

**Brookings School District 5-1  
Third Grade  
Technology Curriculum  
Fall 2010**

**Unit: Nature, Concepts and Systems (Systems Thinking Interactions and Design)**

**Indicator 1:** Students understand the history and progression of technology in relations to the development and design of future technology.

<b>Blooms Level</b>	<b>Standard:</b>	<b>Learning Target(s)</b>	<b>Content/Skills</b>	<b>Assessments</b>
Knowledge	3.NC.1.1: Describe ways that creative thinking, economics and culture influence the development of technology over time.	<p>I can develop a technology timeline</p> <ul style="list-style-type: none"> <li>-information</li> <li>-manufacturing</li> <li>-transportation</li> <li>-medical</li> <li>-energy</li> <li>-construction</li> <li>-agricultural</li> </ul> <p>I can describe influences of the past, present, and future.</p> <p>I can interpret and respond to diverse works from various cultures and time periods:</p> <ul style="list-style-type: none"> <li>-transition from the agrarian age to the industrial age</li> </ul>		
<b>Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.</b>				
Comprehension	3.NC.2.1:	I can diagram all components of		

	Illustrate, using a flow chart, the parts of the system model as it relates to technology	<p>systems thinking model as it relates to technology:</p> <p>INPUT-information on the keyboard</p> <p>PROCESS-typing</p> <p>OUTPUT-printed paper document</p> <p>FEEDBACK-grade</p> <p>I can define system (input, process, output, feedback)- *example (electric pencil sharpener; Put the pencil in, sharpen it, pull it out and decide that it is sharp enough)</p>		
<b>Indicator 3. Students analyze the relationships and the connection between technologies in different fields of study and how they apply to communities.</b>				
Comprehension	3.NC.3.1: Categorize technologies into home, school, work or global use.	<p>I can categorize technologies into home, school, work, or global use:</p> <p>Home-lawn mower,</p> <p>School-smart board</p> <p>Global-Internet</p>		
<b>Indicator 4. Students understand the purpose and demonstrate the use of the design process in problem solving.</b>				
Application	3.NC.4.1:	I can define a problem and provide		

	Produce a variety of solutions to a defined problem.	a variety of solutions to the problem. Sending a letter-options postal, email, texting, blogging		
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## Unit: Social Interaction

**Indicator 1.** Students understand the safe, ethical, legal and societal issues related to technology.

Comprehension	3.SI.1.1: Describe ownership rights of technology-created work (copyrights)	I can distinguish among different types of illegal and unethical technology usage: -Plagiarism (copying preexisting work) -Hacking (breaking into secured location) -Pirating (break copyrighting) -Licensing (individual vs. site, Super Mario program copied for all my buddies)		
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Application        Knowledge	3.SI.1.2: Utilize safe technology behaviors      3.SI.1.3: Identify how to cite a source	I can implement safety precautions while online (protecting personal information during a simulated safe conversation via Chat/Internet messaging/Email        I can identify how to cite a source		
<b>Indicator 2:</b> Students investigate the advantages and disadvantages of technology.				
Analysis	3.SI.2.1: Recognize the advantages and disadvantages of technology on the individual	I can distinguish among different types of illegal and unethical technology usage: -summarize how assistive technologies can benefit persons with disabilities (personal computer, PDA, GPS, cell phones, computer/software for the blind) I can implement safety precautions while online.   I can compare and contrast a given technology's advantage and disadvantage on the individual.		

## Unit: Information and Communication Tools

### Indicator 1: Students recognize and demonstrate skills in operating technological systems

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	3.CT.1.1: Identify parts of an operating system environment	I can identify parts of an operating system environment: -desktop -start menu -quick launch -bar/dock -icons -menu bar		
Comprehension	3.CT.1.2: Demonstrate use of home row keyboarding	I can demonstrate use of home row keyboarding:	Students should use a paper keyboard and practice positions of keys or use a keyboard that is no longer in use for practicing typing	
Comprehension	3.CT.1.3: Demonstrate proper care in the use of hardware, software, peripherals, and storage media	I can demonstrate proper care in the use of hardware, software, peripherals, and storage media		
Application	3.CT.1.4: Create, save and retrieve folders	I can create, save, and retrieve folders  I can access the server		
Knowledge		I can identify input/output devices		

		and other peripherals - digital camera, scanner, printer, external media storage (CD, floppy, flash drive)		
<b>Indicator 2: Students use technology to enhance learning, extend capability and promote creativity.</b>				
Application	3.CT.2.1: Use a word processor to develop a product	I can access and use menu bars and sub commands  I can use a word processor to develop a product that incorporates: -formatting -bold -italics -underline -font size -color -type		
Application	3.CT.2.2: Develop documents in design applications	I can develop a document in design applications: -Inspiration		

		-Kidpix -MS paint		
<b>Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.</b>				
Knowledge	3.CT.3.1: Differentiate between information tools and technological innovations	I can differentiate between information tools and technological innovations: *a tool can be a one way communication (record player) or two way communication (recording a lecture to playback at a later date)		

### Unit: Information and Communication Processes

**Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.**

<b>Blooms Level</b>	<b>Standard:</b>	<b>Learning Target(s)</b>	<b>Content/Skills</b>	<b>Assessments</b>
Application	3.CP.1.1: Participate within groups to produce a digital output for a given assignment	I can participate within groups to produce a digital output for a given assignment: collaborate in groups of two or more individuals to create a short story with inserted graphics.		

**Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.**

Application	3.CP.2.1: Describe how a message communicated through information technology is affected by an audience.	<p>I can identify ways an audience receives information (text, graphics, audio, video)</p> <p>I can describe how a message communicated through information technology is affected by an audience</p> <p>I can identify audience factors that can affect a presentation</p> <p>I can identify, describe, and select the best media for communication</p> <p>I can use different information technologies to create an invitation to invite the public to school event</p>		
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### Unit: Information Literacy and Decision Making

**Indicator 1: Students use technology to locate and acquire information.**

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
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Application	3.IL.1.1: Perform a keyword/phrase search on existing databases on a specified topic	I can perform a keyword/phrase search on existing databases on a specified topic. Existing databases have data already created in a structure for an end user. They can include proprietary and free sources –digital encyclopedia, dictionary.com, google.com, ask.com, find results based on a question, teacher driven topic, search for social studies or science topics on a database or website		
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**Indicator 2: Students determine the reliability and relevancy of information**

Knowledge	3.IL.2.1: Identify author, date, and subject within different sources of information	I can identify types of resources  I can identify author, date, and subject within different sources of information: -find author -find three different books or articles		
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