life%20101)
3. Protecting Online Reputations <https://www.commoncraft.com/video/protecting-reputations-online>

**Digital Law**

1. Copyrights BrainPop(login required) <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. Copyright and Fair Use Common Sense Media Video [https://www.youtube.com/watch?v=suMza6Q8J08&list=TL0OM\_K6i\_7wY6V35BIjapD44wkpRCwmWl&utm\_content=buffer407a7&utm\_medium=social&utm\_source=twitter.com&utm\_campaign=buffer](https://www.youtube.com/watch?v=suMza6Q8J08&amp;list=TL0OM_K6i_7wY6V35BIjapD44wkpRCwmWl&amp;utm_content=buffer407a7&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer)
3. Videos on Licensing, Copyrights, and more (from Creative Commons) <https://creativecommons.org/videos/>

**Digital Privacy**

1. Tips for Strong Passwords <http://www.connectsafely.org/tips-to-create-and-manage-strong-passwords/>
2. Webonauts <http://pbskids.org/webonauts/>

**Digital Rights and Responsibilities**

1. Digital Passport <https://www.digitalpassport.org/educator-registration>

**Digital Search/Research**

1. Basic Search Tips from Google <http://eetiquette.com>
2. BrainPop Internet Sources <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
3. Internet Searches <http://www.netsmartzkids.org/LearnWithClicky>

**Fair Use/Public Domain**

1. A Fair(y) Use Tale [https://www.youtube.com/watch?v=CJn\_jC4FNDo&feature=youtu.be](https://www.youtube.com/watch?v=CJn_jC4FNDo&amp;feature=youtu.be)

**Image Copyright (teacher tools)**

1. Google Images Reverse Image Search (drop an image onto the page and search) <https://images.google.com/?gws_rd=ssl>
2. Image Edited? <http://imageedited.com/>
3. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
4. Tineye Reverse Image Search <http://www.tineye.com/>

**Images (free teacher tools)**

1. Free Photo <http://www.freefoto.com/index.jsp>
2. Open Photo <http://openphoto.net/>
3. Smithsonian Wild <http://siwild.si.edu/>
4. Wiki Images <https://commons.wikimedia.org/wiki/Main_Page>

**Internet Safety**

1. BrainPop Online Safety BrainPop Jr. <https://jr.brainpop.com/health/besafe/internetsafety/>
2. Computer Safety <http://pbskids.org/webonauts/>
3. Digital Safety Informational Guide to Staying Safe Online (includes search engine safety, scams, and identity theft) <https://www.budgetdirect.com.au/blog/2015/01/digital_safety_staying_safe_online.html>
4. Faux Paws Internet Safety
5. Net Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
6. Garfield Internet Safety <https://learninglab.org/>
7. Internet Safety <http://www.netsmartzkids.org/LearnWithClicky>
8. Internet safety Dance Video <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
9. Internet Safety Games <http://www.netsmartzkids.org/AdventureGames/ClickysQuest>
10. Internet Safety Quiz <http://www.safekids.com/quiz/q1.htm>
11. Internet Safety Site Disney <http://family.disney.co.uk/internet-safety>
12. Internet Safety Undersea Adventure <http://www.netsmartzkids.org/ClubUYNVideos/WebstersUnderseaAdventure>
13. Internet Safety Video Day in Digits Life [https://www.youtube.com/watch?v=89eCHtFs0XM&feature=youtu.be](https://www.youtube.com/watch?v=89eCHtFs0XM&amp;feature=youtu.be)
14. Internet Safety Videos <http://www.ikeepsafe.org/videos/?vid=fauxpaw_video>
15. Internet Safety Read-to-You Book <http://www.netsmartzkids.org/eBooks/DeliveryForWebster>
16. iSafe (helpful resource completely centered around E-Safety Technology and Education)
17. My Online Neighborhood Video by CommonSense Media <https://www.youtube.com/watch?v=vUO7t92k4Xg>
18. Netsmart Kids Online Safety <http://www.netsmartzkids.org/>
19. Netsmart Kids the Princess <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
20. Netsmartz Internet Safety Rap <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
21. Online Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. You Can't Take It Back <http://www.netsmartz.org/RealLifeStories/CantTakeItBack>
2. Quiz Show Game on Netiquette <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>

**Online Ads**

1. Admongo Explore (discover and learn about online ads while playing a game) <http://www.admongo.gov/>

**Online Plagiarism**

1. Clicky's Stolen Song <http://www.netsmartz.org/NetSmartzKids/ClickysStolenSong>

**Passwords**

1. Password Creator <http://passwordbird.com/>
2. Password Rap <http://www.netsmartzkids.org/LearnWithClicky/ThePasswordRap>
3. Passwords: How Secure Is Yours? <https://howsecureismypassword.net/>

**Social Media**

1. Email and IM <https://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>

**Stranger Danger**

1. Clicky II <http://www.netsmartzkids.org/RoutersBirthdaySurprise>

**Texting**

1. Texting etcChicken Road YouTube <https://www.youtube.com/watch?v=aWT-BDKPKsY>

**Extras (Classroom visual aids, tips and more)**

1. Nine Pillars Poster <http://www.fractuslearning.com/wp-content/uploads/2014/09/digital_citizenship_1280-740x523.png>
2. Digital Safety Word Cloud Example <http://www.kings.k12.ca.us/VideoConferencing/FrontPageImages/digital%20cit%20wordle.png>
3. Plagiarism Cartoon <http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/404/cartoon.jpg>
4. Password Poster <http://4.bp.blogspot.com/-pD360uCuS1c/VH8bwOOp_kI/AAAAAAAAJlA/2qW1x3cI8DU/s1600/WorstPasswords-2013.jpg>
5. Digital Law Poster <https://www.guidancesoftware.com/PublishingImages/Solutions/iStock_000019902035XSmall.jpg>
6. Digital Commerce Poster <http://cdn2.business2community.com/wp-content/uploads/2014/01/Digital-Commerce-and-Online-Spending.jpg>
7. Digital Commerce Poster 2 <http://www.sabreairlinesolutions.com/blog/wp/wp-content/uploads/E-Commerce.jpg>
8. Digital Communication Cartoon [www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg](http://www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg)
9. Digital Communication Summary <http://image.slidesharecdn.com/digitalcommunication-130325142615-phpapp01/95/digital-communication-3-638.jpg?cb=1364221615>
10. Digital Health and Wellness <https://lh5.googleusercontent.com/zvfEku8NVDCfhme9xtrUYtUsIku_SHKOThZwxiI1gp3SmkdqYX-YApKQqLeZRtXOIycxMoiJG0G_Een2A0RmLVmjaP0WDKCVZwnEpsauALo6zN0-2KU>
11. Digital Rights <http://763599703245015737.weebly.com/uploads/2/3/6/5/23654578/1382197966.jpg>
12. Digital Security Image <http://crystallakeoralsurgery.com/wp-content/uploads/2013/01/security-digital.jpg>
13. Personal Information Graphic <https://d3nsxkvkfprphq.cloudfront.net/blog/wp-content/uploads/2013/09/acxiom-1.png?e835a1>
14. Digital Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
15. Digital Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
16. Definition of Digital Citizenship <http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju>
17. Copyright Flowchart: Can I Use It? Yes? No? If This Then <http://langwitches.org/blog/2014/06/10/copyright-flowchart-can-i-use-it-yes-no-if-this-then/>
18. Classroom Resources for Digital Citizenship <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
19. Don't Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
20. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
21. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Resources

Grade 3 Technology
Technology 3

Research and Information Fluency

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

ISTE Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. relevant information
2. multiple digital sources/tools
3. credibility and accuracy
4. plagiarism
5. data/results
6. searching techniques

Skills

1. Understand the concept of searching.
2. Gather information from the Internet using searching techniques.
3. Evaluate credibility of sources with adult assistance.
4. Recall the definition of plagiarism.
5. Utilize understanding of plagiarism in creating original works.
6. Take notes and organize information for use.
7. Publish results using digital tools.

Essential Questions

1. How will I know what digital resources are good to use?
2. How will I know what digital resources to use for different purposes?
3. How will the research process help me become a more literate learner?

Standards Vocabulary

1. plagiarism
2. credibility
3. accuracy
4. data
5. search techniques
6. interact and collaborate

Additional Vocabulary

**Emerging Vocabulary**

1. Search techniques see links below

Resources

* <https://www.youtube.com/watch?v=ngKGGoqFKTI>

Stage 2: Assessment Evidence

Welcome to the Web

Summative: Online Learning

Students will complete all seven levels of Welcome to the Web at their own pace. <http://www.w2tw.uk/>

Taking Notes and Organizing Information

Formative: Graphic Organizer

Students will be able to choose a graphic organizer from a given template and fill it in, using their own words, on a given topic.

Credible Websites

Formative: Cooperative Group Work

Groups of students, working together, will find and list three credible websites on a given topic.

Stage 3: Learning Plan

Learning Experiences

1. **﻿﻿﻿﻿﻿﻿Computer Assisted Learning**: Students work through a series of lessons about the Internet. <http://www.w2tw.uk/>
2. **Whole Group Instruction**: Students will learn searching techniques.
3. **Online Learning Activity:** Practice simple search techniques using <http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/> as a guide.
4. **Website Exploration**: Students will visit websites as instructed by the teacher and discuss their credibility and accuracy as well as gather information.
5. **Concept Map**: Students will organize information gathered from websites to takes notes and create a concept map on the topic.
6. **Digital Drawing**: Students will communicate the information learned in the form of a drawing.
7. **Poster**: Students will create an informational poster, preferably a digital poster, on a topic using Google Drawings, Glogster, or Paint.
8. **Written Product**: Students will create a paragraph or two from information gathered and publish the final product.
9. **Report/Book:** Students will use the information gathered on a topic to create a report or book and publish their finished pro﻿﻿﻿﻿﻿﻿duct.

Resources

* Simple Search Techniques ([http://activities.macmillanmh.com/Techknowledge/data/\_shell/\_global/files/\_swf/tk.php?level=04unit=10lesson=81](http://activities.macmillanmh.com/Techknowledge/data/_shell/_global/files/_swf/tk.php?level=04&unit=10&lesson=81))

Resources

**Mapping/Drawing Tools**

1. Kidpix, Google Drawings, Paint, Glogster
2. Kidspiration

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages

**Publishing Tools**

1. Google Docs
2. Edublog
3. Kidblog
4. Blogger
5. Weebly
6. TikaTok

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides
3. Keynote
4. Prezi

**Search Engines**

1. <http://kidtopia.info/>
2. [www.kidrex.org](http://www.kidrex.org)

**Information Resources**

1. <http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>
2. <https://www.infohio.org/>
3. <http://dvc.infohio.org/>
4. <http://www.worldbookonline.com/kids/Home>
5. <http://www.worldbookonline.com/student/howtoresearch>
6. [www.noodletools.com](http://www.noodletools.com)
7. <http://askatechteacher.com/great-kids-websites/research/>

Grade 3 Technology
Technology 3

Technology Operations and Concepts

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

**History**

1. history of technology
2. business vs. educational technology

**Hardware/Peripherals**

1. visual
2. auditory
3. tactile
4. devices

**Software/Operating Systems**

1. storage
2. settings
3. preferences
4. memory

productivity/digital tools

word processing

spreadsheets

presentations

drawing

**Keyboarding**

**Internet**

1. cloud computing
2. browser

Skills

**History**

1. Recall history of technology and how it impacts society.
2. Discuss how technology is used in the education and business environments.

**Hardware/Peripherals**

1. Understand connection between hardware and software.

**Software/Operating Systems**

1. Explain memory and storage.
2. View file/disk contents/my computer/drive.
3. Navigate to settings/preferences.
4. Save documents in different programs/apps.
5. Use a variety of digital tools.

Word Processing

Utilize numbering lists and bullets.

Insert and format objects (shapes, images, graphics).

Fix spelling errors.

Utilize print preview.

Use the tab key.

Spreadsheet

Recall the basic vocabulary (cells, columns, rows).

Navigate in a spreadsheet.

Enter data in a spreadsheet.

Save spreadsheets.

Create graphs.

Format cells.

Create basic addition and subtraction formulas.

Presentation

Create variety of presentations types: slide shows, audio or video.

Drawing

Create illustrations in variety of drawing programs or apps.

**Keyboarding**

1. Use proper posture, position, and technique.
2. Identify proper finger position on alphabetic keyboard.
3. Perform short, timed keying exercises.

**Internet**

1. Use Internet terminology.
2. Describe cloud computing.
3. Utilize multiple browser tabs.
4. Locate and describe search history.

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of technology work together?
3. What skills do I need to possess to become an efficient user of technology?

Standards Vocabulary

1. applications
2. presentation
3. technology
4. Internet
5. collaborate
6. keyboarding
7. formatting
8. chart

Additional Vocabulary

**Emerging Vocabulary**

1. settings
2. preferences
3. memory
4. print preview
5. tab
6. formula
7. range
8. transitions
9. history
10. email
11. attachment

**Master Vocabulary**

1. See document below

Resources

Stage 2: Assessment Evidence

Technology Systems Understanding

Formative: Class Discussion

Through class discussion, students will demonstrate a sound understanding of technology systems.

Written Work

Summative: Writing Assignment

In conjunction with another unit, students will use technology to produce and publish a writing project.

How Technology Works

Summative: Research Project

Using a teacher-selected web browser, students will search to investigate how software and hardware work together. Once information is gathered, students will create a presentation to share the information found.

Presentation

Summative: Technology Project

Students create a slide, audio or video presentation from a teacher-assigned topic and then present it to the class.

Resources

Stage 3: Learning Plan

Learning Experiences

**History**

1. **Large Group Discussion:** Students will discuss and share how technology impacts society and how it is used in business compared to education.
2. **Brainstorm:**  Using the Internet, students will investigate how software and hardware work together.

**Productivity/ Digital Tools**

Word Processing

**Document Creation:** Students will be able to open and create a document by using a word processing program or app. Students will type into the document. As the year progresses, students will format text with different font, font size and color, add bullets, numbering, clip art, objects or photos.

Spreadsheet

**Demonstration of Skill:** Students will create a spreadsheet after receiving manipulatives (i.e., Skittles, M &M's, Fruit Loops, beads, or other colorful items). They will sort the distributed items by color. They will then create columns for color and amount. They can format the data, such as putting the word "red" in the color red.

Presentation

**Independent Practice:** Students can create a slide, audio or video presentation from a teacher-assigned topic and then present it to the class.

**Keyboarding**

1. **Drill and practice:** Students will use a typing website or program to practice and reinforce keyboarding skills.

**Internet**

1. **Demonstrate:** Students will open a browser, select a search engine, perform a search. Students will locate the search history.
2. **Demonstrate Understanding**: Students will be able to describe what cloud computing is and how it has changed technology usage in many situations.

Resources

* Famous Ohions (<https://docs.google.com/forms/d/1Wv3_UKCcnJyRaHkhoaFo1fD5lvAMPpbrRY9fVS3gX1U/viewform>)

Resources

**Technology Basics**

1. <http://electronics.howstuffworks.com/tech>

**Productivity Tools**

1. Microsoft Word, Excel, PowerPoint
2. Google Docs, Slides, Sheets, Draw, Drive
3. Apple: Pages, Numbers, Keynote
4. KidPix
5. <https://www.google.com/edu/training/get-trained/>
6. <http://www.wordle.net/>
7. <http://www.tagxedo.com/>

**Keyboarding**

1. Type to Learn 3
2. Kid Keys
3. <http://www.typingclub.com>
4. <http://www.funtotype.com/>
5. <http://www.funnygames.org/game/super_hyper_spider_typer.html>
6. <http://www.bbc.co.uk/guides/z3c6tfr>

**Internet**

1. Internet Browser (Google Chrome, Internet Explorer, Safari, Mozilla Firefox)

**Other**

1. Interactive Board Lessons (SmartBoard, Epson)
2. <http://www.microsoft.com/education/en-ca/teachers/plans/Pages/index.aspx>