

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: _____ Computer Literacy- Grade 3 _____

Written By: _____ Mary Lou Barnett, Kellie Gorski, Kathleen Kersznowski, Eileen Keller, Lori Mazzeo, Dawn Heil _____

Under the Direction of: _____ Steve Whalen _____

Description: **Mission Statement:** The mission of the elementary computer education program is to empower students to become life-long learners and effective users of information, ideas, and 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 across the curriculum.

Goals & Expectations:

Grade 3: Building on grade 2 goals and expectations, students are introduced to using developmentally appropriate digital resources to solve problems individually and collaboratively. Keyboarding Software, Word Processing Software, Drawing Software, and online resources will be used to solve problems individually and collaboratively. Students will also be introduced to cyber safety, cyber security, and cyber ethics when using existing and emerging technologies. Students will attain proficiencies in NJCCCS 8.1.2A-F.

Jack McGee: *Assistant Superintendent for Curriculum & Instruction*
Gretchen Gerber: *Director of Elementary Education*

Written: 2014 _____
Revised: _____
BOE Approval: _____

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Computer Literacy- Grade 3

I. CLASSWORK REQUIREMENTS

- A. Remain on Task
- B. Demonstrate respect for and understanding of technology and equipment
- C. Understand Basic Computer Vocabulary
- D. Demonstrate Lesson Objectives

II. ATTITUDE & BEHAVIOR

- A. Maintain the proper attitude and behavior to be a successful learner.

III. COURSE OBJECTIVES/OVERVIEW

- A. COURSE CONTENT
- B. SKILLS
- C. APPRECIATION OF CONCEPTS

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

- A. Teacher observation
- B. Performance Assessment
- C. Class Participation

MAJOR UNITS OF STUDY

Course Title: Computer Literacy- Grade 3

- I. Computer Basics:** Reinforce knowledge of the parts of a computer, peripherals, and proper operating techniques.
- II. Keyboarding:** Become familiar with the keyboard, special functions of keys common to all computers, and proper keyboarding techniques in order to use the computer efficiently.
- III. Word Processing/Multimedia:** Build upon knowledge of word processing programs to enhance the writing process; including presentation tools.
- IV. Internet Use and Research/Cyber Safety:** Use the internet efficiently, effectively, ethically, and safely.

SCOPE & SEQUENCE

Grade 3

1. Computer Basics

- a. Identify parts of a computer (hardware & software)
- b. Open folders and applications
- c. Use of 'save' and 'save as'
- d. Basic troubleshooting
- e. Logging on and off of the computer

2. Keyboarding

- a. Become familiar with key location, space bar, enter/return, shift keys, backspace, and delete
- b. Use proper home row finger placement and type without looking at the keyboard
- c. Efficiently use the home row keys
- d. Use proper keyboarding posture and techniques

3. Word Processing/Multimedia

- a. Use 'enter' key to create a new line
- b. Type simple paragraphs
- c. Use keyboard shortcuts and copy/cut/paste functions
- d. Use 'undo' and 'redo'
- e. Know and use various text features
- f. Format font, justification/alignment
- g. Insert and format clip art and word art
- h. Create audio recordings of stories, poems
- i. Identify drawing tools

4. Internet Use and Research/CyberSafety

- a. Click on web browser icon to access internet
- b. Click on a hyperlink to open a webpage
- c. Awareness of cyber safety (password protection, private information, advertisements, etc.)
- d. Define and give examples of netiquette
- e. Define and give examples of cyberbullying
- f. Awareness of acceptable and fair use practices

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 3

Unit #: UNIT 1 OVERVIEW

Unit Title: Computer Basics

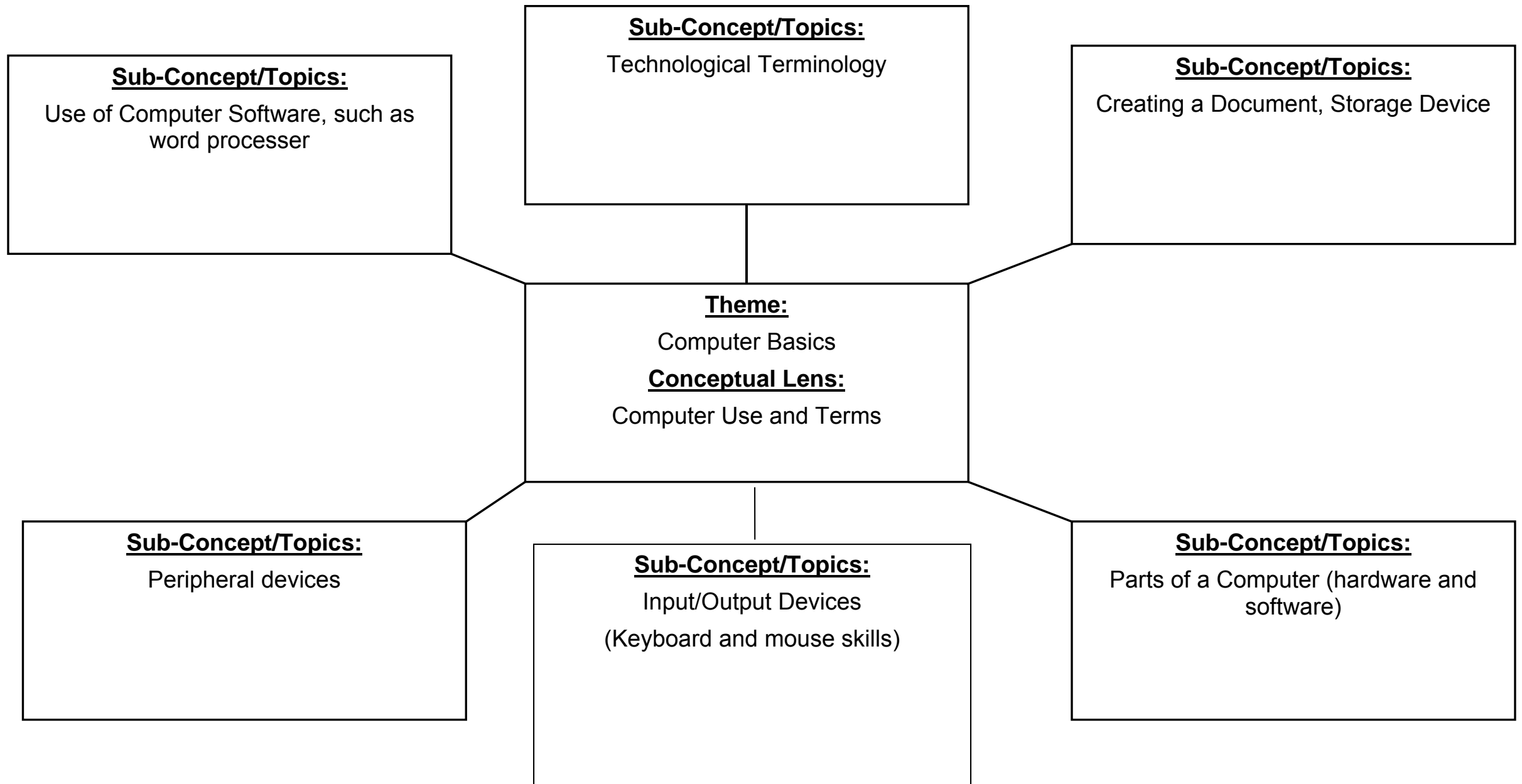
Unit Description and Objectives:

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. Students will identify the basic features of a computer and explain how to use them effectively. Students will explain common uses of computer applications and hardware and identify their advantages and disadvantages. Students will engage in daily class discussions using technological terminology.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What are the computer parts and their uses?	1. The computer has basic parts and with specific uses.	1.1 What are the parts of the computer and their functions?
2. How can a word processor help you create a document?	2. Word Processors can become a useful tool in creating documents.	2.1 How can you create a document using a word processor?
3. What are the advantages and disadvantages of the applications and hardware?	3. Both software and hardware have advantages and disadvantages.	3.1 What are the advantages and disadvantages of the each hardware part of the computer? 3.2 Where are the advantages and disadvantages of using software?
4. What are the basic technology terms?	4. That there is basic computer vocabulary.	4.1 What are the names of the computer hardware parts? 4.2 What terms help us navigate software?
5. How do you navigate software?	5. Virtual Environments can be navigated when age appropriate.	5.1 How do we navigate a virtual environment?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 3
 Unit Number/Title: Unit 1: Computer Basics
 Conceptual Lens: Computer Use and Terms
 Appropriate Time Allocation (# of Days): 2-4 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.2.A.1	8.1.2.A.4	9.2.4.A.4	
8.1.2.A.2	8.1.2.A.5	9.2.4.A.6	
8.1.2.A.3			

Topics/Concepts Incl. time / # days per topic	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ol style="list-style-type: none"> Identify computer parts and terms Proper care of the computer Uses of applications and hardware/software Use basic technology terms Use and navigation of software environments Familiarity of functions of a keyboard and mouse Basic troubleshooting techniques 	<ol style="list-style-type: none"> Identify parts of the computer and know their functions Proper care of the computer Uses of software and hardware Basic computer vocabulary How to navigate appropriate websites How to troubleshoot common issues (escape key, undo button, etc.) 	<ol style="list-style-type: none"> Be able to name basic computer parts and their functions Properly take care of the computer Recognize the difference between various hardware, software, and storage devices Recognize, identify and use basic computer vocabulary Navigate appropriate websites Follow the district's student Acceptable Use Policy 	<ol style="list-style-type: none"> Present and label the parts of the computer and discuss their functions. Specify steps to proper computer care Present basic computer terms, vocabulary, and definitions Identify, compare, and locate various hardware, software, and storage devices 	<p>Websites (such as ABCya.com) Flashcards Bingo/Matching Games, Hardware Hunt Worksheets, Chart</p> <p>LCD Projector</p> <p>PowerPoint Presentations</p> <p>Computers:</p> <ul style="list-style-type: none"> Internet Research Age appropriate software Relevant websites for simulations, games, and challenging learning Activities <p>Smart Board</p> <p>Net-Op</p> <p>Internet Research and online simulations</p> <p>Video Streaming</p>	<p>Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include:</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Information, media and technology skills</p> <p>Life and career skills</p> <ul style="list-style-type: none"> Initiative and self-direction Social and cross-cultural skills Productivity and accountability Leadership and responsibility 	<p>8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5</p> <p>9.2.4.A.4 9.3.4.A.6</p>	<p>Classwork</p> <p>Quizzes</p> <p>Project Rubric</p> <p>Observation of group cooperation and interaction</p> <p>Participation in class discussions</p> <p><u>Common Benchmark-Unit 1 Assessments:</u> 1. Quiz: Students will be able to correctly identify computer parts</p>

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 3

Unit #: UNIT 2 OVERVIEW

Unit Title: Keyboarding

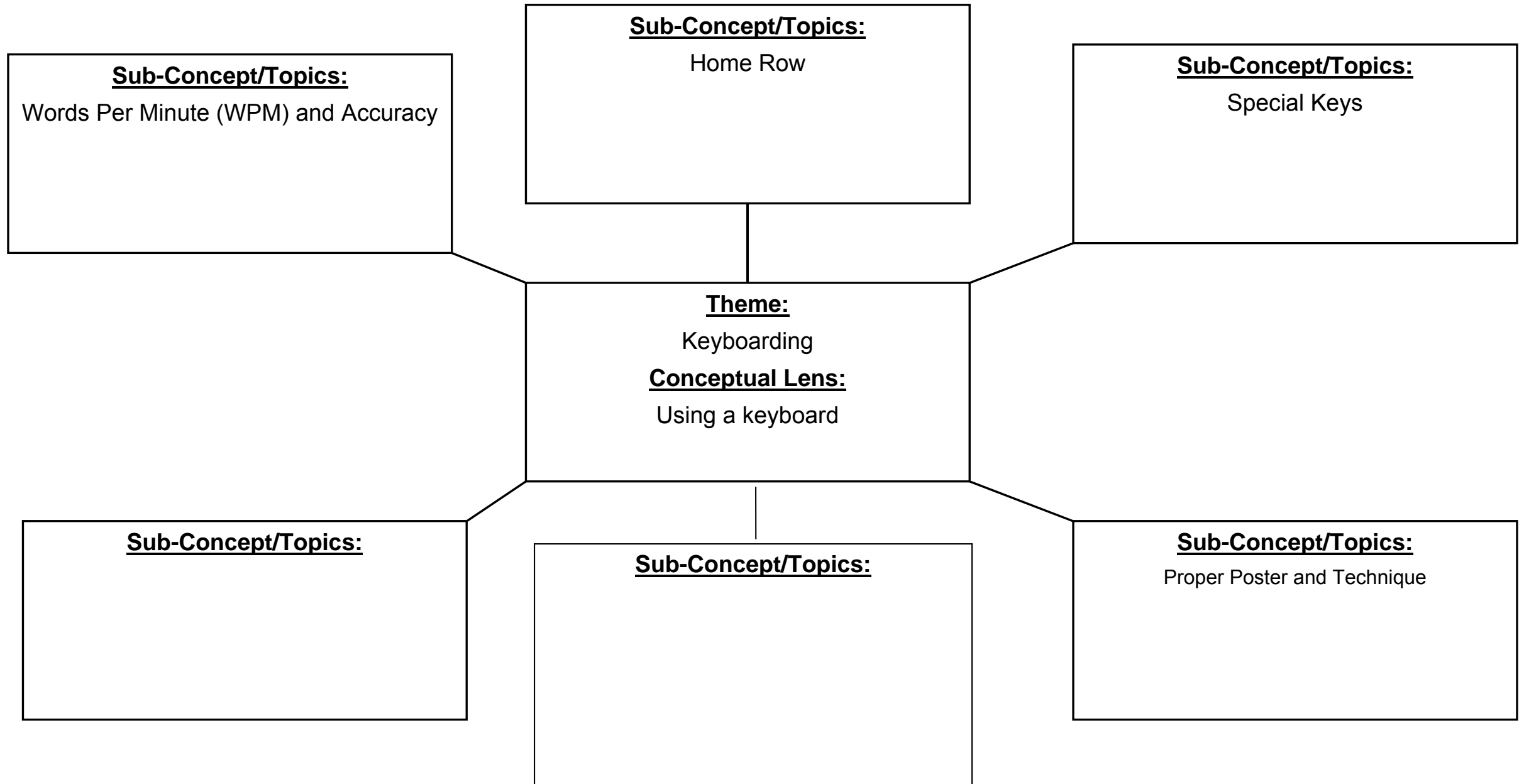
Unit Description and Objectives:

Knowing how to keyboard is a critical life skill. Proper finger placement and the ability to memorize the location of all keyboard keys will be a valuable life skill for school, college, and career. Students will build upon prior keyboarding knowledge and improve typing speed and accuracy.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. Why is proper finger placement on the keyboard important?	1. Proper finger placement is important for accurate keyboarding.	1.1 How does knowing home row keys and proper fingering technique improve keyboarding speed and accuracy?
2. How is proper keyboarding prepare you for college and career?	2. Typing speed and accuracy is a critical life skill.	2.1 For what life tasks do you need to know keyboarding?
3. How does key memorization improve your words per minute fluency and speed?	3. Memorization of key locations aids typing speed.	3.1 How does memorizing the keys help you type faster and more accurately?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 3
Unit Number/Title: Unit 2: Keyboarding
Conceptual Lens: Using a keyboard
Appropriate Time Allocation (# of Days): ongoing

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>8.1.4.A.1</u>	<u>CCS:4.W.6</u>		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Identify key locations 2. Locate and understand use of special keys such as space bar, enter/return, backspace, shift keys, caps lock, delete 3. Proper finger placement on home keys 4. Proper keyboarding posture	1. Correct keyboarding techniques 2. How to make use of special keys 3. How to use home key finger placement	1. Follow lessons in keyboarding program 2. Correctly place hands on home keys and spacebar 3. Use special keys correctly 4. Label the home row keys 5. Demonstrate correct posture while keyboarding	1. Use of tutorial software such as Type to Learn 2. Memorize the home row keys. 3. Use of internet games to reinforce keyboarding (such as Keyboard Climber, Dance Mat Typing, ABCya, etc.)	Type to Learn Software LCD Projector Computers: <ul style="list-style-type: none"> • Age appropriate software • Relevant websites • Activities Smart Board Net-Op	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	8.1.4.A.1 CCS:4.W.6	Formative Assessments: Classwork Quizzes Project Rubric Observation of proper keyboarding technique Participation in class discussions <u>Common Benchmark-Unit 2 Assessment:</u> Type To Learn Assessment

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 3

Unit #: UNIT 3 OVERVIEW

Unit Title: Word Processing/Multimedia

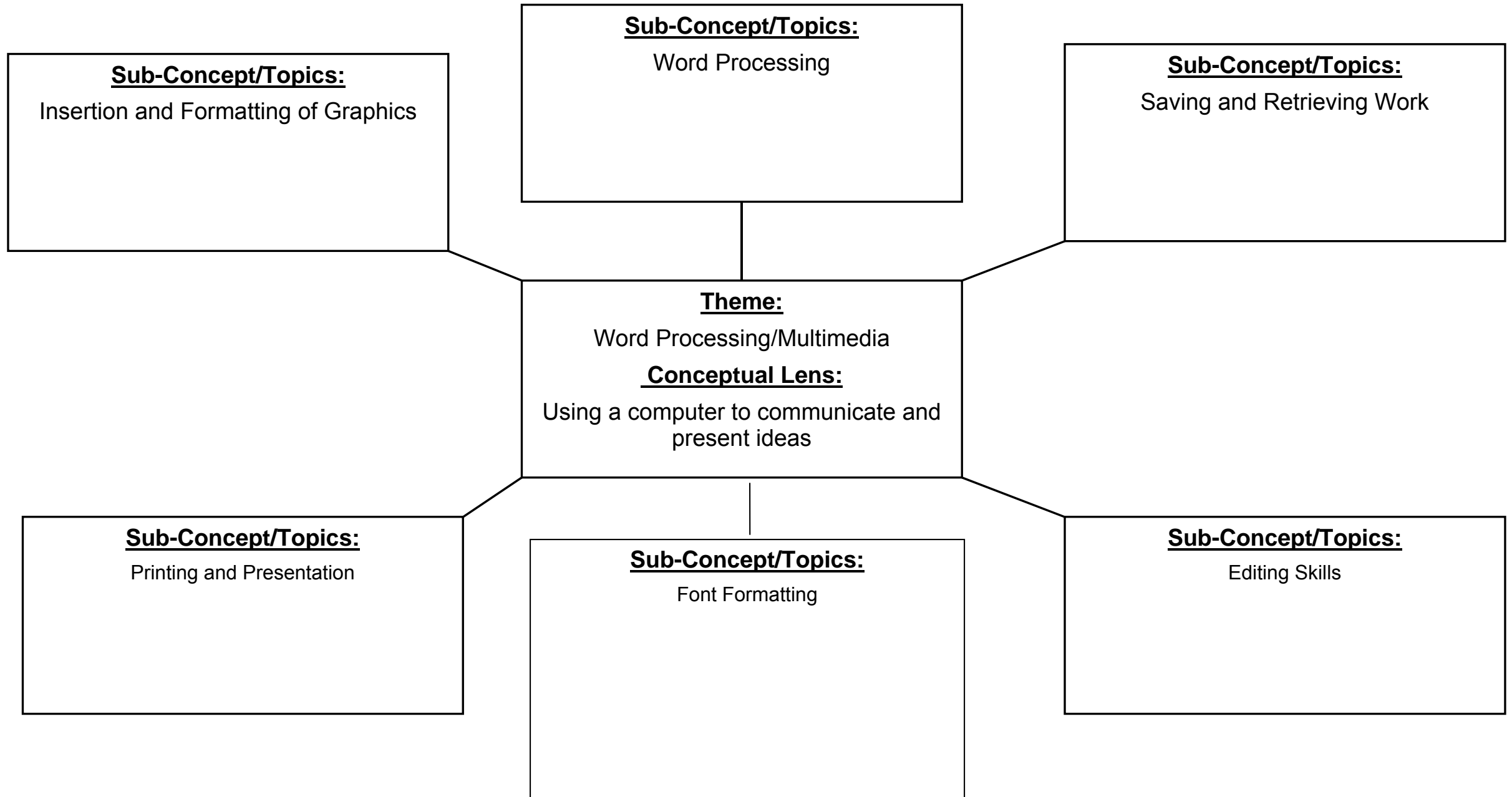
Unit Description and Objectives:

Software and web-based programs will allow students to create documents and presentations that support the learning process and foster collaboration and creativity. Student will engage in a variety of developmentally appropriate learning activities that allow them to learn the tools they need to create word documents and presentations.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do computers help students to create documents and presentations?	1. Computers can be used to create documents and presentations.	1.1 How do you use the computer to create documents and presentations?
2. How do students use the computer to create original work?	2. Computers can help communicate thoughts and ideas and share knowledge with others.	2.1 How can the computer help you to express yourself functionally and creatively.

UNIT GRAPHIC ORGANIZER



Course Title/Grade: Computer Literacy- Grade 3
Unit Number/Title: Unit 3: Word Processing/Multimedia
Conceptual Lens: Using the computer to aid the writing process

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.4.A.1	CCS 3.W.6	9.2.4.A.1	
8.1.4.A.2	CCS 3.SL.5	9.2.4.A.2	
8.1.4.A.3		9.3.4.A.1	
8.1.4.A.4		9.3.4.A.2	

Appropriate Time Allocation (# of Days): • 10-12 weeks

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ol style="list-style-type: none"> Identify word processing terms Use a template to complete a word processing document Change the font size/style/color Place pictures and graphics in document from a clip art source Apply correct editing and proofreading skills Retrieve, save, and print a document Create an audio recording 	<ol style="list-style-type: none"> Word processing terms How to populate a word processing template Use the toolbar to change font, size, and color of text Apply graphics from a clip art source Employ spell check and editing skills Process of retrieving, saving, and printing work How to use a computer microphone to create an audio recording 	<ol style="list-style-type: none"> Understand word processing terms and their functions Word format: be able to format font. Insert Spell check Retrieve, save, and print a document Compose documents using word processing tools Use technology to produce a published writing Create engaging audio recordings of stories or poems Students will be able to create a simple slideshow or presentation that includes graphics 	<ol style="list-style-type: none"> Sample projects (may include All About Me, poems, stories, acrostics, or creative stories) Templates to be populated by students Students will create an audio recording (using Microsoft recorder or websites such as Little Bird Tales, Audacity, PowerPoint, KidPix, etc.) In presentations, students will be able to add transitions and transition sounds 	<p>Software such as Microsoft Word, KidPix and MaxWrite, MaxShow, PowerPoint, Recording software</p> <p>Websites such as: -Little Bird Tales -Storybird</p> <p>LCD Projector Teacher Presentations Computers Smart Board Net-Op</p>	<p>Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include:</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Information, media and technology skills</p> <p>Life and career skills</p> <ul style="list-style-type: none"> Initiative and self-direction Social and cross-cultural skills Productivity and accountability Leadership and responsibility 	8.1.4.A.1 8.1.4.A.3 8.1.4.A.4 9.2.4.A.1 9.2.4.A.2 9.3.4.A.1 9.3.4.A.2	<p>Formative Assessments:</p> <p>Classwork</p> <p>Quizzes</p> <p>Project Rubric</p> <p>Word Processing Activities and Projects</p> <p>Participation in class discussions</p> <p><u>Common Benchmark-Unit 2 Assessment:</u></p> <p>1. Technology Rubric: Students will use editing tools in a word processing program.</p>

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 3

Unit #: UNIT 4 OVERVIEW

Unit Title: Internet Use and Research/Cyber Safety

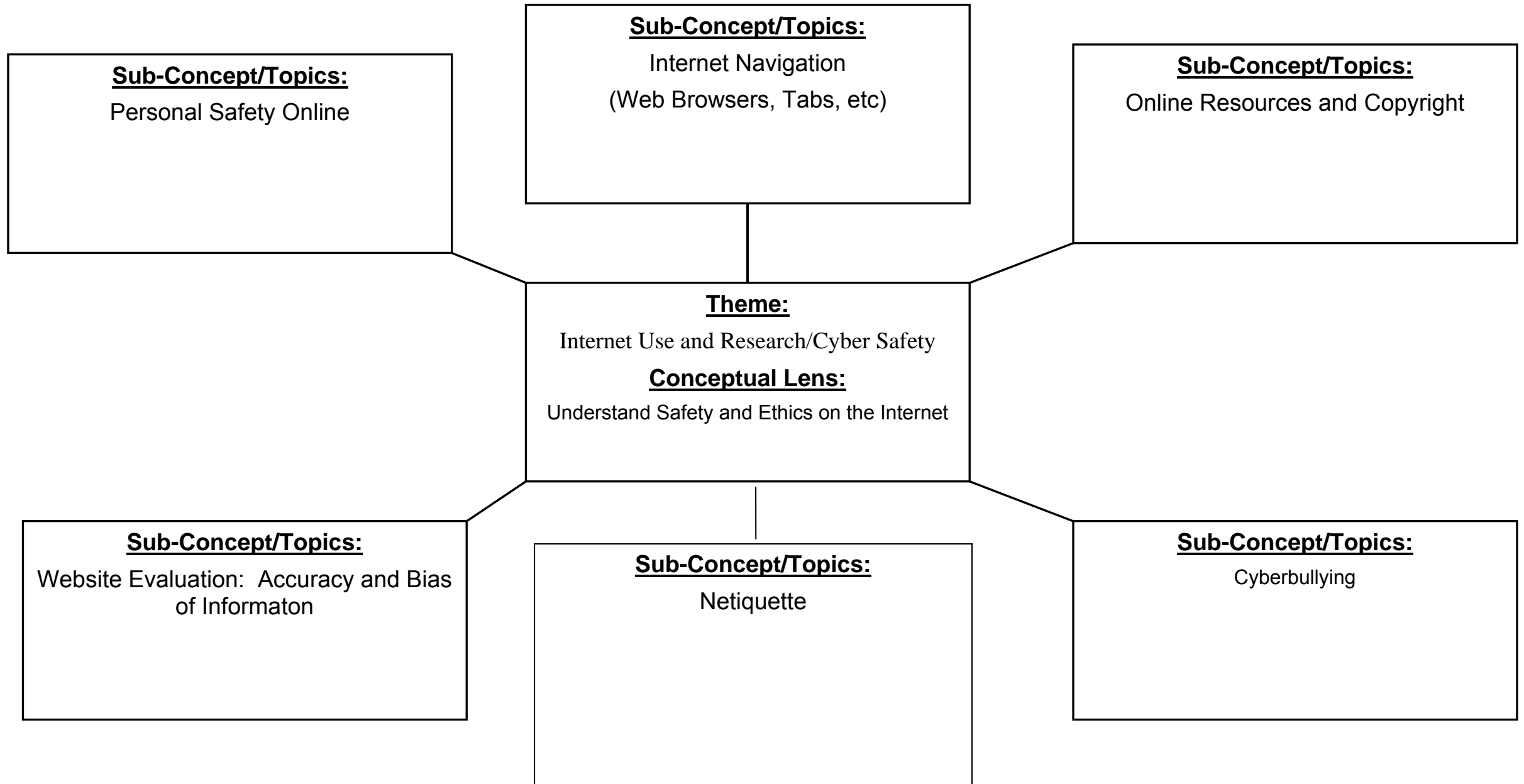
Unit Description and Objectives:

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. Students will model appropriate conduct and behaviors when using classroom technology and online resources.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can students safely and ethically use the internet responsibly?	1. Legal and ethical behaviors are important in using the internet.	1.1 How can you use the internet safely? 1.2 What behaviors are followed for internet use?
2. How do you ethically use information from an internet source?	2. Resources need to be cited when using information obtained from the internet.	2.1 When is it ethical to use information from the internet?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 3
Unit Number/Title: Unit 4: Internet Use and Research/Cyber Safety
Conceptual Lens: Understand Safety and Ethics on the Internet
Appropriate Time Allocation (# of Days): 4-6 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>8.1.4.D.1</u>	<u>CCS 3.W.8</u>	<u>9.2.4.A.4</u>	
<u>8.1.4.D.2</u>	<u>CCS 3.RI.5</u>	<u>9.2.4.A.6</u>	
<u>8.1.4.D.3</u>	<u>CCS 3.W.7</u>		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ol style="list-style-type: none"> 1. Safety and ethics on the internet 2. Use and misuse of the internet 3. Use of web browsers 4. Navigation in a virtual or online environment 5. Use of hyperlinks and bookmarks 6. Netiquette 7. Cyberbullying 8. Acceptable Use Policy 9. Digital research 	<ol style="list-style-type: none"> 1. How to stay safe on line by not sharing private information and not communicating with strangers 2. That ethics are important on line 3. Click on a web browser icon to access the internet 4. Use appropriate websites to locate and research information on a given topic 5. Use search tools (key words, text features, side bars, hyperlinks) to locate information 	<ol style="list-style-type: none"> 1. Discuss and understand that the internet can be a dangerous tool and learn internet safety 2. Recognize ownership of what they do on line and be ethical in internet use 3. Click on a web browser icon to access the internet 4. Click on a link to open a web page 5. Use appropriate websites to locate and research information on a given topic 6. Use search tools (key words, text features, side bars, hyperlinks) to locate information 	<ol style="list-style-type: none"> 1. Navigate and discuss age appropriate web sites such as NetSmartz Kids, 2. Demonstrate ethical behavior in all activities. 3. Webhunts and webquests 	<p style="text-align: center;">Websites (such as NetSmartz Kids, Cyber Pigs, Safe Side Superchick)</p> <p style="text-align: center;">Age Appropriate Videos</p> <p>LCD Projector</p> <p>DVDs</p> <p>Teacher Presentations</p> <p>Computers:</p> <ul style="list-style-type: none"> • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities <p>Smart Board</p> <p>Net-Op</p> <p>Online simulations</p> <p>Video Streaming</p>	<p>Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include:</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Information, media and technology skills</p> <p>Life and career skills</p> <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	<p>8.1.4.D.1 8.1.4.D.2 8.1.4.D.3 9.2.4.A.4 9.3.4.A.6</p>	<p>Classwork</p> <p>Quizzes</p> <p>Project Rubric</p> <p>Observation of group cooperation and interaction</p> <p>Participation in class discussions</p> <p><u>Common Benchmark-Unit 4 Assessment:</u> <u>Technology Learning Activity/Rubric:</u> Completion of Online Activities focusing on cyber-safety and/or Netiquette</p>

UNIT OVERVIEW

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. 	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. 	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. 	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes. • Provide more hands-on activities.

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Computer Literacy Grade: 3

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Career & Life Skills
Computer Basics								8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.5
Keyboarding			RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.9, SL.1.1, SL.1.2., SL.1.3.					8.1.2.B.1	9.1.4.E.1
Word Processing/Multimedia			RI.2.4, RI.2.5, RI.2.6, SL.1.1, SL.1.2., SL.1.3.					8.1.2.C.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4 9.1.4.A.5 9.1.4.B.1 9.1.4.E.2 9.1.4.E.3 9.1.4.E.4
Internet Use and Research/Cyber Safety			RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.9, SL.1.1, SL.1.2.,					8.1.2.D.1 8.1.2.E.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4 9.1.4.A.5 9.1.4.B.1 9.1.4.E.1 9.1.4.E.2 9.1.4.E.3 9.1.4.E.4

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.