

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
CAPE MAY COURT HOUSE, NJ 08210  
CURRICULUM GUIDE – 2007

DISCIPLINE: Technology Literacy GRADE LEVEL: Grade 3

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught
GR	Standard	Strand			<b>Students should be able to:</b>				
3	8.1.3	A.1	What makes up a Computer?	Basic Vocabulary	Use basic technology vocabulary	Ask the children what they know about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
3	8.1.3	A.2	If something happens to my computer, how can I fix it myself?	Basic Vocabulary Troubleshooting	Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).	As problems occur, gather the children's attention and teach them in the moment how to troubleshoot.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	Ongoing throughout the year
3	8.1.3	A.3	Where do things go when I save them?	Keyboarding	Input and access text and data, using appropriate keyboarding techniques or other input devices.	Teach the children how to save to the network, their folders, their teacher's folders and an individual computer.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Children's files saved to the correct place	40 minutes; Ongoing throughout the year
3	8.1.3	A.4	How can I get my thoughts together on one page?	Desktop Publishing	Produce a simple finished document using word processing software.	Teach the children how to use Microsoft Word to write a letter, poem or another published file.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.5	If I need to make a chart on the computer, how would I do that?	Excel	Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template	Teach the children how to use Microsoft Excel to create a chart using classroom data.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.6	I want to present information, sound and pictures. How can I accomplish that?	Power Point,	Create and present a multimedia presentation using appropriate software.	Teach the children how to use Microsoft Power Point to create a slideshow including pictures and sound	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.7	Once I save my file, how can I organize?	Basic Vocabulary	Create and maintain files and folders.	Teach the children how to create their own files and discuss how they can visualize folders like they use in their real life.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes
3	8.1.3	A.8	See 8.1.3 A.1	Basic Vocabulary	Use a graphic organizer.	Teach the children how to make and use their own graphic organizers with	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.9	See 8.1.3 A.1	Basic Vocabulary	Use basic computer icons.	Discuss basic vocabulary and teach children what icons are and how to use them	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year

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3	8.2.3	A.	Not Applicable	Not Applicable	Refer to Science Standards 5.2 and 5.4.	Not Applicable	NA	Not Applicable	NA
3	8.1.3	B.1	See 3.8.1.3 A.1	Word, Publisher, Internet, Movie Maker, Power Point, dreamweaver	Discuss the common uses of computer applications and identify their advantages and disadvantages.	Ask the children what they know about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
3	8.1.3	B.2	What would happen if I didn't follow rules on the computer and/or Internet?	Vocabulary Internet	Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: <ul style="list-style-type: none"> <li>▪ Internet access</li> <li>▪ Copyrighted materials</li> <li>▪ On-line library resources</li> <li>▪ Personal security and safety issues</li> </ul>	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.3	See 3.8.1.3 B.2	Basic Vocabulary Internet	Practice appropriate Internet etiquette.	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.4	See 3.8.1.3 B.2	Basic Vocabulary Internet	Recognize the ethical and legal implications of plagiarism of copyrighted materials.	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.5	How can I find information that will help me?	Basic Vocabulary Internet	Recognize the need for accessing and using information.	Discuss how the Internet can help and or hinder their ability to get and share information, and when it is appropriate to utilize.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year

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3	8.1.3	B.6	See 3.8.1.3 B.6	Basic Vocabulary Troubleshooting Internet	Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.	Have the children visit the school's homepage and visit the search engines provided. Have the children discuss the similarities and differences.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.7	See 3.8.1.3 B.6	Excel Word	Locate specific information by searching a database.	Have the children locate information from a template that already has specific information. Have the children create a chart or word document from the information they found.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.8	See 3.8.1.3 B.6	Basic Vocabulary Internet	Recognize accuracy and/or bias of information.	Create two webpages that look the same, however one has incorrect information. Have the students look at both pages and discuss how easily someone can be fooled on the internet.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.9	What application or program should I use to meet my needs?	Basic Vocabulary Troubleshooting Excel, Power Point, Publisher	Solve problems individually and/or collaboratively using computer applications.	After introducing all applications, assign the children a specific topic. Allow the children to choose which application they think would be best to present the information. Discuss their decisions.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.10	See 3.8.1.3 A.2	Basic Vocabulary Troubleshooting	Identify basic hardware problems and solve simple problems	As problems occur, gather the children's attention and teach them in the moment how to troubleshoot.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.2.3	B	Refer to Science Standards 5.2 and 5.4.	N/A	N/A	Not Applicable	NA	Not Applicable	NA
3	8.2.3	C	Refer to Science Standards 5.2 and 5.4.	N/A	N/A	Not Applicable	NA	Not Applicable	NA