

**Wilson Area School District
Planned Course Guide**

Title of planned course: Technology

Subject Area:

Grade Level: 3

Course Description: Students will learn the basics of computer operations, concepts, applications, and on-line safety.

Time/Credit for this Course: 40 minutes per week

Curriculum Writing Committee:

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Basic Computer Operations and Concepts

Time Frame: 10 weeks

State Standards: 3.7.4.C

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Correctly start up and shut down the computer
- Access computer lab folders
- Locate and use all keys on the keyboard and use left right hand placement to type
- Demonstrate proficiency in pointing, clicking, and dragging a mouse
- Use right button functions on the mouse
- Demonstrate proper use of computer equipment
- Use menus and tool bars
- Use volume control

Core Activities: Students may complete/participate in the following:

- Mavis Beacon typing software
- Input spelling words which provides an opportunity to use editing skills
- Input story and insert graphic from file or internet
- Class Newsletter or Paper
- Study Guide
- Electronic Journal. Students could maintain a journal in their student folder to be accessed weekly or bi-weekly
- Compare and contrast activity using columns. Using a teacher created list have the students cut and paste concepts into the appropriate columns.
- Have students type a list related to curriculum and then use specified editing skills
- Vocabulary enhancement: After typing vocabulary list from any content area, students will locate and insert a graphic image that illustrates the concept
- Using a teacher created page, show where cell, row, columns, and status bar are located
- Teacher may choose a class topic such as covered in science or social studies and have students create a title slide with text and graphic, and two or more connected slides
- Scavenger hunt to find the answers to content related questions, focus on the idea of key words in the search, discuss different search engines

- Conduct research to share with classmates. This does not need to be a multimedia presentation, but instead sharing of new knowledge

Instruction Methods: Demonstration, typing, activities, direct instruction

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Computer Applications

Time Frame: 15 weeks

State Standards: 3.7.4.D

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Use word processing program to input/edit text and images
- Import clip art and images into a text
- Change text attributes: style, size, color, bold, italic, underling
- Access and modify a save document by using cut, copy and paste commands with teacher assistance
- Use save and save as commands properly to save a document to a folder
- Explain basic applications of a spreadsheet using terms such as cell, row, column, and status bar correctly
- Access and use multimedia presentation software to create a simple, multi-slide presentation on teacher directed topic.
- Use software programs appropriate to their curriculum

Core Activities: Students may complete/participate in the following:

- Input spelling words which provides an opportunity to use editing skills
- Input story and insert graphic from file or internet
- Class Newsletter or Paper
- Study Guide
- Electronic Journal. Students could maintain a journal in their student folder to be accessed weekly or bi-weekly.
- Compare and contrast activity using columns. Using a teacher created list have the students cut and paste concepts into the appropriate columns.
- Have students type a list related to curriculum and then use specified editing skills.
- Vocabulary Enhancement: After typing vocabulary list from any content area, students will locate and insert a graphic image that illustrates the concept.
- Teacher may choose a class topic such as covered in science or social studies and have students create a title slide with text and graphic, and two or more connected slides
- Use a teacher created page, show where cell, row, columns, and status bar are located

- Teacher may choose a class topic such as covered in science or social studies and have students create a title slide with text and graphic, and two or more connected slides

Instruction Methods: Graphic organizer, demonstration, student activities

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Internet Applications and Safety

Time Frame: 10 weeks

State Standards: 3.7.4.E

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Perform internet searches using approved bookmarks or hyperlinks
- Explain concepts of copyright
- Learn appropriate ways to deal with phishing, spam or scam e-mails
- Understand that cyber bullying is the same as regular bullying and know that to do if you are bullied

Core Activities: Students may complete/participate in the following:

- Scavenger hunt to find the answers to content related questions. Focus on the idea of key words in the search. Discuss different search engines
- Conduct research to share with classmates. This does not need to be a multimedia presentation, but instead sharing of new knowledge
- Use cyber stealing song/poem to discuss acceptable ways to use online information.
- Review FBI safety tips
- Cyber citizenship and safety online
- Cyber bullying activity

Instruction Methods: Demonstration and student activities

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Related Activities

Word Processing (Word)

- A. Input spelling words. This provides an opportunity to use and teach editing skills. (objective: **(Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 3, 4, 5)**)
- B. Input story and insert graphic from file or internet. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 2, 3, 4, 5,**)
- C. Class Newsletter or Paper. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 2, 3, 4, 5)**)
- D. Study Guide. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 3, 4, 5)**)
- E. Any writing activity can be reproduced in Word. Objective met where applicable depending on activity.
- F. Electronic Journal. Students could maintain a journal in their student folder to be accessed weekly or bi-weekly. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 2, 3, 4, 5)**)
- G. Compare and contrast activity using columns. Using a teacher created list have the students cut and paste concepts into the appropriate columns. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 3, 4, 5)**)
- H. Have students type a list related to curriculum and then use specified editing skills. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 3, 4, 5)**)
- I. As an assessment for the above activity, use a teacher created list of sentences where the editing skill required is stated in the sentence. See attached page.
- J. Vocabulary Enhancement: After typing vocabulary list form any content area, students will locate and insert a graphic image that illustrates the concept. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 2, 3, 4, 5)**)

Spreadsheet (Excel)

- A. Using a teacher created page, show where cell, row, columns, and status bar are located. (**Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D objective 6)**)

Multi-media (PowerPoint)

- A. Demonstrate the look and expectations using a presentation previously prepared.
- B. Teacher may choose a class topic such as covered in science or social studies and have students create a title slide with text and graphic, and two or more connected slides. **Standard 3.7.4.C-1, 2, 3, 4, 5, 6, 7 Standard 3.7.4.D 1, 2, 3, 4, 5, 7)**