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| **Subject:** | **Technology Education** | **Grade:** | **3-5** |

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
	1. Apply existing knowledge to generate new ideas, products, or processes
	2. Create original works as a means of personal or group expression
	3. Use models and simulations to explore complex systems and issues
	4. Identify trends and forecast possibilities
2. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
4. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
5. Develop cultural understanding and global awareness by engaging with learners of other cultures
6. Contribute to project teams to produce original works or solve problems
7. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
8. Plan strategies to guide inquiry
9. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
10. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
11. Process data and report results
12. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
	1. Identify and define authentic problems and significant questions for investigation
	2. Plan and manage activities to develop a solution or complete a project
	3. Collect and analyze data to identify solutions and/or make informed decisions
	4. Use multiple processes and diverse perspectives to explore alternative solutions
13. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
	1. Advocate and practice safe, legal, and responsible use of information and technology
	2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
	3. Demonstrate personal responsibility for lifelong learning
	4. Exhibit leadership for digital citizenship

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| **The following *experiences/activities* are from the NETS•S and are *experiences/activities* students may have with technology and digital resources during Grades 3-5 (Ages 8-11). Input the numbers corresponding to the standards shown on the first page.** | **List lessons, units, skills, and/or projects that are used with the experiences/activities in the first column.** | **Provide a description of the experiences/activities in the second column and the resources utilized.** |
| Internet safety **(3-5)** | Cyberbullying, netiquette, online safety, conversation and completed work **3, 4, 5** | * Discussions and creation on importance of staying safe and how to act. **Internet access, MW, internet activities**
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| Keyboarding **(3-5)** | Homerow, work towards mastery **1, 2 ,6** | * Students continue work towards mastery using homerow typing skills **FreeTypingGame, BBC Typing, MW, all software programs**
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| **Excel (3-5)** | Equations/formulas, graphs, table setup, data collection, representation, uses, logging keyboard times and errors **1, 2, 3, 4, 6** | * Students explore deeper in Excel, write formulas, create tables, collect and analyze data. Create multiple display charts. **MXLS**
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| Intermediate Publisher **(4)** | How to lineup work, aesthetics, brochures, cards, other presentation methods, compare and contrast **1, 2, 3, 6** | * Students explore other presentation methods, compare and contrast programs to one other, chose correct program for use. **MPUB.**
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| Advanced formatting **(4-5)** | Mainly Word documents, columns, excel, notes, uses, uses of breaks, creation, aesthetics **2**  | * Page manipulation, uses, document creation **MW, MPUB, MPPT**
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| Columns and layouts **(4-5)** | Formatting columns, rows, accounting tables **1** | * Presentation and writing methods, display data **MXLS**
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| Coding**- (4-5)** | Intro. to coding through drag drop, problem solving, and text manipulation **1, 3, 4, 5, 6** | * 4th grade- drag and drop code, 5th grade- text manipulation of code. How to perform tasks using programming language **Code.org, Kahn Academy, Notepad**
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| Research **(5)** | Validity, website differences, read for detail **2, 3, 5** | * Where to find accurate research, validity, bias, .com, .org, other top level domains, footnotes
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| Citation **(5)** | How to properly cite within a paper, why to cite **2, 3, 5** | * How to cite within text, importance of text citation **MW, Purdue OWL, bibme.org**
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| Works Cited **(5)** | Online and program specific **2, 3, 5** | * Creating proper documentation of research, multiple ways to create.  **MW, Purdue OWL, bibme.org**
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