

Grade 3

Strand 1: Creativity and Innovation

This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Concept 1: Knowledge and Ideas

Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Evaluate information to generate ideas and processes.</p>	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as</p>	<p>Explanation: Students investigate a topic (e.g. life cycles of plants, ecosystems, light, sound, rocks/minerals, global exploration, national symbols and monuments) and generate questions using a variety of online tools.</p> <p>Language Arts Examples: Students will share their ideas using concept mapping or digital creativity tools. Graphic Organizer Edmodo</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>to interact and collaborate with others.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	

Grade 3

Strand 1: Creativity and Innovation

Concept 2: Models and Simulations

Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Recognize and explain relevant interdependent elements of a digital model or simulation.</p>	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>3.W.4 With guidance and support from adults, produce writing in which the development</p>	<p>Explanation: Students identify and explain elements of a digital model or simulation.</p> <p>Language Arts Examples:</p> <ul style="list-style-type: none"> • Use the Letter Generator or Postcard Creator found in Read-Write-Think, to practice a friendly letter. • Have students build a timeline in MS Word Timelines <p>Math Examples:</p> <ul style="list-style-type: none"> • Students use visual models to understand and explain the given mathematical operation. Multiplication / Division Sentences (multiple examples under 3.OA.3.heading) Area National Library of Virtual Manipulatives

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

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	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> a. A square with side length 1 unit, called <i>a unit square</i>, is said to have <i>one square unit</i> of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by <i>n</i> unit squares is said to have an area of <i>n</i> square units. <p>3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.</p> <p>3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into <i>b</i> equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by <i>a</i></p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>parts of size $\frac{1}{b}$.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	
<p>PO 2: Identify and describe how aspects of a situation change using models or simulations.</p>	<p>Science 03-S5C3-03 Demonstrate that vibrating objects produce sound.</p> <p>Science 03-S1C2-03 Conduct simple investigations (e.g., related</p>	<p>Explanation: Use models or simulations to demonstrate change depending on situations.</p> <p>Science Examples: Students utilize Sound Wave simulation to understand sound. Students will</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and 	<p>be able to hear and see the sound wave while adjusting pitch, tone, frequency and volume.</p> <p>Math Examples:</p> <p>Student input a variety of data and use a range of models and simulations to demonstrate change. National Library of Virtual Manipulatives</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>understanding in light of the discussion.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is $\frac{1}{4}$ of the area of the shape.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a</p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4</p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Model with mathematics.</p> <p>MP.7 Look for and make use of structure.</p>	
<p>PO 3: Transfer understanding of how one system operates by comparing it to another system.</p>	<p>Science 03-S4C2-01 Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Explanation: Compare and contrast systems to identify similarities and differences.</p> <p>Science Examples: Utilizing online website resources compare life cycles of various plants. Project Budburst Wisconsin Fast Plants</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	

DRAFT

Grade 3

Strand 1: Creativity and Innovation

Concept 3: Trends and Possibilities

Use technology to forecast trends and possibilities.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Examine patterns and identify trends to generate questions.</p>	<p>Science 03-S1C2-05 Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).</p> <p>Science 03-S4C3-05 Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism’s ability to grow, reproduce, and thrive.</p> <p>Science 03-S1C2-03 Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences.</p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5$</p>	<p>Explanation: Students analyze data patterns to identify trends using a digital tool such as a spreadsheet.</p> <p>Science Examples: Students will conduct a plant experiment with variables like range of temperature, quantity of light, and soil composition and record the data in a spreadsheet and examine for patterns and trends. Fast Plants</p> <p>Math Examples:</p> <ul style="list-style-type: none"> • Students use a Web-based calculator to create and compare counting patterns using the constant function feature of the calculator. Looking for Calculator Patterns • Students use an interactive Web site to find patterns in the multiplication tables. They then practice multiplication facts and record their current level of mastery of the multiplication facts on their personal multiplication chart. More Patterns with Products

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>= 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	

Grade 3

Strand 1: Creativity and Innovation

Concept 4: Original Works

Use technology to create original works in innovative ways.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Use digital creativity tools to create original works</p>	<p>Social Studies 03-S2C1-04 Retell stories to describe past events, people and places.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<ul style="list-style-type: none"> • Explanation: Students will create original works utilizing digital creativity tools such as: • digital photographs • podcasts • audio clips • brochures • postcards • digital storytelling • drawing programs <p>Examples: Students will study people and events from the past and retell stories, to describe past events, people, and places, by creating a podcast, brochure, or digital story.</p>
<p>PO 2: Use digital collaborative tools to analyze</p>	<p>Social Studies 03-S1C7-01 Discuss reasons (e.g., famine, political</p>	<p>Explanation:</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>information to produce original works.</p>	<p>discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Students work together and share ideas in a digital environment utilizing Digital Collaborative Tools such as:</p> <ul style="list-style-type: none"> • Wikis Wikispaces • Blogs Blogger • Email Epals • Audio recordings VoiceThread • Web postings Wallwisher • Online apps Google Apps <p>Social Studies Examples: Working in collaborative groups students will research why people left their home country to start a new life in the United States. Using a wiki or Google Docs students record the results of the research then using that information create a final product, such as a podcast, poster or digital story.</p>

Grade 3

Strand 2: Communication and Collaboration

This strand requires students to use digital media and environments to communicate and collaborate with others.

Concept 1: Effective Communications and Digital Interactions

Communicate and collaborate with others employing a variety of digital environments and media.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Communicate digitally with others by selecting and using a variety of appropriate communication tools.</p>	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared.</p>	<p>Explanation: Communicate with others using digital interactions.</p> <p>Digital Collaborative Tools:</p> <ul style="list-style-type: none"> • Blogs Blogger • Wikis Wikispaces • Video conferencing Skype for Education • Webpage WebQuests <p>Examples:</p> <ul style="list-style-type: none"> • Participate with online projects Collaborative Projects • Interact with pen pals using email Epals

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented. stay on topic. and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> • Solve a math problem and post online for feedback or comments • Share book reviews and make book recommendations on a classroom wiki, blog, or web page.
<p>PO 2: Identify and demonstrate safe and appropriate behavior when using digital environments to communicate with others.</p>	<p>Social Studies 03-S3C4-02 Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p> <p>3.SL.1</p>	<p>Explanation: Students need to practice safe use of digital resources, such as:</p> <ul style="list-style-type: none"> • Complying with district Acceptable Use Policy. • Demonstrating respect for the digital work of others • Demonstrating respect for opinions of others posted online. <p>Examples:</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • CyberSmart fosters 21st century skills to increase student engagement and prepare students to achieve in today's digital society. Cybersmart

Grade 3

Strand 2: Communication and Collaboration

Concept 2: Digital Solutions

Contribute to project teams to produce original works or solve problems.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.</p>	<p>Science 03-S1C2-03 Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and</p>	<p>Explanation: Guidelines and roles may need to be established to accomplish tasks to ensure active participation.</p> <p>Examples of team roles include but are not limited to the following: Leader Recorder Reporter Timekeeper Proofreader</p> <p>Science Examples: Students participate in an online collaborative project, i.e. Bucket Buddies, Square of Life Collaborative Projects</p> <p>Language Arts Examples: Students interact online and share their thinking on a given topic or question. Edmodo</p> <p>Math Examples:</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>sort evidence into provided categories.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<p>Students will work in a group and use various digital tools to discuss and share reasoning for shapes and their properties.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	

Grade 3

Strand 2: Communication and Collaboration

Concept 3: Global Connections

Create cultural understanding and global awareness by interacting with learners of other cultures.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Identify challenges and digital strategies as a class to effectively communicate with other cultures</p>	<p>Social Studies 03-S4C4-04 Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures</p>	<p>Explanation: Prior to digital interaction, students will brainstorm ways to overcome obstacles such as: Language Culture Norms Traditions Availability of technical resources Digital citizenship (See Strand 5)</p> <p>Language Arts Examples:</p> <ul style="list-style-type: none"> Students will use digital tools such as graphic organizers, concept maps, or digital-rich resources to brainstorm the above challenges. During Writer's Workshop, students will use their writer's notebook to summarize the classroom discussion on communicating with other cultures. Students should list obstacles as well as solutions to communicating to other cultures as well as write their own friendly letter to an imaginary pen pal from a foreign country. Students can publish their letter using a word processing device. <p>Epals</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information 	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>presented. stay on topic. and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	

DRAFT

Grade 3

Strand 3: Research and Information Literacy

This strand requires that students apply digital tools to gather, evaluate, and use information.

Concept 1: Planning

Plan strategies to guide inquiry using technology.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Determine key words for use in information searches.</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Explanation: Use advanced search techniques.</p> <p>Examples: Refer to the following websites for information on key word searching techniques: Search Internet Effectively Google Features Ivy's Search Engines for kids</p>
<p>PO 2: Differentiate types of information and online sources.</p>	<p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic</p>	<p>Explanation: Students learn about the different types of information and sources available online.</p> <p>Online Sources include, but are not limited to:</p> <ul style="list-style-type: none"> ● Encyclopedia ● Dictionaries ● Databases ● Government sites ● Atlases

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>efficiently.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>For additional information about effective searches visit:</p> <p>Safe Searches for Kids Search Internet Effectively Google Features Ivy's Search Engines for kids</p>

Grade 3

Strand 3: Research and Information Literacy

Concept 2: Processing

Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Conduct a search using keywords to narrow or broaden a search.</p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.7 Use information gained from illustrations</p>	<p>Explanation: Students conduct online research related to content areas by using keyword searches.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Nettekker helps teachers find high quality, standards-aligned learning resources and create engaging lesson plans. Nettekker • Delicious is an online bookmarking tool for storing, sharing, and discovering web bookmarks. Delicious • Teachers use Diigo to organize preselected websites. Diigo

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>(e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	
<p>PO 2: Select and use primary and/or secondary sources.</p>	<p>Social Studies 03-S1C1-03 Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p>Explanation: Students should understand the difference between primary sources and secondary sources and where to locate them.</p> <p>Examples: U.S. Constitution, Declaration of Independence, Diary of Anne Frank, photographs, maps, and interviews. Library of Congress</p> <p>Examples of Secondary Sources: Textbooks, magazine articles, encyclopedias, and biographies.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 3: Differentiate between facts and opinions and inaccurate information.</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,</p>	<p>Explanation:</p> <p>Students need to understand how to verify the authenticity and validity of websites. Students should be taught to do the following:</p> <ol style="list-style-type: none"> 1. Check the domain. If the site is supposed to be a site about education, does the domain address end in .edu? 2. Read the "About Us." Is there contact information, as well as a clear detailing of who is responsible for creating and updating the site? 3. Check the last update. If the site hasn't been updated recently, it isn't a site from where you want to get information. The date for the most recent update usually appears at the beginning or at the end of the site's home page. 4. Compare similar sites. Check other sites that are supposed to have the same kind of information as the site you are visiting. 5. Use common sense. If the site is supposed to contain education information, for example, but it talks about unrelated things, it makes sense that the site is not valid. <p>Examples: While students are conducting online research have them follow a checklist to determine validity of websites they are searching. Fact or Opinion</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	including visually, quantitatively, and orally.	
<p>PO 4: Organize information into major topics and create a list of ideas.</p>	<p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of 	<p>Explanation: Students brainstorm ideas and then organize them into categories.</p> <p>Examples: Students use a digital template to identify unique and distinct characteristics of major topics by organizing information found using traditional and online resources.</p> <p>Bubbl.us Graphic Organizer</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>information.</p> <p>d. Provide a concluding statement or section.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information</p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>PO 5: Follow copyright laws when using text and media, obtain permission to use the work of others, and cite resources appropriately.</p>	<p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Explanation: Students learn about copyright laws and fair use.</p> <p>The following sites provide guidance as to fair use and copyright laws: Copyright Quiz Fair Use in the K-12 Classroom Copyright Bay</p> <p>Examples: Practice having students cite sources when using text, video clips, pictures, or clip art from an internet site.</p>

Grade 3

Strand 4: Critical Thinking, Problem Solving, Decision Making

This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.

Concept 1: Investigation

Identify and define authentic problems and significant questions for investigation.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Identify an authentic issue and collaborate as a class to define an essential question using digital tools.</p>	<p>Science 03-S3C2-03 Design and construct a technological solution to a common problem or need using common material</p> <p>Science 03-S4C3-05 Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism’s ability to grow, reproduce, and thrive.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>Explanation: Students identify a simple problem that could be solved using a suitable digital tool or resource.</p> <p>Science Examples:</p> <ul style="list-style-type: none"> • Students explore solar energy as an alternative energy source to combat global warming. Cooking with the Sun • Students explore the desert ecosystem and examine how environmental factors affect the ecosystem. Desert Ecosystem

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	

Grade 3

Strand 4: Critical Thinking, Problem Solving, Decision Making

Concept 2: Exploring Solutions

Plan and manage activities to develop solutions to answer a question or complete a project.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Manage a learning project using digital planning tools to develop solutions.</p>	<p>Social Studies 03-S2C1-03 Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p>	<p>Explanation: Use a digital planning tool (example: Kidspiration) to brainstorm and organize ideas</p> <p>Examples: Use a social bookmarking site such as delicious or diigo to organize websites that are being searched.</p> <ul style="list-style-type: none"> • A menu of graphic organizers to assist students in organizing information. Graphic Organizer • Nettekker helps teachers find high quality, standards-aligned learning resources and create engaging lesson plans Nettekker • Delicious is an online bookmarking tool for storing, sharing, and discovering web bookmarks. Delicious • Teachers use Diigo to organize preselected websites. Diigo

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
<p>PO 2: Generate alternative solutions using collected resources and data.</p>	<p>Social Studies 03-S3C4-02 Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</p> <p>Science 03-S3C2-03 Design and construct a technological solution to a common problem or need using common materials.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and</p>	<p>Explanation: Students uses appropriate computer-based productivity tools to create and modify solutions to problems.</p> <p>Science Examples: Students explore solar energy as an alternative energy source to combat global warming. Cooking with the Sun</p> <p>Social Studies Examples: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	orally.	

Strand 5: Digital Citizenship

This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.

Concept 1: Safety and Ethics

Advocate and practice safe, legal, and responsible use of information and technology.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Explain when and why it is appropriate to use a personal digital device.</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Explanation: Students discuss the proper use of digital devices.</p> <p>Examples: Using a blog or multimedia site such as VoiceThread, students are presented with examples of when it is or is not appropriate to use personal digital devices. Examples of when it may be appropriate to limit use of personal digital device could include the following: During a movie At a concert At the library While in a museum or art gallery</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
<p>PO 2: Describe cyber-bullying and describe strategies to deal with such a situation.</p>	<p>Social Studies 03-S3C4-01 Describe the rights and responsibilities of citizenship: (a) good sportsmanship (b) participation and cooperation (c) rules and consequences (d) voting</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one. in</p>	<p>Explanation: Students participate in a class discussion about cyberbullying, and brainstorm possible solutions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • At the conclusion of an online activity, students can blog or utilize a wiki to demonstrate how they will stay safe when on the internet. • • Utilizing a web resource, students will create an interactive poster that could include student-created drawings, photos, audio or video

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others_ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared. having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented. stay on topic. and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable</p>	<p>recordings, and/or data attachments (document, spreadsheet, multimedia presentation, etc.). Glogster, </p> <ul style="list-style-type: none"> • A Checklist for students to see if they are a Cyberbully Are You A Cyberbully • A program for stopping cyberbullying Stop Cyberbullying <p>Resources: Internet: A Guide for Students</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
<p>PO 3: Identify and articulate rules for the use of digital tools as defined by school board policy and procedures.</p>	<p>Social Studies 03-S3C4-01 Describe the rights and responsibilities of citizenship: good sportsmanship, participation and cooperation, rules and consequences, voting.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Explanation: Students should comply with the school district's Acceptable Use Policy (AUP) as well as be able to understand and explain their classroom rules of safe technology use. In addition, occasions may arise where potential dangers in digital environments occur and students should know how to report potentially unsafe situations to their teacher.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 4: Identify and discuss why it is important not to provide personal information in online communication.</p>	<p>Social Studies 03-S3C4-01 Describe the rights and responsibilities of citizenship: good sportsmanship, participation and cooperation, rules and consequence, voting</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of 	<p>Explanation: Students participate in a discussion about how to stay safe on the Internet and why it is important to not share personal information.</p> <p>Examples:</p> <ul style="list-style-type: none"> • At the conclusion of an online activity, students can blog or utilize a wiki to demonstrate how they will stay safe when on the internet. • Utilizing a web resource, students will create an interactive poster that could include student-created drawings, photos, audio or video recordings, and/or data attachments (document, spreadsheet, multimedia presentation, etc.). <p>Glogster</p> <p>Resources: Internet: A Guide for Students Internet Safety</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
<p>PO 5: Explain the importance of respecting the privacy of others_ information and</p>	<p>Social Studies 03-S3C4-01 Describe the rights and responsibilities of citizenship: good sportsmanship,</p>	<p>Explanation: Teachers engage students in discussions and assignments addressing respecting others' digital privacy.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>digital workspace.</p>	<p>participation and cooperation, rules and consequences, voting</p> <p>Social Studies 03-S3C4-03 Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Rules to follow while using the Net Network Netiquette • Internet Safety in the Elementary Years Netiquette • Netiquette and Internet Safety Netiquette Assignment

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>c. Ask questions to check understanding of information presented. stay on topic. and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	

Grade 3

Strand 5: Digital Citizenship

Concept 2: Leadership for Digital Citizenship

Demonstrate leadership for digital citizenship.

No Performance Objectives

Strand 5: Digital Citizenship

Concept 3: Impact of Technology

Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Compare how past and present cultures used technology to improve their lives.</p>	<p>Social Studies 03-S4C4-01 Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).</p> <p>Social Studies 03-S4C4-02 Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one. in</p>	<p>Explanation: Students study technology's impacted on life and culture over time.</p> <p>Social Studies Examples:</p> <ul style="list-style-type: none"> • A lesson plan on how technology has benefitted human beings. Technology at Work

Grade 3

	<p>groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.c. Ask questions to check understanding of information presented. stay on topic. and link their comments to the remarks of others.d. Explain their own ideas and understanding in light of the discussion. <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3</p>	
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Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

	on page 26 for specific expectations.)	
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Grade 3

Strand 6: Technology Operations and Concepts

This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.

Concept 1: Understanding

Recognize, define and use technology term, processes, systems and applications.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Define and label various technical system terms.</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Explanation: Student define and label key technology terms.</p> <p>Note: Teachers can refer to the Educational Technology Glossary found on the Standards page of ADE website, to select key terms.</p>
<p>PO 2: Define and apply knowledge of various technical process terms.</p>	<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Explanation: Teachers and students use technology terms on a daily basis, in the appropriate context to develop student understanding and vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Make the Window smaller, Instead state Minimize the Window. • Double-Click the Blue , Instead state, Open your web browser.

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 3: Choose technology applications for a given activity/project.</p>	<p>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how</p>	<p>Explanation: In order to enhance learning, increase productivity and creativity students should choose the appropriate program that best matches the given activity.</p> <p>Math Examples: Students use Excel to input data and create charts. The ABC s to EXCEL Creating Pictographs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Word Processing Program: personal narratives, stories, poetry songs, lists, letters, reports, journal • Publishing Program: invitations, newspaper article, postcards, posters, greeting cards, certificate • Spreadsheet Program: data collection, comparisons, charts, graphs • Presentation Program: multimedia presentation, public speaking, slide shows • Painting Program: produce creative works, illustrating and drawing

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>key events occur).</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	
<p>PO 4: Demonstrate knowledge of ergonomics and electrical safety when using computers.</p>	<p>Science 03-S1C2-01 Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for 	<p>Explanation: Students demonstrate correct posture, position of hands and feet, proper height of keyboard, proper lifting and moving of equipment.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented. stay on topic. and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	
<p>PO 5: Identify physical risks of using digital technology.</p>	<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Explanation: Students discuss and research positive and negative influences and risks of digital technology.</p>

Grade 3

Strand 6: Technology Operations and Concepts

Concept 2: Application

Select and use applications effectively and productively.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Demonstrate speed and accuracy in use of keyboard and data entry tools with at least 5wpm and 80% accuracy.</p>	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Explanation: Students learn to use the keyboard effectively (e.g., know location and function of keys, home row).</p> <p>Examples: Students place their left hand fingers on letters a, s, d, f, and their right hand fingers on letters j, k, l, ;. Both thumbs will use the space bar when needed. The left hand stays on the left side of the keyboard while the right hand stays on the right side of the keyboard.</p> <p>Writing Examples: Students can practice correct keyboard positions through typing practice or short writing assignments. Typing Web Power Typing</p>
<p>PO 2: Compose a document</p>	<p>3.W.3</p>	<p>Explanation: Students are given a writing assignment that includes</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>that applies intermediate formatting.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>"intermediate formatting". This may include:</p> <ul style="list-style-type: none"> Paragraph settings Borders Paragraph shading Tab stops Forced page break Paragraph alignment <p>Language Arts Examples: During unit on Civil War and Reconstruction, students will write an acrostic poem and utilize a word processing program to publish their writing piece. Students will insert a picture /graphic to illustrate the poem, as well as adjust the font's type, size, and color.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
<p>PO 3: Use spreadsheets to organize and sort data.</p>	<p>Science 03-S1C1-02 Predict the results of an investigation based on observed patterns, not random guessing.</p> <p>Science 03-S1C2-03 Participate in planning and conducting investigations, and recording data.</p> <p>3.MD.3</p>	<p>Explanation: Students design a spreadsheet to organize and graph information.</p> <p>Examples: Students plan and conduct an investigation related to environmental factors that affect how a plant grows within an ecosystem. Students make predictions prior to changing variables and organize their data using a spreadsheet tool. Students then communicate their results using a bar graph and compare the final results to their initial predictions.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.6 Attend to precision.</p>	<p>Math Examples:</p> <ul style="list-style-type: none"> • Students collect data about favorite vegetables, record the data in a pictograph, and then interpret this representation. Can You Picture It?- • Students collect data based on the number of vowels in their first and last names. They then create pictographs and answer questions about the data set. Creating Pictographs • Students collect data based on the number of letters in their first and last names. They then create bar graphs and circle graphs and find the range and mode of the two data sets. Last Names Next
<p>PO 4: Define the term <u>_database_</u> and provide examples from everyday life.</p>	<p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Explanation: Students learn that computers can store and organize information to make it searchable.</p> <p>Examples: Collect information from the class on which pets they have at home. Do this</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>with the other 3rd grade classes in your school. Then input that data into a database. Then use the various functions of sorting and categorizing to demonstrate the power of databases. Example - EXCEL or FILEMAKER</p>
<p>PO 5: Plan, create, and edit multimedia presentation.</p>	<p>Social Studies 03-S1C1-03 Use primary source materials (e.g., photos, artifacts, interviews, documents, maps)</p>	<p>Explanation: Students use a research project as a basis for developing and presenting a report using a multimedia software program (such as PowerPoint).</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p> <p>3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Examples: Study people and events from the past and create a multimedia presentation as the final product.</p>
<p>PO 6: Identify components and modules on a web page.</p>	<p>Science 03-S2C2-01 Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Explanation: Students identify components and features of a web page: Address Bar Hyperlinks Favorite(s) Web Search Back Button Resize a window Scroll a Web page Print a Web page Refresh the Page</p>
<p>PO 7: Demonstrate</p>	<p>Social Studies 03-S3C4-03</p>	<p>Explanation: Students practice safe and correct security procedures (e.g.,</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>appropriate use of log-in procedures and network printing.</p>	<p>Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <p>3.SL.6 Speak in complete sentences when</p>	<p>protect username and password) and follow school and classroom guidelines and policies regarding login and logout procedures.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	

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Grade 3

Strand 6: Technology Operations and Concepts

Concept 3: Troubleshoot Systems and Processes

Define problems and investigates solutions in systems and processes.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Identify and apply successful troubleshooting strategies for minor hardware and software issues/problems.</p>	<p>Science 03-S1C1-01 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.</p> <p>Science 03-S1C1-02 Observe, ask questions, and make predictions.</p> <p>Science 03-S1C3-02 Construct reasonable interpretations of the collected data based on formulated questions.</p> <p>Science 03-S1C3-03 Compare the results of the investigation to predictions made prior to the investigation.</p> <p>Science 03-S1C3-04 Generate questions for possible future investigations based on the conclusions of the investigation.</p>	<p>Explanation: Under the supervision of an adult, students can troubleshoot issues pertaining to technology (e.g., loose Ethernet and power cords, mouse and keyboard connectivity issues, incorrect/faulty batteries).</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Science 03-S2C2-01 Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.</p> <p>Science 03-S2C2-02 Explain why a system may not work if a component is defective or missing.</p> <p>Science 03-S2C2-05 Understand how science is a process for generating knowledge.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	

Grade 3

Strand 6: Technology Operations and Concepts

Concept 4: Transfer of Knowledge

Transfer current knowledge to learning of new technologies

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Transfer understanding of current input/output devices and symbols and icons to learning new technologies.</p>	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1_3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1_3 up to and including grade 3 on page 29.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.8</p>	<p>Explanation: Students will demonstrate the proper use of keyboard, mouse, and printer along with desktop, web browser, and program icons.</p> <p>Examples: Help, print, save</p> <p>Word processing Tools: Powerpoint presentation Graphic Organizer</p>

Arizona Educational Technology Standard Articulated by Grade Level

Grade 3

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	

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