

# Clinton-Glen Gardner School District



## Curriculum Management System

**Computer Technology**

**Grade 3**

**August 2015**

For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2200

BOE APPROVED August 25, 2015

# **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

## **ADMINISTRATION**

Dr. Seth Cohen, Superintendent/Principal

Mrs. Lisa J. Craft, Business Administrator

Mrs. Jacqueline Turner, Assistant Principal

Mrs. Jenine Kastner, Supervisor of Special Services

## **BOARD OF EDUCATION**

Mr. Robert Moul, President

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Kyle Rehrig

21<sup>st</sup> Century Life and Careers Integration: Jessica Latanzio Crespo  
Barbara Shaffer

# Clinton-Glen Gardner School District

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

New technologies are evolving at a rapid rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and develop familiarity with these ever-emerging technologies and have the ability to execute basic computer skills to choose, operate, and troubleshoot applications in school, at home, and later in the workplace.

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in a global society. As digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others. Doing so will enable students to function in our evolving society as informed, productive members of while broadening their understanding, use and application of state of the art technology. Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society. The curriculum assists students in accomplishing the following goals:

- Applying information-literacy skills to access, manage, and communicate information using a range of technological tools
- Integrating technology with content area learning
- Obtaining, comprehending, and manipulating information to attain goals
- Exploring and experiencing existing technology
- Demonstrating competency in using technology as a tool for learning

## New Jersey State Department of Education Core Curriculum Content Standards

### **A note about Technology Standards and Cumulative Progress Indicators:**

In October of 2014, the NJDOE adopted the following technology standards:

8.1 Educational Technology ([Word](#) | [PDF](#)): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate, and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming ([Word](#) | [PDF](#)): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

According to the International Society for Technology Education, “advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn”. To this end, our current curriculum is undergoing a year long process of reflection and revision to ensure that the design process builds in our students the recognition that success is not merely identifying a problem but working through a process--- and that failure is not an end but rather a point for reevaluation. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies. Not all students will be programmers, but they should have an understanding of how computational thinking can build knowledge and control technology. For example, in grade 8, we are supplementing our current curriculum with Lego EV3 Design Engineering Projects that let students work with open-ended problem solving activities, in a context which makes it fun and engaging to learn using Science, Technology, Engineering and Mathematics.

The projects combine science and mathematics concepts with soft skills, such as creative thinking, problem solving, teamwork and communication skills, boosting 21st century learning skills. All projects follow a design engineering process as used by engineers in various industries. The design engineering process provides a structured flow through the activities. Students are guided through the process starting with a design brief which explains the challenge, using videos of robots in action to make real life connections, and includes a final project which can be shared and presented. It is our goal to adapt these learning activities for grades K-7 after our initial implementation in grade 8.

Grade 3  
Computer Technology  
Scope and Sequence

Quarter I

**Topic: Network Navigation**

- I. Using the computer network
  - a. Logging onto the network
  - b. Locating applications on the dock
  - c. Locating folders on the network

**Topic: Word Processing**

- II. Entering text
  - a. Key locations
  - b. Formatting
  - c. Punctuation
  - d. Saving and retrieving

21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- Creativity & Innovation
- Critical Thinking & Problem Solving
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- **Civic Literacy**
- Health Literacy
- Environmental Literacy

Assessment

District Benchmark

Differentiation

The technology classroom offers a one-to-one environment in which each student has access to a computer; therefore, students have their own “differentiation in a box.” While each student has the same tools, those tools can be manipulated in ways that serve individual needs. Also, a one-to-one environment simplifies other aspects of differentiation, because students have ready access to differentiated content, tools for differentiated learning processes, and resources for creating differentiated products. The instructor will also use the following guidelines to inform the nature of differentiation:

- Choosing learning goals
- Making practical pedagogical decisions about the nature of the learning experience
- Selecting and sequencing activity types to combine to form the learning experience
- Selecting formative and summative assessment strategies that will reveal what and how well students are learning
- Selecting tools and resources that will best help students to benefit from the learning experience being planned.

This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, <http://www.learnnc.org/lp/editions/every-learner/67>

## Quarter II

### Topic: Word Processing & Graphics

- I. Formatting
  - a. Memo typing
  - b. Proper spacing
  - c. Adding graphics

### Topic: Internet Navigation

- II. Locating information on a website
  - a. Typing in a URL
  - b. Navigating around the site

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- Creativity & Innovation
- **Critical Thinking & Problem Solving**
- Communication & Collaboration
- Media Literacy
- Information Literacy
- Information, Communication & Technology

### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
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## Assessment

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## Quarter III

### Topic: Internet Research and Multimedia

- I. Internet research using reliable sources
  - a. Finding appropriate information
  - b. Presenting the information using text and graphics

### Topic: Mapping Tools

- II. Finding information using online mapping tools
  - a. Organizing the information
  - b. Interpreting the information

#### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- Critical Thinking & Problem Solving
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

#### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

### Assessment

District Benchmark

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## Quarter IV

### Topic: Multimedia

I. Combine text and graphics based on global issue

### Topic: Spreadsheet

II. Creating a spreadsheet

- a. Adding labels
- b. Adding data
- c. Creating charts

21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

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This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, <http://www.learnnc.org/lp/editions/every-learner/67>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Network Navigation	
		Goal 1: The student will be able to navigate around the network.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1 Session	<p>1.1. Students will be able to log into the network to access their information.</p> <p>1.2. Students will understand the network storage, need for privacy, appropriate use of the computer system. (8.1.4.D.3)</p> <p>1.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2,</p>	<p><b>Essential Questions:</b> How does the CPS network work?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Session one: - Have the students log into the network using vocabulary: Network, log in, dock, documents, click, double click - Have students navigate to their folders and show them around the dock - Have students practice launching a program, quitting, and logging in and out.</p> <p><b>Assessment Models:</b> Students will be successful if they can get into the network and to the desired location.</p> <p><b>Additional Resources:</b></p>

	<p>9.1.4.E.1)</p> <p>1.5. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Word Processing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6 Sessions	<p>2.1. Students will be able to launch a professional word processing program to enter and format text, including fonts, size, and color. (8.1.4.A.1)</p> <p>2.2. Students will be able to use a professional word processing program with proper punctuation, and spacing. (8.1.4.A.1,8.1.4.A.2)</p> <p>2.3. Students will be able to find number and letters keys effectively and efficiently. (8.1.4.A.1)</p> <p>2.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.5. Express needs, wants, and feelings appropriately in various</p>	<p><b>Essential Questions:</b> What is the best way to get text information into the computer?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Session 1</p> <ul style="list-style-type: none"> <li>- Have students launch onto a professional word processing program (Microsoft Word or Pages)</li> <li>- Discuss margins, menu bars and tool bars</li> <li>- Have students type their names numerous times to practice capitalization, changing fonts, size and color</li> <li>- Have students save</li> </ul> <p>Session 2</p> <ul style="list-style-type: none"> <li>- Have students retrieve work from their folder.</li> <li>- Have students practice further formatting</li> <li>- Have students print</li> </ul> <p>Session 3</p> <ul style="list-style-type: none"> <li>- Have students type in their addresses using appropriate punctuation, spacing and capitals</li> <li>- Have students save and print.</li> </ul>

	<p>situations. (9.1.4.D.2)</p> <p>2.6. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.7. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.8. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>Sessions 4-6</p> <ul style="list-style-type: none"> <li>- Have students type paragraphs to practice key locations and formatting skills.</li> </ul> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>- Students can take a pre and post-test n keyboarding skills to determine whether their speed has increased as they located keys on the keyboard.</li> <li>- Assignment printouts contain the appropriate capitalization, punctuation, and spacing.</li> <li>- Assignment printouts contain the preferred format of size, font, color and style.</li> </ul> <p><b>Additional Resources:</b></p>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade</u> <u>Level:</u> Grade 3 Computer Technology	Topic: Word Processing/Graphics	
		Goal 3: The student will be able to add graphics to a word processing document.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	<p>3.1. Students will be able to use the internal or external digital camera to take a picture. (8.1.4.F.1)</p> <p>3.2. Students will be able to add images to a word processing document. (8.1.4.F.1)</p> <p>3.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>	<p><b>Essential Questions:</b> How do I improve what I know using new technology?</p> <p><b>Conceptual Understandings:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions.</p>	<p><b>Learning Activities:</b> Session 1 Demonstrate the use of the digital camera Demonstrate how to save and download those pictures. Session 2 Have the students write a friendly memo using appropriate formats. Have students save their work Session 3 Have students retrieve their work Have students insert their graphic into the memo. Students should print and share their work.</p> <p><b>Assessment Models:</b> - Success in picture taking is determined by the teacher viewing the digital picture on the screen of the students' computer. - Successful documents will include an imported graphics</p>

	<p>3.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.6. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>3.7. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>3.8. Explain why some uses of media are unethical. (9.1.4.E.4)</p> <p>3.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>3.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		along with properly formatting text.
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Internet Navigation	
		Goal 4: The student will be able to access and navigate around the Internet.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2 Sessions	<p>4.1. The student will be able to navigate to a link and click to get to a site on the internet. (8.1.4.A.5)</p> <p>4.2. Once at a site, students will be able to follow directions to find necessary information, and use the back and forward arrows to navigate between pages. (8.1.4.A.5)</p> <p>4.3. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p> <p>4.4. Apply critical thinking and problem-solving skills in classroom</p>	<p><b>Essential Questions:</b> How do I use the internet?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Demonstrate how to launch into the internet using an internet browser. Demonstrate how to use pre-organized links to get into the desired internet site. Once there describe and show students how the back and forward arrows work. Give the students time to explore the internet site.</p> <p><b>Assessment Models:</b> Navigation success is displayed by students getting to and navigating around the selected website.</p> <p>Activity success will be determined by the selected activity. Some increase in difficulty while some give scores. Increases in either of these will</p>

	<p>and family settings. (9.1.4.A.5)</p> <p>4.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.6. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>4.7. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>4.8. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>show student progress.</p> <p><b>Additional Resources:</b> Math and Logic problem solving site: <a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a></p>
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Internet Navigation/Research	
		Goal 5: The student will be able to use a reliable Internet site to find useable information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	<p>5.1. Students will be able to use the Internet to navigate and choose reliable sites to find specific information. (8.1.4.E.1)</p> <p>5.2. Students will be able to use this information to fill out a given chart.</p> <p>5.3. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p> <p>5.4. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>5.5. Participate in brainstorming sessions to seek information, ideas,</p>	<p><b>Essential Questions:</b> How do I find and present reliable information about specific topics?</p> <p><b>Conceptual Understandings:</b> Effective use of digital tools assists in gathering and managing information.</p>	<p><b>Learning Activities:</b> Collaboration with the classroom teacher here lends itself to a variety of activities. Find out a subject taught in another area of the curriculum and use that as the starting point for the lesson.</p> <ul style="list-style-type: none"> <li>- For each topic find a variety of reliable and weak websites for the students to compare. List reasons why they have chosen each.</li> <li>- Have an activity sheet ready so students can focus in on appropriate information or facts rather than getting overwhelmed with the abundance of printed text.</li> <li>- Have a way for students to organize and present their information.</li> <li>- This can be done as a simple word processing activity or a combination text and graphics document.</li> </ul> <p><b>Assessment Models:</b> Students will show success in a variety of ways</p>

	<p>and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.10. Establish and follow performance goals</p>		<p>depending on the activity. Activity Sheets can show that the students have found appropriate information and are able to interpret it. Presentation and sharing with others may be use to display success in locating and interpreting information.</p> <p><b>Additional Resources:</b> <b>Resources will vary depending on the subject area desired.</b> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> contains good grade level appropriate material at a variety of levels.</p>
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	<p>to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Online Mapping	
		Goal 6: The student will be able to use an online mapping program to locate a specific location.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	<p>6.1. Students will be able to locate a specific location using an online mapping program. (8.1.4.F.1)</p> <p>6.2. Students will be able to get directions from one location to another. (8.1.4.F.1)</p> <p>6.3. Students will be able to determine the distance between one location and another. (8.1.4.F.1)</p> <p>6.4. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>6.5. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p>	<p><b>Essential Questions:</b> How can I use an electronic map as a beneficial tool?</p> <p><b>Conceptual Understandings:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions.</p>	<p><b>Learning Activities:</b> Students will find a location for a field trip that is related to a subject from their classroom curriculum. They must determine the following:</p> <ul style="list-style-type: none"> <li>- Can the location be reached within school hours?</li> <li>- How far is it?</li> <li>- What roads would the bus driver use to get there?</li> <li>- Plan an alternate driving route if there is a problem on the road?</li> </ul> <p><b>Assessment Models:</b> Students will present to the teacher in screen that they have located the desired map location with the details desired. They may present it to each other as well it they work with partners.</p> <p><b>Additional Resources:</b> Google Earth</p>

	<p>6.6. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)</p> <p>6.7. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p> <p>6.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>6.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>6.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		Mapquest Yahoo Maps
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Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Computer Technology	Topic: Multimedia	
		Goal 7: The student will be able to create a document with text and graphics based on a global issue.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5 Sessions	<p>7.1. Students will pick an environmental issue which effects the whole world. They will come up with a solution to the problem and present it in both text and graphic format.</p> <p>7.2. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>7.3. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p> <p>7.4. Apply critical thinking and problem-solving skills in classroom</p>	<p><b>Essential Questions:</b> What is an environmental problem that the earth faces and how can I help fix it?</p> <p><b>Conceptual Understandings:</b> The use of technology ad digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities: To be used in collaboration with Earth Day Celebrations</b></p> <p>Session one: -Discuss environmental issues that affect the entire earth. - Have students create a “superhero” that has a job that helps out the earth.</p> <p>Session two: -Students will use a word processor to write a two paragraph description of the “Superhero” - paragraph 1 – description of what they look like, how they are dressed, how they get from one place to another - paragraph 2 – Description of what that hero does to save the earth including examples.</p> <p>Sessions 3 &amp; 4: - Students will finish paragraphs. - Students will use drawing tools to create a</p>



	<p>and family settings. (9.1.4.A.5)</p> <p>7.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.7. Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>7.8. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>7.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>7.10. Establish and follow performance</p>		<p>picture of their “Environmental SuperHero”</p> <p><b>Assessment Models:</b> Successful documents will contain proper formatting and spell. They will contain a personal and job description with details and examples. Illustrations will be clear, neat and easy to interpret.</p> <p><b>Additional Resources:</b></p>
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	goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)		
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Days of Instruction	Curriculum Management System <u>Subject/Grade</u> <u>Level:</u> Grade 3 Computer Technology	Topic: Spreadsheet	
		Goal 8: The student will be able to create a simple spreadsheet.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	<p>8.1. Students will be able to create a simple spreadsheet setting up labels and fields, adding data to the spreadsheet and interpreting the information gathered. (8.1.4.A.4)</p> <p>8.2. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>8.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at</p>	<p><b>Essential Questions:</b> How and I take the information I know and use it with a new technological situation?</p> <p><b>Conceptual Understandings:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	<p><b>Learning Activities:</b> Session One: -The teacher will demonstrate how a spreadsheet can be used to collect and organize data. - A simple pole of the pets of the class will be taken. - Students will create a simple spreadsheet illustrating the distribution of pets. -Students will discuss a subject where data will have to be collected. (example: what new clubs would you like at school? Or what new entertainment would you like in town?) - Students will spend time collecting information from classmates Session Two: - The data from the surveys will be analyzed. - A simple chart will be created with labels and numbers</p>

	<p>home, in school, and during play). (9.1.4.C.1)</p> <p>8.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>8.5. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>8.6. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2)</p> <p>8.7. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p>		<p>Session Three: - The chart data will be converted into charts for ease of interpretation.</p> <p><b>Assessment Models:</b> Spreadsheet will be successful if they contain label and data and are easy to interpret. Chart will be successful if they contain labels and are formatted simply for ease of interpretation.</p>
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