

GRADE LEVEL: Third Grade

SUBJECT: Library and Computer Science

DATE: 2018-2019

MONTH/GRADING PERIOD: Quarter 1

MASTER COPY 5-18-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> • Device Components • Keyboarding 	<p>3-5.CD.1 Demonstrate proficiency with keyboards and other input and output devices.</p>	<ul style="list-style-type: none"> • Identify the parts of a computer. • Turn on, log on, and log off computer independently. • Demonstrate how to use a mouse. • Identify and use the home row. • Use a keyboarding program such as Type to Learn. 	<ul style="list-style-type: none"> • Teacher observation • Verbal identification • Parts of a Computer assessment • Keyboarding program pre-test <ul style="list-style-type: none"> – Type to Learn pretest 	<ul style="list-style-type: none"> • Accuracy • Arrow • Assessments • Click • Control Alt Delete • CPU • Final challenge • Goal • Headphones • Home row • Keyboard • Launch • Left mouse button • Lesson • Log in • Log in screen • Log off • Main menu • Monitor • Mouse • Options • Right mouse click • Password • Posture • Shut down • Start button • Username • WPM-words per minute 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> Computers in Daily Life 	3-5.CD.2 Understand the pervasiveness of computers and computing in daily life.	<ul style="list-style-type: none"> Identify types of technology. Identify technology used in daily life. 	<ul style="list-style-type: none"> Brainstormed list Teacher observation 	<ul style="list-style-type: none"> Computing Desktop computer Device Epson Board Hardware IPad Laptop Software Technology 	ADDITIONAL
<ul style="list-style-type: none"> Troubleshooting Hardware and Software 	3-5.CD.3 Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	<ul style="list-style-type: none"> Identify common hardware issues. Identify common software issues. Troubleshoot common hardware and software issues as needed. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Hardware Software Pop-up Error message Download Default browser 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PROGRAMS AND ALGORITHMS (PA)					
<ul style="list-style-type: none"> Technology Resources 	3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning and individual/collaborative writing, communication, and publishing activities.	<ul style="list-style-type: none"> Access information and web tools using the school web page. Locate information on a website. Scroll down to read information on a webpage. 	<ul style="list-style-type: none"> Teacher observation Website Response Sheet <ul style="list-style-type: none"> Wonderopolis website 	<ul style="list-style-type: none"> Address Address bar Browser Chrome Cursor Drop box Firefox Home page Internet Link Refresh Search bar Search Engine Select Symbaloo Scroll bar Task bar Tool bar Website Web address 	CRITICAL
ENGLISH/ LANGUAGE ARTS					
WRITING					
The Research Process: Finding, Assessing, Synthesizing, Reporting Information <ul style="list-style-type: none"> Short Research 	3.W.5 Conduct short research on a topic.	<ul style="list-style-type: none"> Locate a website on the homepage appropriate for the research topic. Read and locate information on website to answer a question. 	<ul style="list-style-type: none"> Short answer <ul style="list-style-type: none"> Research Question of the Month 	<ul style="list-style-type: none"> Research Researcher Source 	IMPORTANT

GRADE LEVEL: Third Grade

SUBJECT: Library and Computer Science

DATE: 2018-2019

MONTH/GRADING PERIOD: Quarter 2

MASTER COPY 5-18-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
DATA AND INFORMATION					
<ul style="list-style-type: none"> Algorithmic Problem Solving 	3-5.DI.1 Understand and use the basic steps in algorithmic problem solving (e.g. problem statement and exploration, examination of sample instances, design, implementation, and testing.)	<ul style="list-style-type: none"> Create a basic algorithm using a single command. Convert movements into symbolic instructions. Explore and articulate the results of various instructions or commands on a computer coding program. 	<ul style="list-style-type: none"> Coding activities <ul style="list-style-type: none"> – Move it Move it 	<ul style="list-style-type: none"> Arrange Blocks Blockly Coding Computer science Drag Drop Image Program Work space 	IMPORTANT
<ul style="list-style-type: none"> Algorithms 	3-5.DI.2 Develop a simple understanding of an algorithm (e.g., search sequence of events, or sorting) using computer-free exercises.	<ul style="list-style-type: none"> Demonstrate how one can use algorithms to describe things people do every day. 	<ul style="list-style-type: none"> Algorithm assessment worksheet 	<ul style="list-style-type: none"> Algorithm Order Sequence Steps 	IMPORTANT
<ul style="list-style-type: none"> Alphanumeric Information 	3-5.DI.3 Demonstrate how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.	<ul style="list-style-type: none"> Describe how computers store information. Encode letters into binary. 	<ul style="list-style-type: none"> Binary worksheet 	<ul style="list-style-type: none"> Binary Binary alphabet Bit 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
DATA AND INFORMATION					
<ul style="list-style-type: none"> • Simulations • Problem Solving 	3-5.DI.4 Describe how a simulation can be used to solve a problem.	<ul style="list-style-type: none"> • Use a computer program to solve a problem. 	<ul style="list-style-type: none"> • Online activity <ul style="list-style-type: none"> – Spelling Bee Code.org • Teacher observation 	<ul style="list-style-type: none"> • Simulation • North • South • East • West 	ADDITIONAL
<ul style="list-style-type: none"> • Computer Science Fields 	3.5.DI.5 -Understand the connections between computer science and other fields.	<ul style="list-style-type: none"> • Understand what computer science is. • Identify fields that use computer science. • Give examples of how computer science is used in other fields. 	<ul style="list-style-type: none"> • Brainstormed list • Class discussion 	<ul style="list-style-type: none"> • Computer science • Fields • Occupations 	ADDITIONAL
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> • Keyboarding 	3-5.CD.1: Demonstrate proficiency with keyboards and other input and output devices.	<ul style="list-style-type: none"> • Use a keyboarding program such as Type to Learn to increase proficiency and key identification. • Use correct fingering, posture, and hand position with keys in the home row. • Identify the location and function of the caps lock, shift, control, arrow keys, and number pad. 	<ul style="list-style-type: none"> • Teacher observation • Completion of 2 keyboarding lessons <ul style="list-style-type: none"> – Type to Learn 	<ul style="list-style-type: none"> • Arrows • Backspace • Caps lock • Control • Delete • Enter • Number pad • Shift • Spacebar 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> • Troubleshooting Hardware and Software 	3-5.CD.3 Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	<ul style="list-style-type: none"> • Troubleshoot common hardware and software problems as needed. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion 	<ul style="list-style-type: none"> • Allow and remember • Bug • Restart • Plug-in 	CRITICAL
<ul style="list-style-type: none"> • Artificial Intelligence 	3-5.CD.4 Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).	<ul style="list-style-type: none"> • Recognize that computers model intelligent behavior. • Provide examples of how computers model intelligent behavior. • Demonstrate how a computer/robot follows a given command or instruction. 	<ul style="list-style-type: none"> • Robot activity • Teacher observation • Class discussion 	<ul style="list-style-type: none"> • Artificial intelligence • Command 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PROGRAMS AND ALGORITHMS (PA)					
<ul style="list-style-type: none"> Technology Resources 	<p>3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning and individual/collaborative writing, communication, and publishing activities.</p>	<ul style="list-style-type: none"> Access and use Reading Counts. Determine and articulate their progress and performance in Reading Counts. Access and use online calculator. Input data into online calculator to determine a sum. 	<ul style="list-style-type: none"> Teacher observation Reading Counts quizzes Addition Worksheet 	<ul style="list-style-type: none"> Progress Report Number lock key 	CRITICAL
<ul style="list-style-type: none"> Block-based Visual Programming Language 	<p>3-5.PA.3 Implement problem solutions using a block-based visual programming language.</p>	<ul style="list-style-type: none"> Implement problem solutions using a block-based visual programming language through a Blockly based coding games. Play coding games to solve problems. Use block-based visual programming language to solve problems. 	<ul style="list-style-type: none"> Coding games activity – Hour of Code Teacher observation 	<ul style="list-style-type: none"> Block-based programming language Blockly Run program Command 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
NETWORKING AND COMMUNICATION					
<ul style="list-style-type: none"> • Productivity Tools • Publishing Tools 	<p>3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.</p>	<ul style="list-style-type: none"> • Use Microsoft Word for individual publishing activities. • Create a new document in Microsoft Word. • Add type and adjust font using in Microsoft Word. • Save a document in Microsoft Word. • Access a previously saved document in Microsoft Word. 	<ul style="list-style-type: none"> • Teacher observation • Microsoft Word Activity 	<ul style="list-style-type: none"> • Word processing • Microsoft Word • Font • Font size • Save as • File name • Folder • Drive 	CRITICAL
IMPACT AND CULTURE					
<ul style="list-style-type: none"> • Digital Citizenship 	<p>3-5.IC.1 Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.</p>	<ul style="list-style-type: none"> • Discuss basic issues related to being a digital citizen such as being safe, responsible and respectful online. • Identify websites that would and would not be safe to visit. • Describe the Rings of Responsibility. • Provide examples of what information to share and not share on a social network or online community. 	<ul style="list-style-type: none"> • Rings of Responsibilities worksheet • Private and Personal worksheet • Staying Safe Online worksheet • Class discussion • Digital Citizenship Unit Online Assessment 	<ul style="list-style-type: none"> • Digital citizen • Responsibilities • Online community • Social network • Online safety • Digital trail • Digital footprint • Private information • Personal information 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ENGLISH/ LANGUAGE ARTS					
WRITING					
THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, REPORTING INFORMATION <ul style="list-style-type: none"> • Short Research 	3.W.5 Conduct short research on a topic.	<ul style="list-style-type: none"> • Locate information on a short research topic. • Scan and read information to answer questions on a specific research topic. 	<ul style="list-style-type: none"> • Research Question of the Month 	<ul style="list-style-type: none"> • Research • Researcher • Source 	ADDITIONAL

GRADE LEVEL: Third Grade

SUBJECT: Library & Computer Science

DATE: 2018-2019

MONTH/GRADING PERIOD: Quarter 3

MASTER COPY 5-18-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> Keyboarding 	3-5.CD.1: Demonstrate proficiency with keyboards and other input and output devices.	<ul style="list-style-type: none"> Use a keyboarding program such as Type to Learn to increase proficiency, speed, and smooth typing cadence. Use correct fingering to work on left hand and right hand coordination. 	<ul style="list-style-type: none"> Teacher observation Completion of 2 keyboarding lessons <ul style="list-style-type: none"> Type to Learn 	<ul style="list-style-type: none"> Accuracy Cadence Caps lock Enter Shift key Speed WPM-words per minute 	CRITICAL
<ul style="list-style-type: none"> Troubleshooting Hardware and Software 	3-5.CD.3 Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	<ul style="list-style-type: none"> Troubleshoot common hardware and software problems as needed. 	<ul style="list-style-type: none"> Teacher observation Class discussion Troubleshooting PowerPoint discussion 	<ul style="list-style-type: none"> Default Icon Maximize Minimize Task bar Toolbox 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PROGRAMS AND ALGORITHMS (PA)					
<ul style="list-style-type: none"> Technology Resources 	<p>3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning and individual/collaborative writing, communication, and publishing activities.</p>	<ul style="list-style-type: none"> Access and use websites to complete a web quest. Access and use online library catalog (Destiny) to locate books of interest via keyword, title, author, series, and subject search. 	<ul style="list-style-type: none"> Teacher observation Web quest activity and worksheet Destiny library search worksheet 	<ul style="list-style-type: none"> Author search Copies Copies available Destiny Details box Find Keyword Keyword search Online library catalog Record Search Search box Series search Subject search Title search Web quest 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
NETWORKING AND COMMUNICATION					
<ul style="list-style-type: none"> • Productivity Tools • Publishing Tools 	<p>3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.</p>	<ul style="list-style-type: none"> • Access and use PowerPoint in a group to create a slide presentation with 5-7 slides. • Insert clip art into a PowerPoint presentation. • Adjust the layout, titles and text of a slide to communicate information effectively. • Create transitions between slides in PowerPoint presentation. • Present PowerPoint presentation to class. 	<ul style="list-style-type: none"> • Teacher observation • PowerPoint presentation • PowerPoint Grading Rubric 	<ul style="list-style-type: none"> • Clip art • Content • Effect • Fade • Layout • PowerPoint • Push • Random bars • Reveal • Section • Slide • Slide show • Split • Subtitle • Text • Title • Transition • Wipe 	CRITICAL
IMPACT AND CULTURE					
<ul style="list-style-type: none"> • Cyber Bullying 	<p>3-5.IC.2 Identify the impact of technology (e.g, social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.</p>	<ul style="list-style-type: none"> • Define cyber bullying and describe its consequences. 	<ul style="list-style-type: none"> • Brainstormed list • Class discussion 	<ul style="list-style-type: none"> • Cyber bullying 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
IMPACT AND CULTURE					
<ul style="list-style-type: none"> Ethical Issues Copyright Intellectual Property 	3-5.IC.4 Understand ethical issues that relate to computers and networks (e.g equity of access, security, privacy, copyright, and intellectual property).	<ul style="list-style-type: none"> Define plagiarism and describe its consequences. Explain how giving credit is a sign of respect for people's work. Complete a citation for information collected on the internet for the PowerPoint Information Worksheet. 	<ul style="list-style-type: none"> Whose Is it Anyway? Worksheet Citation on PowerPoint Information Worksheet 	<ul style="list-style-type: none"> Citation Copyright Intellectual Property Plagiarism Source 	ADDITIONAL
ENGLISH/ LANGUAGE ARTS					
WRITING					
THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, REPORTING INFORMATION <ul style="list-style-type: none"> Short Research 	3.W.5 Conduct short research on a topic.	<ul style="list-style-type: none"> Locate information on a short research topic. Scan and read information to answer questions on a specific research topic. Paraphrase research information into a PowerPoint presentation. 	<ul style="list-style-type: none"> Research Question of the Month PowerPoint Information Worksheet 	<ul style="list-style-type: none"> Research Researcher Source 	ADDITIONAL

GRADE LEVEL: Third Grade

SUBJECT: Library and Computer Science

DATE: 2018-2019

MONTH/GRADING PERIOD: Quarter 4

MASTER COPY 5-18-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
COMPUTING DEVICES AND SYSTEMS (CD)					
<ul style="list-style-type: none"> Keyboarding 	3-5.CD.1: Demonstrate proficiency with keyboards and other input and output devices.	<ul style="list-style-type: none"> Use a keyboarding program, such as Type to Learn, to increase proficiency, accuracy, speed, and smooth typing cadence. Use correct fingering for home row and space bar. 	<ul style="list-style-type: none"> Teacher observation Keyboarding assessment rubric Completion of 2 keyboarding lessons <ul style="list-style-type: none"> Type to Learn 	<ul style="list-style-type: none"> WPM-Words per minute Accuracy Technique 	CRITICAL
<ul style="list-style-type: none"> Troubleshooting Hardware and Software 	3-5.CD.3 Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	<ul style="list-style-type: none"> Troubleshoot common hardware and software problems as needed. 	<ul style="list-style-type: none"> Teacher observation Class discussion Troubleshooting PowerPoint discussion 	<ul style="list-style-type: none"> Crashing Freezing Reboot USB Blue screen 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PROGRAMS AND ALGORITHMS (PA)					
<ul style="list-style-type: none"> Technology Resources 	3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning and individual/collaborative writing, communication, and publishing activities.	<ul style="list-style-type: none"> Describe how a webcam allows you to view a live feed and visit places virtually. Access and use websites to complete a virtual fieldtrip to view a web cam and complete a virtual tour. 	<ul style="list-style-type: none"> Teacher observation Class discussion Virtual field trip activity and worksheet 	<ul style="list-style-type: none"> Virtual Web cam Navigate 	CRITICAL
<ul style="list-style-type: none"> Digital Tools 	3-5.PA.2 Use digital tools to gather, manipulate, and modify data for use by a program.	<ul style="list-style-type: none"> Standard addressed in grades 4-5. 			

NETWORKING AND COMMUNICATION (NC)					
<ul style="list-style-type: none"> • Online resources 	<p>3-5.NC.1 Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions to products.</p>	<ul style="list-style-type: none"> • Standard addressed in grades 4-5. 			
<ul style="list-style-type: none"> • Productivity Tools 	<p>3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.</p>	<ul style="list-style-type: none"> • Access, enter data, and use Excel to complete a graph. • Identify various components of an Excel sheet. 	<ul style="list-style-type: none"> • Teacher observation • Excel graphing activity 	<ul style="list-style-type: none"> • Cell • Chart • Columns • Excel • Graph • Pixel • Row • Sheet • Spreadsheet • Workbook 	CRITICAL
IMPACT AND CULTURE (IC)					
<ul style="list-style-type: none"> • Media Literacy 	<p>3-5.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.</p>	<ul style="list-style-type: none"> • Define media literacy. Recognize and develop critical thinking about media and electronic information sources. 	<ul style="list-style-type: none"> • Class discussion • Fact and opinion activity <p>Media literacy activity</p>	<ul style="list-style-type: none"> • Biases • Fact • Media • Media literacy • Opinion • Purpose 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ENGLISH/ LANGUAGE ARTS					
READING: NONFICTION					
SYNTHESIS AND CONNECTION OF IDEAS <ul style="list-style-type: none"> • Fact • Opinion 	3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points of text.	<ul style="list-style-type: none"> • Recognize and identify facts and opinions in texts. 	<ul style="list-style-type: none"> • Fact and Opinion Activity 	<ul style="list-style-type: none"> • Fact • Opinion 	ADDITIONAL
MEDIA LITERACY					
<ul style="list-style-type: none"> • Media Literacy 	3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<ul style="list-style-type: none"> • Recognize that media is a part of culture. • Identify types of media and the purposes of media. • Develop understanding that people use individual skills, beliefs and experiences to construct their own meanings from media messages. • Develop media literacy skills to become a more informed, reflective and engaged participant in society. 	<ul style="list-style-type: none"> • Class discussion • Brainstormed list • Fact and opinion activity Media literacy activity	<ul style="list-style-type: none"> • Authors purpose • Billboard • Entertain • Formal • Inform • Informal • Magazines • Media • Media literacy • Newspapers • Information • Media • Persuade • Persuasion • Purpose • Radio • Social media • Television 	ADDITIONAL