

Shrewsbury Borough School Technology Curriculum Grade 3

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p><u>Topic 1:</u> <u>Computer Parts/</u> <u>Time Capsule:</u></p> <p>Objectives:</p> <p>Show an understanding of computer terms and parts.</p> <p>Demonstrate ability to open more than one application.</p> <p>Demonstrate ability to manipulate font.</p> <p>Learn how to change name of an icon.</p> <p>Learn how to format a picture in Word.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review computer parts and terms by completing SMART Board tasks as a class.</p> <p>Open Word and type answers to specific questions about themselves at the present time.</p>	<p><u>Topic 4:</u> <u>I Spy... :</u></p> <p>Objectives:</p> <p>Create a collaborative class I Spy book.</p> <p>Demonstrate ability to resize pictures.</p> <p>Learn how to minimize and navigate between two open windows.</p> <p>Create a landscape page set-up.</p> <p>Learn how to create a Headline in Print Shop.</p> <p>Learn to create a border in Print Shop.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will open Print Shop and learn how to make a border around their list and change colors and designs of it.</p>	<p><u>Topic 7:</u> <u>Internet Safety:</u></p> <p>Objectives:</p> <p>Understand the positive and negatives to the internet.</p> <p>Demonstrate ability to know how to surf the web safely.</p> <p>Know the importance of having a parent/guardian know what sites they are going to.</p> <p>Understand the importance of Internet etiquette.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will relate questions and experiences as they discuss the posted Internet “Rules of the Road”:</p> <ul style="list-style-type: none"> • Never Give Out Your Name • Never Put Your Photo Online • Don’t Talk to Strangers 	<p><u>Topic 10:</u> <u>Animal Poster:</u></p> <p>Objectives:</p> <p>Navigate and research search engines.</p> <p>Create poster with inserted pictures from the internet.</p> <p>Cite sources for images.</p> <p>Demonstrate ability to research information and put it in own words.</p> <p>Learn how to change alignment on Word.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will go on the internet to find specific information about their animal.</p> <p>Then they will gather important information about their animal.</p> <p>They will create a poster in</p>

<p>Change the font style, color, and size.</p> <p>Learn how to take a picture in Photobooth and drag a picture to the desktop.</p> <p>Learn how to change the name of icon, insert a picture, format a picture.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>SMART Board</p> <p>Technology Terms</p> <p>SMART Presentation</p> <p>Word</p> <p>Photobooth</p> <p>Color Printer</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p>	<p>Students will also learn how to make a “Headline” in Print Shop and a text block.</p> <p>Then they will type a list of items of their hidden pictures.</p> <p>Create a picture in Pixie using the spray can.</p> <p>Then the students will hide pictures from the stickers, reviewing how to re-size.</p> <p>Learn how to navigate back and forth from Pixie to Print Shop.</p> <p>Essential Questions:</p> <p>How do I choose which technological tools to use and when it is appropriate to use them?</p> <p>Materials:</p> <p>Pixie</p> <p>Print Shop 2</p> <p>Colored Printer</p>	<ul style="list-style-type: none"> • Be Respectful When Writing Online <p>Iggey and Rasper’s Tips for Internet Safety and Good Manners: Students will review and rate their Internet Safety knowledge through this Internet Safety game. www.kidscomjr.com/games/safety/safety.html.</p> <p>Essential Questions:</p> <p>In a world of constant change, how should students stay proactive in the fight against internet crimes?</p> <p>Why is it important to teach internet safety and about cyberbullying to the students?</p> <p>Materials:</p> <p>Internet Connection</p> <p>SMART Board</p>	<p>Word about their animals.</p> <p>They will learn how to change the alignment and spacing in Word. (centered, justified and right alignment).</p> <p>Find image on internet.</p> <p>Learn how to properly cite the website address that the image was found on.</p> <p>Students will format their images in Word.</p> <p>Change the font style, color, and size.</p> <p>Review the difference between “save” and “save as”.</p> <p>Essential Questionns:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Word</p> <p>Safari (Internet connection)</p> <p>Citing Reference</p> <p>Color Printer</p>
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<p>Classroom Participation</p> <p><u>Topic 2:</u> <u>Acrostic Poem:</u></p> <p>Objectives:</p> <p>Review of use of return key to write name going down on page.</p> <p>Review font style, color, size.</p> <p>Learn to type an acrostic poem.</p> <p>Demonstrate how to take picture in Photobooth, change name of icon, insert a picture, and format a picture.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will open Word and type their last name vertically on the page by hitting the return key.</p> <p>Type words or phrases that represent themselves and begin with the first letter of each line.</p> <p>Change the font style, color, and size.</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 5:</u> <u>Mid Year Assessment:</u> <u>Favorite Color Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a colorful pie graph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will collect data of their favorite color on the SMART Board.</p> <p>Students will open a blank spreadsheet in Microsoft Excel.</p> <p>Students will input the data of their class' favorite colors in</p>	<p><u>Topic 8:</u> <u>If I Was President:</u></p> <p>Objectives:</p> <p>Create movie of what each student would do/change if they were President of the U.S.</p> <p>Learn how to export Pixie files as JPEG.</p> <p>Learn how to minimize and navigate between two open windows.</p> <p>Create a script on what they will say when they record their voice.</p> <p>Learn how to insert music into a movie.</p> <p>Gain knowledge on how to record voice in iMovie.</p> <p>Understand how and why to change clip timing to match voiceover.</p> <p>Learn how to export a movie to a .mov Format.</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 11:</u> <u>Bookmark</u></p> <p>Objectives:</p> <p>Demonstrate ability to open a template within a program.</p> <p>Understand how to resize stickers and stamps to fit a specific area.</p> <p>Learn how to glue down sticker letters to fill them with color patterns.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review how to open a pre-made template in Pixie by going to Open-Activities-Templates-Bookmark.</p> <p>They will learn how to glue down letters to fill them with cool color patterns.</p>
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<p>Make the letters of the last name larger than the rest of the font.</p> <p>Review how to take a picture in Photobooth, drag a picture to the desktop.</p> <p>Review how to change name of icon, insert a picture, and format a picture.</p> <p>Learn the difference between save and save as.</p> <p>Essential Questions:</p> <p>How do I choose which technological tools to use and when it is appropriate to use them?</p> <p>Materials:</p> <p>Word</p> <p>Photobooth</p> <p>Color Printer</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p>	<p>the spreadsheet.</p> <p>Create a pie graph.</p> <p>Change colors of the graph, insert title and percent labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting when typing the title.</p> <p>Discuss graphs data results.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>	<p>Lessons, Activities, & Student Products:</p> <p>The students will create a script on what they would do or change if they were to become President.</p> <p>Then they will create 2-3 pictures of things they said they would do.</p> <p>They will take a picture in photobooth with them wearing the American Hat.</p> <p>They will learn how to insert those pictures in iMovie and record their voices, reading their scripts.</p> <p>They will learn how to change the timing of the slides to match their voices.</p> <p>When finished, they will insert selected American music and learn how to make the volume lower.</p> <p>The finished products will be exported and viewed by the class on the SMART Board.</p>	<p>They will have to create their bookmark (name must be on it) with stickers/drawings.</p> <p>When finished, we will print, cut them out and tape together to be laminated.</p> <p>Essential Questions:</p> <p>How can I transfer what I know to new technological situations/experiences?</p> <p>Materials:</p> <p>Pixie</p> <p>Color Printer</p> <p>Scissors</p> <p>Tape and Laminator</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>
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<p>Classroom Participation</p> <p><u>Topic 3:</u> <u>Pets Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a colorful pie graph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will collect data about the pets the class has on the SMART Board.</p> <p>Students will open a blank spreadsheet in Microsoft Excel.</p> <p>Students will input the data of their class' pets in the spreadsheet.</p> <p>Create a pie graph.</p> <p>Change colors of the graph, insert title, and percent labels.</p>	<p><u>Topic 6:</u> <u>Artist Poster:</u></p> <p>Objectives:</p> <p>Navigate and research a specific artist on Metropolitan Museum website.</p> <p>Create a picture using the website's portal.</p> <p>Create poster with inserted pictures from digital sources.</p> <p>Demonstrate ability to research information and to put it into own words.</p> <p>Compare and contrast real painting of still-life to creating it digitally.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will go on the Metropolitan Museum website for students and research and explore about an artist they will be learning about in Art class.</p> <p>Then they will gather important information about this artist as they are creating a drawing in Art.</p>	<p>Essential Questions:</p> <p>How has the use of digital tools improved opportunities for communication and collaboration?</p> <p>Materials:</p> <p>Pixie</p> <p>iMovie</p> <p>Headphones</p> <p>Microphone</p> <p>American Music</p> <p>American Hat</p> <p>Photobooth</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>	<p><u>Topic 12:</u> <u>End Of Year Assessment</u> <u>Favorite Subject Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability to create a colorful pie graph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will collect data about their favorite subject on the SMART Board.</p> <p>Students will open a blank spreadsheet in Microsoft Excel.</p> <p>Students will input the data of their class' favorite subject in the spreadsheet.</p> <p>Create a pie graph.</p> <p>Change colors of the graph, insert title and percent labels.</p>
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<p>Remind students about how to use correct spacing, capital letters, and formatting.</p> <p>Discuss graphs and data results.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>	<p>They will create a digital version of a still- life on the website’s activities.</p> <p>They will learn how to screen shot their digital still-life and rename it to put in their folders.</p> <p>Teacher will take digital pictures of the their work created in Art class and import them onto their computers.</p> <p>Students will have to find their work and insert it into their poster.</p> <p>Students will format their images in Word.</p> <p>They will type a paragraph answering specific questions and what they decided about their artist and artwork.</p> <p>Then they will create a finished product-poster about Cezanne which will include a digital picture of their artwork and a picture of their work created on the website.</p> <p>Change the font style, color, and size.</p>	<p>Topic 9: <u>State Power Point</u></p> <p>Objectives:</p> <p>Research a specific state using search engine.</p> <p>Learn how to create a PowerPoint presentation.</p> <p>Learn how to create a background, text boxes, insert clip art, and slide transitions.</p> <p>Lessons, Activities, & Student Products:</p> <p>Each student will be assigned a different U.S. state.</p> <p>They will research specific information about the state.</p> <p>Learn how to create a Power Point Presentation and why people do.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting when typing their information.</p> <p>Learn how to create backgrounds.</p>	<p>Remind students about how to use correct spacing, capital letters, and formatting when typing the title.</p> <p>Discuss graphs data results.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>
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<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p> <p>8.1.4.A.5: Determine the benefits of a wide range of</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p> <p>8.1.4.A.5: Determine the benefits of a wide range of</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of</p>
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<p>digital tools by using them to solve problems.</p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact every aspect of the world in which we live.</p> <p>8.2.4.A.2: Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</p>	<p>digital tools by using them to solve problems.</p> <p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p> <p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of</p>	<p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p> <p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p>	<p>knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p> <p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p>
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	<p>technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an <u>understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p>	<p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an <u>understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p>	<p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an <u>understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact every aspect of the world in which we live.</p> <p>8.2.4.A.1: Investigate factors that influence the development and function of technology products and systems.</p>
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