

Montpelier Schools
 Third Grade
 Technology Applications and Information Tools
 Ohio Technology Content Standards 3, 4, and 5
Scope and Sequence

Key: I – Introduce, C – Continuation, M - Mastery

Standard 3

Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools

Benchmark A:

Understand computer and multimedia technology concepts and communicate using the correct terminology.

Skills	Level	Comments
Discuss the purpose of various types of computer and multimedia technology equipment using appropriate terminology.	C	
Communicate about computers and multimedia technology using correct terminology.	C	

Benchmark B:

Use appropriate tools and technology resources to complete tasks and solve problems.

Skills	Level	Comments
Identify and use input and output devices to operate and interact with computers and multimedia technology resources: • scanner • digital cameras	C	
Discuss networks and their use (e.g., how computers connect to: • Printers • Servers • the Internet).	I	
Identify and use a variety of software programs. • Microsoft Office • SMART Notebook • SMART Ideas • Web Browser	C	
Use technologies for particular content areas (e.g.,: • calculators for math • computerized microscopes for science • books on CD-ROM for language arts).	C	
Show how you can find answers to problems using electronic resources including the Internet.	C	
Tell a story using presentation software.	C	
Touch-type letters on the keyboard with both hands (e.g., begin to learn how to type/keyboard, use continuous keystrokes).	I	

Benchmark C: Use productivity tools to produce creative works and prepare publications.		
Skills	Level	Comments
Use and demonstrate how productivity tools support personal productivity - word processing application can be used to create a letter, - spreadsheet application can be used to perform calculations - a database program can be used to compile and analyze data - presentation software can be used to share results	I	
Use and demonstrate how peripherals support personal productivity - digital cameras are used to create images - scanners are used to create digital images - printers are output devices that allow us to make copies of what is created using technology - storage devices make it possible to store large amounts of information	I	
Identify/recognize technology resources for communication, collaboration, presentation and illustration of thoughts and ideas - e-mail - graphic organizers - video cameras - handheld devices	I	

Standard 4

Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information, and enhance learning.

Benchmark A: Identify the concepts and operations of communication systems.		
Skills	Level	Comments
Include the elements of design such as contrast, size and arrangement of student-created projects in print and electronic media	I	
Discuss the costs and connectivity of simple communication systems - e-mail - telephones - Internet services	I	

Benchmark B: Develop, publish and present information in print and digital formats.		
Skills	Level	Comments
Use graphic organizers to sequence and organize information and projects.	I	
Incorporate the use of a digital image into a document - clipart - picture from digital camera - scanned images	I	
Use software to publish information in printed form (e.g., card, calendar, banner). Microsoft Publisher	I	

Benchmark B: Develop, publish and present information in print and digital formats.		
Skills	Level	Comments
Use graphics and text within a slide show (e.g., create a presentation about Ohio's state bird, symbol or flag, as a presentation using pictures). - SMART Notebook - PowerPoint	C	
Send and receive e-mail.	I	

Benchmark C: Use technology communications to participate in online group collaborative interactive projects and activities.		
Skills	Level	Comments
Compose, send and reply to e-mail messages with teacher direction.	C	
Engage in online learning (e.g., Web activities, virtual field trips, video-conferencing).	C	

Standard 5

Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Describe types of information: facts, opinions, primary/secondary sources; and formats of information: number, text, sound, visual, multimedia; and use information for a purpose.		
Skills	Level	Comments
Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each.	I	
Recognize that information gathering is based upon a need (e.g., gather information to learn more about a topic or gather information to answer questions).	C	
Identify primary source information—firsthand information about a person, place or event and secondary source information—secondhand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects, and photographs; and secondary sources such as textbooks or biographies).	I	

Benchmark B: Use technology to find information, applying a research process to decide what information is needed, find sources, use information and check work.		
Skills	Level	Comments
Develop questions about an assigned topic and determine where the information may be found.	I	
Discuss search words: author, title, subject or topic.	I	
Search for information in an online library catalog, electronic encyclopedia or teacher-selected list of Web sites.	C	
Select, record and use needed information to answer a question or complete a project.	I	
Explain how to find copyright information on a resource (e.g., date of publication, copyright notice, statement of ownership).	I	
Give credit to the sources used for work by listing the author, the name of the source and the copyright date.	C	
Explain how information was selected.	C	

Benchmark C: Use the Internet to find, use and evaluate information.		
Skills	Level	Comments
Label Internet browser elements and explain their function • toolbar and buttons • favorites/bookmarks • history	C	
Type a simple search term in a teacher or librarian selected search engine to find general information (e.g., “weather”).	C	
Review the home page of a teacher or librarian selected Web site.	C	
Read the list of results retrieved from a simple search performed in a search engine and select one of the search results and review the information it provides.	I	

Benchmark D: Identify, access and use electronic resources from both free and fee-based Internet sources.		
Skills	Level	Comments
Use appropriate access code (username, password) to gain access to online resource (e.g., district network resources, subscription databases and resources that can be accessed remotely—outside the school and/or from home).	I	
Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet.	I	