Third Grade	**Tech Smarts**
	Internet and Computer Safety
	Pennsylvania Academic Standards:

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1.1.3E Demonstrate fluency in oral reading of grade level texts.

1.6.3A Listen critically and respond to others in small and large group situations.

Respond with grade level appropriate questions, ideas, information, or opinions.

3.7.4E Identify basic computer communication systems.

5.1.3A Explain the purposes of rules, laws and consequences.

5.2.3A Identify personal rights and responsibilities.

5.2.3B Identify the sources of conflict and disagreement and different ways conflict can be resolved.

13.3.3A Identify attitudes and work habits that contribute to success at home and school.

13.3.3B Identify how to cooperate at both home and school.

13.3.3G Discuss how time is used at both home and school.

ISTE/NETS

2. Communication and Collaboration

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.

Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environment

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship

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

Students:

a. advocate and practice safe, legal, and responsible use of information and technology

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. demonstrate personal responsibility for lifelong learning

	6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively
	Essential Understandings: Content on Internet can be posted by anyone and must be evaluated. Bullying is unacceptable behavior at all times, including in an online environment. Not all websites are reliable sources. There are appropriate ways to communicate on-line. Software can be used to block website information. Computers need to be protected from viruses. Communication shared on the Internet is not private
	Overarching and Essential Questions: What is Digital Citizenship (Netiquette)? What is UYN – Use your NetSmartz? What is a virus and how can it harm your computer? What is a filter and why would you use it?
	Vocabulary: Cyber Bullying UYN – Use your NetSmartz IM – Instant Messaging Chatting Virus Pop up Spyware Attachment E-mail E-card Anti-virus software Filtering software Digital Citizenship (Netiquette) NetSmartz

	Assessments: Performance Tasks, Projects Netiquette Wordle printouts, Netiquette Posters (see example - name on top, glue netiquette terms to construction paper, glue 8.5 x 11 white plain paper where students will draw a picture of netiquette, and underneath write a phrase or sentence describing picture).
	Assessments: Other Evidence (e.g., observations, work samples, dialogues) Observation and dialogue
	Assessments: Student Self-Assessment The student will play the Internet and Computer Safety game and videos at the web site NetSmartzkids.org.
	Students will need to know . . . (targeted understandings): Students will be able to understand the vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Filtering software; Digital Citizenship (Netiquette); NetSmartz
	Students will be able to do . . . (targeted skills): The student will be able to use the vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Filtering software; Digital Citizenship (Netiquette); NetSmartz
	Teaching and learning experiences: Using the following lessons from Teacher Resource book: Internet Safety Song – page 51 Online Interactive Stories – page 53 Treat Others the Way You Want to be Treated – page 55 Internet Safety Terms – page 57 Internet Safety Slide Show – page 60 *See assessments for other learning experiences

	Materials and Resources: Tech Smarts poster NetSmartzkids.org (games – green icon; videos - red camera) UYN the NetSmartz chat abbreviation – featuring Alison Stoner Wordle.net (Netiquette) List of words about the related topic Teacher Resource book: Kid's, Computers, and Learning by Holly Poteete Laptop Headphone Color printer Interactive Whiteboard CyberSafe Board Game
	Accommodations: Seating arrangement and visual aides Follow IEP and 504 Plans Buddy system
	Enrichments: Differentiated activities when necessary
	Time: Introduction week; ongoing throughout the year
	Name/Date Curriculum Completed: Greenawald/Klinedinst, August 2011

Grade 3	Tech Smarts
	Keyboarding/Word Processing
	Pennsylvania Academic Standards: 3.7.4.C Use basic computer software, apply operating system skills to perform basic computer tasks, apply basic word processing skills, identify and use simple graphic and presentation graphic materials generated by the computer and apply specific instructional software. 3.7.4.D Identify basic computer communications systems, apply a web browser, apply basic electronic mail functions, use on-line searches to answer age appropriate questions. 3.7.7.A Explain and demonstrate basic computer operations and concepts. Demonstrate age appropriate keyboarding skills and techniques. **ISTE/NETS:** 2. Communication and Collaboration 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. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats 6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications

	d. transfer current knowledge to learning of new technologies
	Essential Understandings: Productivity is increased by using proper technique while keying by touch on a traditional keyboard. Alternate keyboarding strategies can be utilized with non-traditional keyboards. Voice Recognition software can be used as an alternate to input data.
	Overarching and Essential Questions: Why does productivity increase with the use of touch keyboarding methods? When is it appropriate to apply other keyboarding or data entry techniques?
	Vocabulary: Key Keyboard Keying Home Row Reach Key functions (example: space bar, delete, enter/return, tab, shift, caps lock) Touch Type Word Processing
	Assessments: Performance Tasks, Projects Typing Instructor – Software Program Handouts (example color a keyboard, practice paper keyboard, typing puzzle - deer) End of the year culminating activity (using keyboarding skills to produce a word processing document)
	Assessments: Quizzes, Tests and Academic Prompts Keyboarding Test using the software program
	Assessments: Other Evidence (e.g., observations, work samples, dialogues) Observation Typing Instructor certificate
	Assessments: Student Self-Assessment Keyboarding software program (Typing Instructor)

	Students will need to know . . . (targeted understandings): How to correctly position their body and hands. The correct fingering and proper touch stroke for the keyboard. The different ways to input data. (e.g. keyboarding, swyping, voice recognition) Various basic functions of the computer. Computers require proper respect and care.
	Students will be able to do . . . (targeted skills): Demonstrate proper keyboarding position. Use proper and correct technique while touch-typing. Basic functions necessary in word processing. Show respect and care while using equipment.
	Teaching and learning experiences: Log into Typing Instructor click user and GO Go to globe – change to Learning the home row Go to settings – Begin the year at 8 wpm Complete lessons a minimum of 3 times The student's goal for the year is 12 wpm with 95% accuracy
	Materials and Resources: Laptop Printer Headphones Document camera Projector Interactive whiteboard Keyboarding chart Various Internet sites Typing Instructor software program

	Word Processing software program
	Accommodations: Allow additional time Seating arrangements Visual aids Follow IEP and 504 plans Buddy system
	Enrichments: Differentiated activities Increased words per minute Increased accuracy
	Time: 30 sessions; 45 minutes once a cycle
	Name/Date Curriculum Completed: Greenawald/Klinedinst August 2011