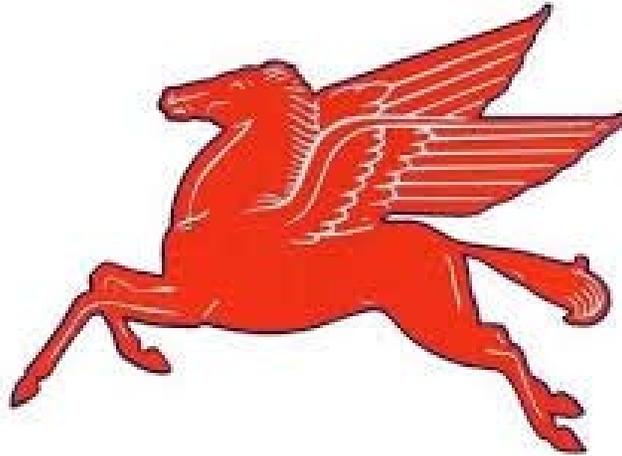


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Technology - 3rd Grade

UPDATED 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.

Board Approved: September 2015

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

New Jersey State Department of Education

Core Curriculum Content Standards

8.1 Educational Technology- 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.

8.2 Technology Education, Engineering, and Design - All students will develop an 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.

New Jersey State Department of Education Core Curriculum Content Standards

A note about 21st Century Life and Career Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Career Standards were revised in 2014. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Career Standards may also be found at:

<http://www.state.nj.us/education/aps/cccs/career/>

Scope and Sequence

Quarter 1 - Grade 3

Big Idea: *Technology Operations and Concepts*

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

Indicators: 8.1.5.A.1 -6

Big Idea: *Creativity and Innovation*

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

Indicator: 8.1.5.B.1

Scope and Sequence

Quarter 2 - Grade 3

Big Idea: *Communication and Collaboration*

Topic: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Indicators: 8.1.5.C.1

Big Idea: *Digital Citizenship*

Topic: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Indicators: 8.1.5.D.1 - 4

Scope and Sequence

Quarter 3 - Grade 3

Big Idea: *Research and Information Fluency*

Topic: Students apply digital tools to gather, evaluate, and use information.

Indicator: 8.1.5.E.1

Scope and Sequence

Quarter 4 - Grade 3

Big Idea: *Critical Thinking, Problem Solving, and Decision Making*

Topic: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Indicator: 8.1.5.F.1

Technology Grade 3 - Quarter I
Big Idea: Technology Operations and Concepts

| | | |
|---|--|---|
| <p>Standard: 8.1 Educational Technology: <i>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.</i></p> <p>Students will:</p> <p>8.1.5.A.1: Understand and use technology systems.</p> <p>8.1.5.A.2: Format a document using word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5: Create and use a database to answer the basic questions.</p> <p>8.1.5.A.6: Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p> <p><u>Career Ready Practices</u> CRP11</p> <p><u>English/Language Arts Standards</u></p> | GOAL | |
| | <p>Goal 1: Understand and use technology systems; select and use applications effectively and productively.</p> | |
| | Essential Questions | Assessments |
| | <p>What are the essential skills needed to be a competent 21st century learner/student?</p> <p>How are the right digital tools chosen and when is it appropriate to use them?</p> <p>How are digital tools and skills used in different situations?</p> <p>Why do I need to know how to type?</p> <p>Can you create a document?</p> <p>How can you create a presentation?</p> <p>How can you create a simple spreadsheet?</p> | <p>Create a simple spreadsheet, enter data, identify cell addresses by placing the data in a specified cell and insert a graph.</p> <p>Write a friendly letter.</p> <p>Create a presentation that describes and illustrates.</p> <p>Database interactive assessment using QClick Response</p> |
| | Enduring Understanding | Resources |
| | <p><i>(Students will understand that)</i></p> <p>Technology changes continually and it is important to stay current.</p> <p>Determining which technology to use should be based on the assessment of personal and/or career needs.</p> <p>A tool is only as good as the person using it.</p> | <p>QClick Response or comparable interactive assessment</p> <p>Microsoft Office</p> <p>Google Apps</p> <p>Rubric for assessing mastery of the project skills</p> |

Technology Grade 3 – Quarter I
Big Idea: Creativity and Innovation

| | | |
|--|---|-----------------------------|
| <p>Standard: 8.1 Educational Technology: <i>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.</i></p> <p>Students will: 8.1.5.B.1: Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p><u>Career Ready Practices</u> CRP11</p> <p><u>English/Language Arts Standards</u></p> | GOAL | |
| | Goal 2: Apply existing knowledge to generate new ideas, products or processes; create original works as a means of personal or group expression. | |
| | Essential Questions | Assessments |
| | <p>How are technology tools used to create a digital story?</p> <p>When creating new designs, products or methods, how can digital tools be used?</p> | <p>Create a comic strip</p> |
| | Enduring Understanding | Resources |
| <p><i>(Students will understand that)</i></p> <p>While creating and designing a digital masterpiece, enriched opportunities are presented to show creativity and develop problem solving strategies.</p> | <p>www.bitstripsforschools.com</p> <p>Rubric for assessing mastery of the project skills</p> | |

Technology Grade 3 - Quarter II
Big Idea: Communication and Collaboration

| | | |
|--|---|---|
| <p>Standard: 8.1 Educational Technology: <i>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.</i></p> <p>Students will: 8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p><u>Career Ready Practices</u> CRP11</p> <p><u>English/Language Arts Standards</u></p> | GOAL | |
| | <p><u>Goal 3:</u> Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media; Communicate information and ideas to multiple audiences using a variety of media and formats; Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> | |
| | Essential Questions | Assessments |
| | <p>How has the use of digital tools improved opportunities for communication and collaboration?</p> | <p>Participate with online pen pal communication</p> <p>Participate in collaborative chat using Skype, iChat, ooVoo and related products</p> <p>Create a blog and/or wiki</p> |
| | Enduring Understanding | Resources |
| <p><i>(Students will understand that)</i></p> <p>Digital tools are used to gain knowledge and enhance communication and collaboration at any time and location globally.</p> | <p>A Collaborative Chat App</p> <p>Internet accessibility</p> | |

Technology Grade 3 - Quarter II

Big Idea: Digital Citizenship

| | | |
|--|--|--|
| <p>Standard: 8.1 Educational Technology: <i>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.</i></p> <p>Students will:</p> <p>8.1.5.D.1: Understand the need for and use of copyrights.</p> <p>8.1.5.D.2: Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>Career Ready Practices CRP11</p> <p><u>English/Language Arts Standards</u></p> | GOAL | |
| | <p>Goal 4: Advocate and practice safe, legal, and responsible use of information and technology; Demonstrate personal responsibility for lifelong learning; Exhibit leadership for digital citizenship.</p> | |
| | Essential Questions | Assessments |
| | <p>How and why is each person responsible for the use of technology?</p> <p>What is appropriate technology use versus inappropriate use and how can one practice cyber safety?</p> | <p>Discussions</p> <p>Create a cyber-smart poster</p> <p>Signed Acceptable Use Policy for Paulsboro Public Schools</p> |
| | Enduring Understanding | Resources |
| <p><i>(Students will understand that)</i></p> <p>There are positive and negative effects of the use of technology.</p> | <p>YouTube</p> <p>Cyber Smart Curriculum</p> <p>Rubric for assessing mastery of the project skills</p> | |

Technology Grade 3 - Quarter III
Big Idea: Research and Information Fluency

Standard: 8.1 Educational Technology:
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.

Students will:

8.1.5.E.1: Plan strategies to guide inquiry

Career Ready Practices
 CRP11

English/Language Arts Standards

| GOAL | |
|--|--|
| Goal 5: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. | |
| Essential Questions | Assessments |
| <p>Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?</p> | <p>Read age appropriate online articles on current events, gather 2 - 3 important facts, and connect to the text via a blog, Edmoto or a similar platform.</p> <p>Collaborative Research Project</p> |
| Enduring Understanding | (Possible) Resources |
| <p><i>(Students will understand that)</i></p> <p>Because of technological advancements, there is an immediate effect when information is spread worldwide using digital tools.</p> | <p>Time For Kids Edmoto Blog Rubric for assessing mastery of the project skills</p> |

Technology Grade 3 - Quarter IV

Big Idea: Critical Thinking, Problem Solving, and Decision Making

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|--|---|--|
| <p>Standard: 8.1 Educational Technology: <i>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.</i></p> <p>Students will: Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p><u>Career Ready Practices</u> CRP11</p> <p><u>English/Language Arts Standards</u></p> | GOAL: | |
| | <p>Goal 6: Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> | |
| | Essential Questions | Assessments |
| | <p>How is it determined which technology tool is appropriate for the task?</p> <p>How can the skills learned be transferred to new technological circumstances and experiences?</p> | <p>Discussion</p> <p>Create an animated presentation/animated video-maker.</p> |
| | Enduring Understanding | Resources |
| <p><i>(Students will understand that)</i></p> <p>The choice of technology should be centered on the needs of the task.</p> <p>The tool is only as good as the person using it.</p> | <p>PowToon, Moovly or similar software</p> | |

Technology Grade 3

COURSE BENCHMARKS

1. Understand and use technology systems; select and use applications effectively and productively.
2. Apply existing knowledge to generate new ideas, products or processes; create original works as a means of personal or group expression.
3. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media; Communicate information and ideas to multiple audiences using a variety of media and formats; Develop cultural understanding and global awareness by engaging with learners of other cultures.
4. Advocate and practice safe, legal, and responsible use of information and technology; Demonstrate personal responsibility for lifelong learning; Exhibit leadership for digital citizenship.
5. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
6. Apply digital tools to collect, organize, and analyze data that support a scientific finding.