Teacher Manual

3rd Grade Technology

A COMPREHENSIVE CURRICULUM

SIXTH EDITION

by Ask a Tech Teacher

THIRD GRADE TECHNOLOGY

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Part Four of Nine of the SL Technology Curriculum

Version 6.3 2021

Introduction

The educational paradigm has changed—again. Technology has become granular to learning, included in educational standards from Kindergarten onward, like these from Common Core:

- *Expect students to demonstrate sufficient command of **keyboarding** to type a minimum of one page [three by sixth grade] in a single sitting*
- *Expect students to **evaluate different media***
- *Expect students to **gather relevant information** from print and digital sources*
- *Expect students to integrate and evaluate **information presented in diverse media** and formats*
- *Expect students to **interpret information** presented visually, orally, or quantitatively [such as Web pages]*
- *Expect students to make **strategic use of digital media***
- *Expect students to use **glossaries or dictionaries, both print and digital** …*
- *Expect students to use information from **illustrations and words in print or digital** text*
- *Expect students to communicate with a **variety of media***
- *Expect students to **use text features and search tools** (e.g., key words, sidebars, **hyperlinks**) to locate information*

But how is this taught?

With the **Structured Learning Technology Curriculum**. Aligned with Common Core State Standards* and National Educational Technology Standards, and using a time-proven method honed in classrooms, students learn the technology that promotes literacy, critical thinking, problem-solving, and decision-making. It's project-based. The purpose is not to teach step-by-step tech skills (like adding borders, formatting a document, and creating a blog). There are many fine books for that. What this curriculum does is guide you in providing the **right information at the right time**.

Just as most children can't learn to read at two, or write at four, they shouldn't be required to place hands on home row in kindergarten or use the internet before they understand the digital risks and responsibilities. The Structured Learning curriculum makes sure students get what they need at the right age with proper

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"New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio."

—CCSS

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"Use of technology differentiates for student learning styles by providing an alternative method of achieving conceptual understanding, procedural skill and fluency, and applying this knowledge to authentic circumstances."

—CCSS

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scaffolding. The end result is a phenomenal amount of learning in a short period of time.

If there are skills you don't know, visit our Help blog (AskATechTeacher.com) or visit the online companion resources at:

https://www.structuredlearning.net/weekly-resources-k-5-technology-curriculum/

It includes free videos to unpack each lesson, how-to's for curriculum skills, and more.

What's in the SL Technology Curriculum?

The SL Curriculum is project-based and collaborative, with wide-ranging opportunities for students to show their knowledge in the manner that fits their communication and learning style. Each grade level in the curriculum includes five topics that should be woven into 'most' 21st-century lesson plans:

- *keyboarding—more than typing*
- *digital citizenship—critical with the influx of Chromebooks and iPads*
- *problem-solving—to encourage independence, critical thinking*
- *vocabulary—decode unknown words in any subject quickly with technology*
- *publishing-sharing—to promote collaborative learning*

Most grade-level curricula include full lessons on keyboarding, digital citizenship, and problem solving.

Here's a quick overview of what is included:

- *list of assessments, images*
- *articles that address tech pedagogy*
- *Certificate of Completion for students*
- *curriculum map of skills taught*

- *monthly homework (3rd-8th only)*
- *posters to visually represent topics*
- *Scope and Sequence of skills taught*
- *step-by-step weekly lessons*

Each weekly lesson includes:

- *assessment strategies*
- *big idea*
- *class exit ticket*
- *class warm-up*
- *Common Core Standards**
- *differentiation strategies*
- *educational applications*
- *essential question*
- *examples, rubrics, images, printables*
- *ISTE Standards*

- *materials required*
- *pedagogic articles (if any)*
- *problem solving for lesson*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *supporting links*
- *teacher preparation required*
- *time required to complete*
- *vocabulary used*
- *weekly how-to video (online)*

Throughout the text are links to extend lessons, add enrichment, and/or provide flexibility in your teaching. No PDF? Usually the website is spelled out. If not, Google the name or contact our help site.

Programs Used

Programs used in this curriculum focus on skills that serve the fullness of a student's educational career. Free alternatives are noted where available:

General		2-8
Email	Drawing program	Word processing tools
Google Earth	Image editor	Spreadsheet tools
Web tools	Keyboarding tool	Desktop publisher
		Presentation tools

What's New in the Sixth Edition?

A good tech curriculum is aligned with best practices in technology and education. That means it must be updated every few years. Consider the changes to technology in education since SL's Fifth Edition published in 2013:

- *Windows updated its platform—twice.*
- *IPads have been joined by Chromebooks as a common classroom digital device.*
- *There is greater reliance in the classroom on internet-based tools than software. This underscores the importance of teaching digital citizenship to even the youngest learners.*
- *Student work is often collaborative and shared.*
- *Student work is done anywhere, not just the classroom and home, meaning it must be synced and available across multiple platforms, multiple devices.*
- *Keyboarding skills are often critical, especially to summative year-end testing.*
- *Technology in the classroom is the norm, but teacher training isn't.*
- *Education is focused on college and career with tech an organic, transformative tool.*
- *Teachers have moved from 'sage on the stage' to 'guide on the side'.*
- *Students have been raised on digital devices. They want to use them as learning tools.*
- *Using technology is no longer what 'geeky' students do. It's what all students want to do.*
- *Printing is being replaced with sharing and publishing.*
- *More teachers are willing to try technology when used authentically.*

In response, here are changes you'll find in the Sixth Edition:

- *The lesson audience is now as likely to be the **grade-level teacher as the tech teacher**. You'll learn how to unpack the lesson regardless of which hat you wear.*
- *Lessons are adaptable to most **popular digital devices** including desktops, Chromebooks, and iPads.*
- *The importance of **higher order thinking**— analysis, evaluation and synthesis—is called out.*
- *The importance of '**habits of mind'—**critical to college and career goals—is included.*
- *It's easy to recognize which **skills are scaffolded** from earlier lessons and which are new.*
- *Each lesson points out **academic applications** of technology.*
- *Students learn to **understand the process**, not just replicate a skill.*

- *Collaboration and sharing is often required.*
- *Differentiation is encouraged. Teachers learn strategies to meet students where they learn.*
- *Each lesson includes a warm-up and exit ticket, to assess and reinforce student learning.*
- *A Table of Images and a Table of Assessments are included for easy reference.*
- *Updated Scope and Sequence includes more references to Common Core.*
- *Curriculum Maps shows which month topics are covered as well as which grade.*
- *Each grade-level curriculum includes student workbooks (sold separately).*
- *Each grade level has a lesson on coding. These are free-standing and can be moved to any spot in the curriculum—like December for Hour of Code.*

Who Needs This Book

You are the Tech Specialist, Coordinator for Instructional Technology, IT Coordinator, Technology Facilitator or Director, Curriculum Specialist, or tech teacher—tasked with finding the right project for a classroom. You have a limited budget, less software, and the drive to do it right no matter roadblocks.

Figure 1—Tomorrow's student
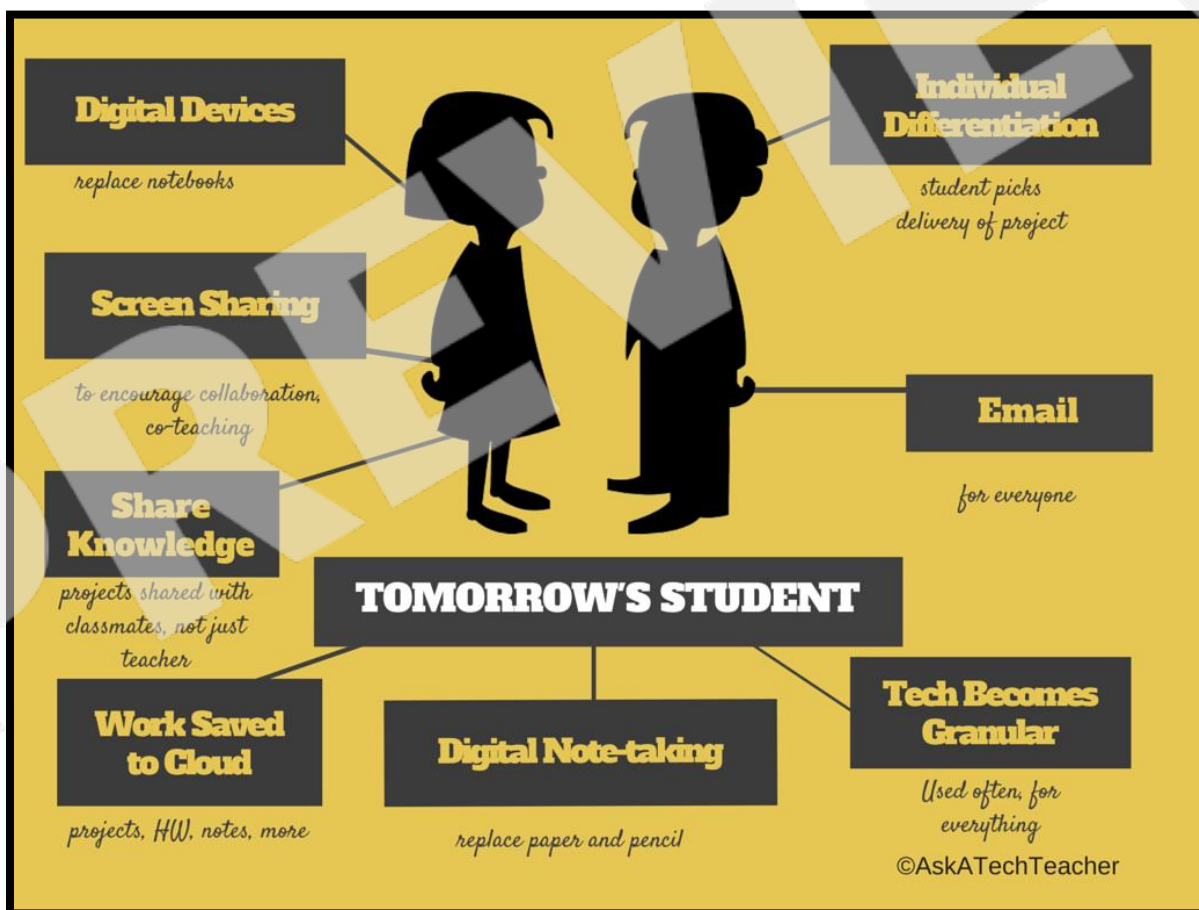
Or you are the classroom teacher, a tech enthusiast with a goal this year—and this time you mean it—to integrate the wonders of technology into lessons. You've seen it work. Others in your PLN are doing it. And significantly, you want to comply with Common Core State Standards, ISTE, your state requirements, and/or IB guidelines that weave technology into the fabric of inquiry.

You are a homeschooler. Even though you're not comfortable with technology, you know your children must be. You are committed to providing the tools s/he needs to succeed. Just as important: Your child WANTS to learn with these tools!

How do you reach your goal? With this curriculum. Teaching children to strategically and safely use technology is a vital part of being a functional member of society—and should be part of every school's curriculum. If not you (the teacher), who will do this? To build Tomorrow's Student (*Figure 1)* requires integration of technology and learning. We show you how.

How to Use This Book

Figure 2a shows what's at the beginning of each lesson. *Figure 2b* shows what you'll find at the end:

Figure 2a—Beginning of each lesson; Figure 2b—end of each lesson

- *Academic Applications*
- *Assessment Strategies*
- *Big Idea*
- *Class Warm-up*
- *Essential Question*

- *Material Required*
- *Problem solving*
- *Skills*
- *Standards*
- *Steps*

- *Teacher Prep*
- *Time Required*
- *Vocabulary*

- *Class differentiation strategies*
- *Class exit ticket*

The curriculum map below (*Figure 3*) shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more student direction.

Figure 3—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/ Research	Graphics/	Co-ding	WWW	Games	Dig Cit
K	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
1	☺	☺	☺	☺	☺			☺	☺	☺		☺	☺	☺		☺
2		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
3		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
4		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
5		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
6		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
7		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
8		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

If you're the grade-level teacher, here's how to use the map:

- Determine what skills were covered earlier years. Expect students to transfer that knowledge to this new school year.
- Review the topics and skills, but don't expect to teach.
- If there are skills listed as covered prior years, confirm that was done. If they weren't (for whatever reason), when you reach lessons that require the skills, plan extra time.