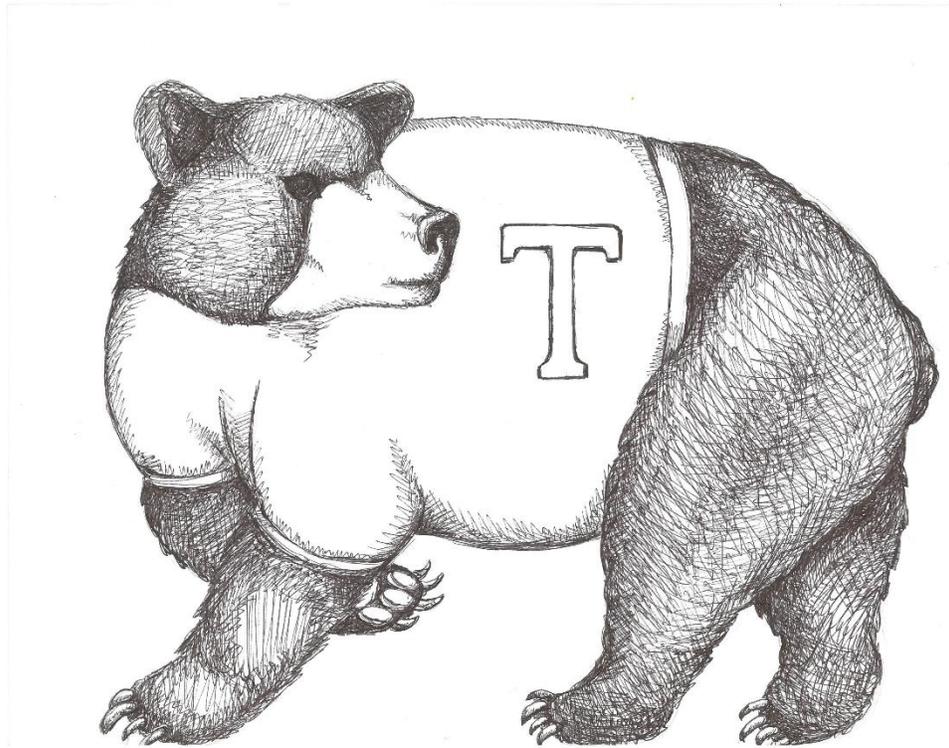


# **Thomaston Public Schools**

**158 Main Street**

**Thomaston, Connecticut 06787**

**www.thomastonschools.org – 860-283-4796**



**Thomaston Public Schools Curriculum**

**Black Rock School**

**Grade(s): Third - Technology 2015**

**A Nurturing Community Where Children Are Primary**

# Acknowledgements

Curriculum Writer(s): Allison Ghiglia and Holly Hernandez

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Thomaston students.

*Alisha DiCorpo*  
Alisha L. DiCorpo  
Director of Curriculum and Professional Development

**Date of Presentation to the Board of Education: August 2015**

**Technology Curriculum Grade 3**

**Grade Three: Technology**

## Board of Education Mission Statement:

IN A PARTNERSHIP OF FAMILY, SCHOOL AND COMMUNITY, OUR MISSION IS TO EDUCATE, CHALLENGE AND INSPIRE EACH INDIVIDUAL TO EXCEL AND BECOME A CONTRIBUTING MEMBER OF SOCIETY.

**Departmental Philosophy:** The Thomaston Public School District Technology Curriculum is designed to promote technological and information literacy utilizing the 21st Century Skills of critical thinking, problem solving, collaboration, leadership, adaptability, entrepreneurialism effective oral and written communication, accessing and analyzing information, curiosity and imagination. These skills will enable our students to compete in an ethical and responsible manner in our ever-changing global economy. Our curriculum seeks to promote academic success by embedding technology tools and applications into the teaching and learning process.

All students will develop technology skills in a wide-range of contexts while simultaneously strengthening understanding of essential academic knowledge and skills. This real-world approach allows classroom teachers to enhance the learning process, enrich the academic experience, and provide students with the skills necessary to succeed in life. Students are active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world. They will become resourceful learners, utilizing information, media, and technology literacy and will become responsible citizens demonstrating the characteristics of pride, leadership, confidence, respect, motivation and flexibility.

**Course Description:** Third grade students will be introduced to keyboarding and publishing a final product. In Third Grade, students must publish a product using a word processing program. This can be any type of writing assignment done in the classroom. It does not need to be a large research project.

## Technology Unit -

### Rigorous Curriculum Design Template

#### Unit : One/Digital Citizenship

**Subject:** Technology

**Grade/Course:** Grade 3

**Pacing:** 4 weeks

**Unit of Study:** Digital Citizenship

**Priority Standards:** Students practice responsible, legal, safe and ethical use of information resources and technology.

**Unit Overview:** Students will show understanding of what it means to be a responsible digital citizen, including the meaning and consequences of cyberbullying.

#### "Unwrapped" Standards

Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
responsible, legal, safe and ethical use of information resources and technology	practice (DOK 1)

#### Essential Understandings

Demonstrate proper care of materials and equipment.

- Follow classroom rules for responsible use of computers and other technologies.

Identify and practice appropriate and safe behaviors online.

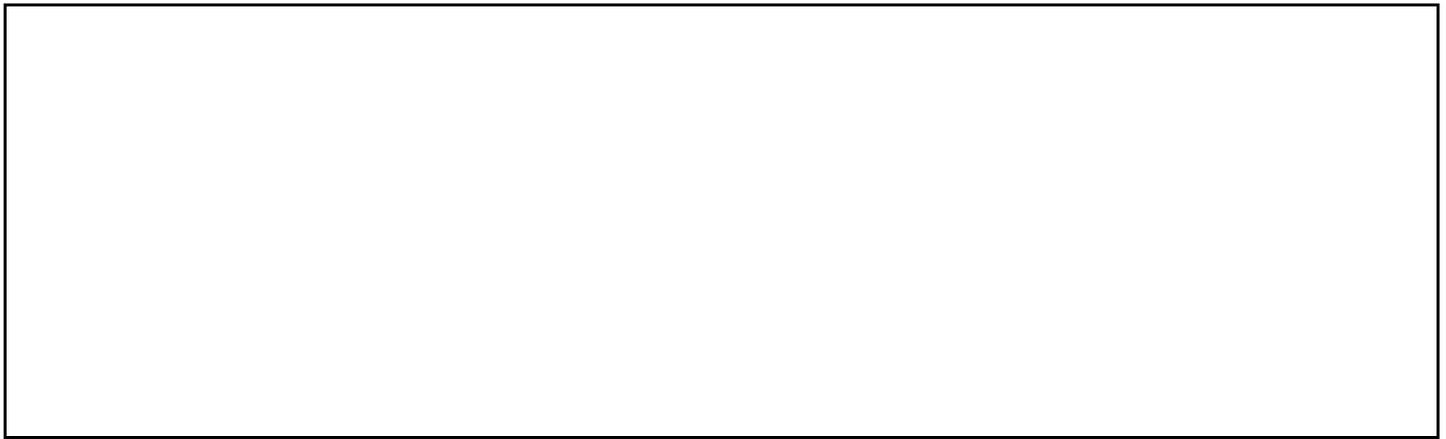
- Discuss the importance of following the rules for Internet use.
- Follow the school's rules for using computers and the internet.
- Explain and discuss the importance of a password.
- Explain what it means to be an Internet citizen

Compare the internet to a physical community, highlighting the rules and responsibilities as citizens:

- Identify and describe strategies dealing with cyber-bullying.
- Define and recognize cyber-bullying.
- List tips for prevention of cyber-bullying.
- Define and list rules of etiquette.

Identify an individual's rights and responsibilities with respect to media.

- Understand and discuss an individual's rights of ownership to any created work and copyright policies.
- Explain the importance of giving credit to the author or creator of any created work.



Essential Questions	Big ideas
Why do we need to be responsible when using technology?	There are rights and responsibilities associated with the use of information. We need to follow rules to be safe.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<a href="https://assessments.commonsensemedia.org/">https://assessments.commonsensemedia.org/</a>  *Immediate feedback will be provided to the instructor	<b>Teacher will ask students to discuss what should be done about cyberbullying</b>	<a href="https://assessments.commonsensemedia.org/">https://assessments.commonsensemedia.org/</a>  *Immediate feedback will be provided to the instructor

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<b>Performance Task</b>
<b>To be completed at a later date</b>
<b>Engaging Learning Experiences</b>

<b>Instructional Strategies</b>	<b>Meeting the Needs of All Students</b>
<p style="text-align: center;"><u><b>21st Century Skills</b></u></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving</li> <li>● Collaboration and leadership</li> <li>● Agility and adaptability</li> <li>● Initiative and entrepreneurialism</li> <li>● Effective oral and written communication</li> <li>● Accessing and analyzing information</li> <li>● Curiosity and imagination</li> </ul> <p><u><b>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</b></u></p> <p><b>1. Identifying Similarities and Differences:</b> helps students understand more complex problems by analyzing them in a simpler way</p> <p><b>2. Summarizing and Note-taking:</b> promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p><b>3. Reinforcing Effort and Providing Recognition:</b> showing the connection between effort and</p>	<p>Differentiate:</p> <ul style="list-style-type: none"> <li>● Content</li> <li>● Process</li> <li>● Product</li> </ul> <p>Based on Student:</p> <ul style="list-style-type: none"> <li>● Readiness</li> <li>● Interests</li> <li>● Learning Profile</li> </ul> <p>Through:</p> <ul style="list-style-type: none"> <li>● Multiple Intelligences</li> <li>● Jigsaw</li> <li>● Graphic Organizers</li> <li>● Supplementary materials</li> <li>● Small group instruction</li> <li>● Varied questioning strategies</li> <li>● Co-teaching</li> <li>● Additional time</li> <li>● Reteaching</li> <li>● Manipulatives</li> <li>● Mentor/tutor</li> <li>● Pre-teaching</li> <li>● Use of visuals and realia</li> <li>● Build on prior knowledge</li> </ul>

achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

**4. Homework and Practice:** provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

**5. Nonlinguistic Representations:** has recently been proven to stimulate and increase brain activity.

**6. Cooperative Learning:** has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

**7. Setting Objectives and Providing Feedback:** provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

**8. Generating and Testing Hypotheses:** it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

**9. Cues, Questions, and Advanced Organizers:** helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

**New Vocabulary**

**Students Achieving Below Standard**

**Students Achieving Above Standard**

legal  
ethical  
cyberbullying

The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.

**Provide Multiple Means of Representation**

- Guide students as they select and practice using their own graphic organizers and models to solve.
- Use direct instruction for vocabulary with visual or concrete representations.
- Use explicit directions with steps and procedures enumerated.
- Guide students through initial practice promoting gradual independence. "I do, we do, you do."
- Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.
- Scaffold complex concepts and provide leveled problems for multiple entry points.

**Provide Multiple Means of Action and Expression**

- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'

The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not

	<ul style="list-style-type: none"> <li>● Encourage students to explain their thinking and strategy for the solution.</li> <li>● Choose tasks that are “just right” for learners but teach the same concepts.</li> </ul> <p><b><u>Provide Multiple Means of Engagement</u></b></p> <ul style="list-style-type: none"> <li>● Clearly model steps, procedures, and questions to ask when solving.</li> <li>● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).</li> <li>● Have students work together and then check their solutions.</li> <li>● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?</li> <li>● Practice routine to ensure smooth transitions.</li> <li>● Set goals with the students regarding next steps and what to focus on next.</li> </ul>	neglect their need for guidance and support.
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<b>Instructional Resources</b>
<p>Tips for internet safety (appendix)            Proper care of materials and equipment/following rules for responsible use of computer and other technology devices in student friendly language (appendix)  <u>iSafe Internet Safety Activities</u> by iSafe  <u>Cyber-Safe Kids</u> by Nancy Willard</p>

Type to Learn

Typing Agent

<http://www.kidsmart.org.uk/teachers/lessonplans.aspx>

[www.kto8.com](http://www.kto8.com)

\*Sample lesson is provided in the appendix

## Technology Unit -

### Rigorous Curriculum Design Template

#### Unit : Two/ Technology Operations and Concepts

**Subject:** Technology

**Grade/Course:** Grade Three

**Pacing:** 6 weeks with 1 week buffer

**Unit of Study:** Technology Operations and Concepts

**Priority Standards:** Students demonstrate a sound understanding of technology concepts, systems, and operations and use computers and other technologies for productivity, problem solving and learning across all content areas.

**Unit Overview:** Students will demonstrate an understanding of available technology and be able to use them successfully as independent learners.

#### "Unwrapped" Standards

"Unwrapped" Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)

<p>A sound understanding of technology concepts, and operations.</p> <p>Computers and other technologies for productivity, problem solving and learning across all content areas.</p>	<p>demonstrate (DOK 2)</p> <p>use (DOK 2)</p>
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### Essential Understandings

Demonstrate using computers and applications such as:

- Turn a computer on and off.
- Log on and log off of a network.
- Access programs.
- Mouse use-point and click, drag and drop.
- Print documents with assistance.
- Open and close computer applications
- Save documents to proper location.
- Locate saved documents.
- Access software programs, input, output and storage devices with assistance.

Open and close computer applications.

Identify and define terms associated with media and technology.

- Identify and explain common icons such as symbols for folder, file and application.

Word Processing

- Use the computer as a writing and drawing tool.
- Use a word processing application to write, edit, print and save a simple assignment.

Multimedia

- Demonstrate the ability to use tools in a painting or drawing software program.
- With teacher assistance, create a simple slideshow using an age appropriate software application including drawing and text
- Identify and use multimedia terms/concepts such as storyboard, slides, and images.

Demonstrate keyboarding skills

- Identify, locate and practice and use letters and numbers as well as common keys on the keyboard such as; space bar, shift, delete, and backspace.
- Use ergonomic techniques for proper keyboarding.

Begin to demonstrate an understanding of the Internet

- Use menus and icons to visit pre-selected websites.

- Begin to understand that the Internet links computers and allows people to access information and communicate.
- Understand that the Internet links computers and allows people to access information and communicate.

Demonstrate a beginning ability to use databases and spreadsheets

- Describe how computers can organize information so that it can be searched
- Use an age appropriate program to display charts and graphs

Essential Questions	Big ideas
How does technology help us in our everyday lives?	Effective use of technology enables us to live learn and work.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<a href="http://www.kto8.com/tr/technology-assessment.php">http://www.kto8.com/tr/technology-assessment.php</a>  *Immediate feedback is provided to the instructor	Ongoing teacher observation	<a href="http://www.kto8.com/tr/technology-assessment.php">http://www.kto8.com/tr/technology-assessment.php</a>  *Immediate feedback is provided to the instructor

**Performance Task**

See appendix for complete assessment from the Vermont Department of Education:

[http://www.wnwsu.org/help/it/performance\\_tasks.pdf](http://www.wnwsu.org/help/it/performance_tasks.pdf)

**Engaging Learning Experiences**

<b>Instructional Strategies</b>	<b>Meeting the Needs of All Students</b>
<p style="text-align: center;"><b><u>21st Century Skills</u></b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving</li> <li>● Collaboration and leadership</li> <li>● Agility and adaptability</li> <li>● Initiative and entrepreneurialism</li> <li>● Effective oral and written communication</li> <li>● Accessing and analyzing information</li> <li>● Curiosity and imagination</li> </ul> <p><b><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u></b></p> <p><b>1. Identifying Similarities and Differences:</b> helps students understand more complex problems by analyzing them in a simpler way</p> <p><b>2. Summarizing and Note-taking:</b> promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p><b>3. Reinforcing Effort and Providing Recognition:</b> showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.</p> <p><b>4. Homework and Practice:</b> provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be</p>	<p>Differentiate:</p> <ul style="list-style-type: none"> <li>● Content</li> <li>● Process</li> <li>● Product</li> </ul> <p>Based on Student:</p> <ul style="list-style-type: none"> <li>● Readiness</li> <li>● Interests</li> <li>● Learning Profile</li> </ul> <p>Through:</p> <ul style="list-style-type: none"> <li>● Multiple Intelligences</li> <li>● Jigsaw</li> <li>● Graphic Organizers</li> <li>● Supplementary materials</li> <li>● Small group instruction</li> <li>● Varied questioning strategies</li> <li>● Co-teaching</li> <li>● Additional time</li> <li>● Reteaching</li> <li>● Manipulatives</li> <li>● Mentor/tutor</li> <li>● Pre-teaching</li> <li>● Use of visuals and realia</li> <li>● Build on prior knowledge</li> </ul>

<p>readily evident to the students. Additionally, feedback should be given for all homework assignments.</p> <p><b>5. Nonlinguistic Representations:</b> has recently been proven to stimulate and increase brain activity.</p> <p><b>6. Cooperative Learning:</b> has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.</p> <p><b>7. Setting Objectives and Providing Feedback:</b> provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.</p> <p><b>8. Generating and Testing Hypotheses:</b> it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.</p> <p><b>9. Cues, Questions, and Advanced Organizers:</b> helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.</p>	
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New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
<p>icon folder file application interface</p>	<p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><b><u>Provide Multiple Means of Representation</u></b></p> <ul style="list-style-type: none"> <li>● Guide students as they select and practice using their own graphic organizers and models to solve.</li> <li>● Use direct instruction for</li> </ul>	<p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in</p>

vocabulary with visual or concrete representations.

- Use explicit directions with steps and procedures enumerated.
- Guide students through initial practice promoting gradual independence. "I do, we do, you do."
- Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.
- Scaffold complex concepts and provide leveled problems for multiple entry points.

**Provide Multiple Means of Action and Expression**

- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'
- Encourage students to explain their thinking and strategy for the solution.
- Choose tasks that are "just right" for learners but teach the same concepts.

**Provide Multiple Means of Engagement**

- Clearly model steps, procedures, and questions to ask when solving.
- Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).
- Have students work together

expression and modeling solutions.

Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.

	<p>and then check their solutions.</p> <ul style="list-style-type: none"> <li>● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?</li> <li>● Practice routine to ensure smooth transitions.</li> <li>● Set goals with the students regarding next steps and what to focus on next.</li> </ul>	
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<b>Instructional Resources</b>
<p><b>Programs:</b>  Word  Tux Paint  Kidspiration  Kid Pix  Media Blender  *Other applications may also be appropriate.  Type to Learn  Typing Agent  *See Sample Lesson in Appendix</p>

### Technology Unit -

#### Rigorous Curriculum Design Template

#### Unit : Three/Research and Information Fluency

**Subject:** Technology

**Grade/Course:** Grade Three

**Pacing:** 6 weeks with 1 week buffer

**Unit of Study:** Research and Information Fluency

**Priority Standards:** Students locate, access, evaluate, synthesize and use information effectively and efficiently to conduct research, solve problems and manage projects throughout all content areas.

**Unit Overview:** Students will be able to successfully use various forms of technology to locate information in order to complete a research project.

**“Unwrapped” Standards**

<b>Concepts (What Students Need to Know)</b>	<b>Skills (What Students Need to Be Able to Do)</b>
information effectively and efficiently to conduct research, solve problems and manage projects throughout all content areas.	locate (DOK 1) access (DOK 2) evaluate (DOK 3) synthesize (DOK 4) use (DOK 2)

**Essential Understandings**

- Use a graphic organizer to identify existing knowledge and information needed and to gather notes.
- Clearly state scope and criteria of ta with teacher guidance.
- Use icons and links to visit pre-selected websites.
- Organize information using webbing.
- Summarize information with assistance.
- Use drawing/writing to record information from a story the teacher reads aloud or an electronic or print illustration.
- Use a computer to draw illustrations conveying thoughts and ideas.
- Identify and begin using age-appropriate search engines and directories.
- Evaluate the relevance of a resource based on an information need.
- Use effective techniques of oral presentation to communicate ideas and information to an audience.

**Essential Questions**

**Big ideas**

How can I use technology to learn?

I can use technology to find and use information.

**Assessments**

Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<p><b>Students will be able to find information on an important person from their social studies lessons</b></p> <p><b>see appendix for rubric</b></p>	<p><b>Students will find and share two important facts about their figure and where the information was found</b></p>	<p><b>- Students will choose an important person from their SS curriculum and complete research on their person. - Students will then write using word processing software and publish in a presentation, with pictures, video, sound and narration.</b></p>

<b>Performance Task</b>
<b>To be completed at a later date</b>
<b>Engaging Learning Experiences</b>

<b>Instructional Strategies</b>	<b>Meeting the Needs of All Students</b>
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in their own words

**3. Reinforcing Effort and Providing Recognition:**

showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

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- Use of visuals and realia
- Build on prior knowledge

**New Vocabulary**

**Students Achieving Below Standard**

**Students Achieving Above Standard**

evaluate  
synthesize  
research

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**Provide Multiple Means of Action and Expression**

- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'

The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not

	<ul style="list-style-type: none"> <li>● Encourage students to explain their thinking and strategy for the solution.</li> <li>● Choose tasks that are “just right” for learners but teach the same concepts.</li> </ul> <p><b><u>Provide Multiple Means of Engagement</u></b></p> <ul style="list-style-type: none"> <li>● Clearly model steps, procedures, and questions to ask when solving.</li> <li>● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).</li> <li>● Have students work together and then check their solutions.</li> <li>● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?</li> <li>● Practice routine to ensure smooth transitions.</li> <li>● Set goals with the students regarding next steps and what to focus on next.</li> </ul>	neglect their need for guidance and support.
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<b>Instructional Resources</b>
<p>KWL chart Graphic organizers</p> <p>Websites: Pebblego National Geographic Mobymax</p>

\*See Sample Lesson in Appendix

**Technology Unit -**

**Rigorous Curriculum Design Template**

**Unit : Four/Literature Appreciation and Independent Learning**

**Subject:** Technology

**Grade/Course:** Grade Three

**Pacing:** 7 weeks with 1 week buffer

**Unit of Study:** Literature Appreciation and Independent Learning

**Priority Standards:** Students read widely and use a variety of digital media resources for personal growth, independent learning and enjoyment

**Unit Overview:** Students will be able to find and identify various genres of literature from a computerized reading program such as Myon, Mobymax, or abcya.

**“Unwrapped” Standards**

**Concepts (What Students Need to Know)**

**Skills (What Students Need to Be Able to Do)**

<p>A variety of digital media resources for personal growth, independent learning and enjoyment.</p>	<p>Read (DOK 1) Use (DOK 2)</p>
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<p style="text-align: center;">Essential Understandings</p>
<p>Develop appreciation and self-motivation as a reader.</p> <ul style="list-style-type: none"> <li>● Participate in read-aloud, storytelling and booktalking, silent and voluntary reading experiences.</li> <li>● Demonstrate active listening skills.</li> <li>● Demonstrate self-motivation as a reader.</li> <li>● Locate and identify the parts of a book including cover, spine label, title page, author/illustrator, table of contents, glossary and index.</li> <li>● Demonstrate sense of story (e.g., beginning, middle, end, characters, details).</li> <li>● Understand the difference between an author and an illustrator.</li> <li>● Use illustrations to acquire a greater understanding of a story.</li> <li>● Differentiate between fiction and non-fiction.</li> <li>● Identify award-winning books.</li> <li>● Recognize and identify various genres of literature.</li> </ul> <p>Collaborate and share knowledge of information and literary sources.</p> <ul style="list-style-type: none"> <li>● Collaborate with others, both in person and through technologies, to share knowledge of literary sources, both print and non-print.</li> <li>● Share books by favorite authors and illustrators.</li> <li>● Compare print and non-print versions of a story and describe the differences.</li> <li>● Use drawing/writing to record information from a story the teacher reads aloud or an electronic or print illustration.</li> </ul> <p>Determine and select materials appropriate to personal abilities and interests.</p> <ul style="list-style-type: none"> <li>● Understand and use the library as an information and pleasure reading source.</li> <li>● Locate selected sources in appropriate areas of media center.</li> <li>● Select resources for personal and informational purposes.</li> <li>● Develop and communicate personal criteria for selecting resources for information needs and enjoyment.</li> </ul> <p>Ethical and Responsible Use.</p> <ul style="list-style-type: none"> <li>● Demonstrate ability to check out, return and care for library materials.</li> <li>● Give examples of works of print and non-print media that are created by and belong to an author, illustrator or publisher.</li> </ul>

<p><b>Essential Questions</b></p>	<p><b>Big ideas</b></p>
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Why do I read?	Reading is a foundational skill for learning, personal growth and enjoyment.
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<b>Assessments</b>		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<p><b>*Compare genres and describe characteristics of each</b></p> <p><b>*Distinguish between realistic, historical fiction, folktales, mystery, biography, fantasy, science fiction, etc.</b></p> <p><b>*Choose a book from a favorite genre found using digital media</b></p> <p><b>(rubric located in appendix)</b></p>	<p><b>Use red, yellow, green cards to show depth of knowledge about genre</b></p>	<p><b>*Compare genres and describe characteristics of each</b></p> <p><b>*Distinguish between realistic, historical fiction, folktales, mystery, biography, fantasy, science fiction, etc.</b></p> <p><b>*Choose a favorite genre - make a list of the books you find in this genre using digital media.</b></p>

<b>Performance Task</b>
To be completed at a later date
<b>Engaging Learning Experiences</b>

<b>Instructional Strategies</b>	<b>Meeting the Needs of All Students</b>
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### 21st Century Skills

- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

### Marzano's Nine Instructional Strategies for Effective Teaching and Learning

- 1. Identifying Similarities and Differences:** helps students understand more complex problems by analyzing them in a simpler way
- 2. Summarizing and Note-taking:** promotes comprehension because students have to analyze what is important and what is not important and put it in their own words
- 3. Reinforcing Effort and Providing Recognition:** showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
- 4. Homework and Practice:** provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.
- 5. Nonlinguistic Representations:** has recently been proven to stimulate and increase brain activity.
- 6. Cooperative Learning:** has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.
- 7. Setting Objectives and Providing Feedback:** provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too

### Differentiate:

- Content
- Process
- Product

### Based on Student:

- Readiness
- Interests
- Learning Profile

### Through:

- Multiple Intelligences
- Jigsaw
- Graphic Organizers
- Supplementary materials
- Small group instruction
- Varied questioning strategies
- Co-teaching
- Additional time
- Reteaching
- Manipulatives
- Mentor/tutor
- Pre-teaching
- Use of visuals and realia
- Build on prior knowledge

much positive feedback, however, the method in which you give that feedback should be varied.

**8. Generating and Testing Hypotheses:** it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

**9. Cues, Questions, and Advanced Organizers:** helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
digital media	<p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><b><u>Provide Multiple Means of Representation</u></b></p>	<p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and</p>

- Guide students as they select and practice using their own graphic organizers and models to solve.
- Use direct instruction for vocabulary with visual or concrete representations.
- Use explicit directions with steps and procedures enumerated.
- Guide students through initial practice promoting gradual independence. "I do, we do, you do."
- Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.
- Scaffold complex concepts and provide leveled problems for multiple entry points.

**Provide Multiple Means of Action and Expression**

- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'
- Encourage students to explain their thinking and strategy for the solution.
- Choose tasks that are "just right" for learners but teach the same concepts.

**Provide Multiple Means of Engagement**

- Clearly model steps, procedures, and questions to ask when

post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.

	<p>solving.</p> <ul style="list-style-type: none"> <li>● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).</li> <li>● Have students work together and then check their solutions.</li> <li>● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?</li> <li>● Practice routine to ensure smooth transitions.</li> <li>● Set goals with the students regarding next steps and what to focus on next.</li> </ul>	
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<b>Instructional Resources</b>
<p>Computer programs: MyOn Mobymax abcya.com</p> <p>SMARTboard</p>

**Technology Unit -**

**Rigorous Curriculum Design Template**

**Unit : Five/Communication and Innovation**

**Subject:** Technology

**Grade/Course:** Grade Three

**Pacing:** 7 Weeks with 1 week buffer

**Unit of Study:** Communication and Innovation

**Priority Standards:** Students interpret, evaluate, communicate and work collaboratively to create innovative products using digital and visual media.

**Unit Overview:** Students will independently be able to send an appropriate email with graphics and a thoughtful message.

<b>“Unwrapped” Standards</b>	
<b>Concepts (What Students Need to Know)</b>	<b>Skills (What Students Need to Be Able to Do)</b>
To create innovative products using digital and visual media.	interpret (DOK 2) evaluate (DOK 3) communicate (DOK 1) work collaboratively (DOK 4)

<b>Essential Understandings</b>
<ul style="list-style-type: none"> <li>● Apply existing knowledge to generate new ideas or products.</li> <li>● Illustrate and communicate original ideas and stories using digital tools and resources.</li> <li>● In a collaborative group use a variety of technologies to produce a presentation for a curriculum area.</li> <li>● Produce a media-rich digital story to convey information or express an idea.</li> </ul>

<b>Essential Questions</b>	<b>Big ideas</b>

<p>How can I communicate/express my ideas using technology?</p>	<p>The appropriate choice and creative use of media allows us to communicate effectively.</p>
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<b>Assessments</b>		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<p><b>Students send an e-mail to teacher, parents, or friend. Tie in greeting card with seasonal holiday including a well written, thoughtful message.</b></p> <p><b>See rubric in appendix</b></p>	<p><b>Have students send a check in email to the teacher to see if it is being sent correctly</b></p>	<p><b>Students send an e-mail to teacher, parents, or friend. Tie in greeting card with seasonal holiday including a well written, thoughtful message.</b></p> <p><b>See rubric in appendix</b></p>

**Performance Task**

To be completed at a later date

Engaging Learning Experiences

Instructional Strategies	Meeting the Needs of All Students
<p data-bbox="292 520 535 552"><b><u>21st Century Skills</u></b></p> <ul data-bbox="113 567 665 871" style="list-style-type: none"><li>● Critical thinking and problem solving</li><li>● Collaboration and leadership</li><li>● Agility and adaptability</li><li>● Initiative and entrepreneurialism</li><li>● Effective oral and written communication</li><li>● Accessing and analyzing information</li><li>● Curiosity and imagination</li></ul> <p data-bbox="105 924 747 1003"><b><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u></b></p> <p data-bbox="105 1018 698 1134"><b>1. Identifying Similarities and Differences:</b> helps students understand more complex problems by analyzing them in a simpler way</p> <p data-bbox="105 1144 771 1312"><b>2. Summarizing and Note-taking:</b> promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p data-bbox="105 1323 755 1627"><b>3. Reinforcing Effort and Providing Recognition:</b> showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.</p> <p data-bbox="105 1638 763 1900"><b>4. Homework and Practice:</b> provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.</p> <p data-bbox="105 1911 738 1955"><b>5. Nonlinguistic Representations:</b> has recently been</p>	<p data-bbox="787 520 958 552">Differentiate:</p> <ul data-bbox="836 556 990 661" style="list-style-type: none"><li>● Content</li><li>● Process</li><li>● Product</li></ul> <p data-bbox="787 661 1015 693">Based on Student:</p> <ul data-bbox="836 693 1079 808" style="list-style-type: none"><li>● Readiness</li><li>● Interests</li><li>● Learning Profile</li></ul> <p data-bbox="787 808 909 840">Through:</p> <ul data-bbox="836 840 1242 1333" style="list-style-type: none"><li>● Multiple Intelligences</li><li>● Jigsaw</li><li>● Graphic Organizers</li><li>● Supplementary materials</li><li>● Small group instruction</li><li>● Varied questioning strategies</li><li>● Co-teaching</li><li>● Additional time</li><li>● Reteaching</li><li>● Manipulatives</li><li>● Mentor/tutor</li><li>● Pre-teaching</li><li>● Use of visuals and realia</li><li>● Build on prior knowledge</li></ul>

<p>proven to stimulate and increase brain activity.</p> <p><b>6. Cooperative Learning:</b> has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.</p> <p><b>7. Setting Objectives and Providing Feedback:</b> provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.</p> <p><b>8. Generating and Testing Hypotheses:</b> it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.</p> <p><b>9. Cues, Questions, and Advanced Organizers:</b> helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.</p>		
<b>New Vocabulary</b>	<b>Students Achieving Below Standard</b>	<b>Students Achieving Above Standard</b>
<p>interpret evaluate collaborate visual media innovative</p>	<p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><b><u>Provide Multiple Means of Representation</u></b></p> <ul style="list-style-type: none"> <li>● Guide students as they select and practice using their own graphic organizers and models to solve.</li> <li>● Use direct instruction for vocabulary with visual or concrete representations.</li> <li>● Use explicit directions with steps</li> </ul>	<p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students</p>

and procedures enumerated.

- Guide students through initial practice promoting gradual independence. "I do, we do, you do."
- Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.
- Scaffold complex concepts and provide leveled problems for multiple entry points.

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- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'
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- Choose tasks that are "just right" for learners but teach the same concepts.

**Provide Multiple Means of Engagement**

- Clearly model steps, procedures, and questions to ask when solving.
- Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).
- Have students work together and then check their solutions.
- Teach students to ask themselves questions: Do I know

to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.

	<p>the meaning of all the words?;          What is being asked?; Do I have all of the information I need?;          What do I do first?</p> <ul style="list-style-type: none"> <li>● Practice routine to ensure smooth transitions.</li> <li>● Set goals with the students regarding next steps and what to focus on next.</li> </ul>	
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**Instructional Resources**

Website:

MyOn.com

Technology Resources: (e.g., logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories.

Tux Paint

Kidspiration

Microsoft Word

Kid Pix

Media Blender

Type to Learn

Typing Agent

Mobymax

Books:

The Little Red Hen by Paul Galdone (collaboration)

Appendix Resources

Sample Lesson for Unit 1

# Cyber Bullying

# Screen Out the Mean

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Grade Levels: 2-3

## Learning Overview and Objectives

*Overview:* Students learn that children sometimes can act like bullies when they are online. They explore what cyber bullying means and what they can do when they encounter it.

Students first read a scenario about mean online behavior. They then discuss what cyber bullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyber bullying and a Stop Cyber Bullying Poster. Students recognize that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared.

## Objective

*I will explore online behaviors to gain a better understanding of how to deal with cyber bullying.*

## Materials

- STOP Cyber Bullying Student Handout
- Screen Out the Mean Power Point
- STOP Cyber Bullying Graphic Organizer
- Scratch paper and pencils, crayons, markers

## Key Vocabulary

- Online: Connected to people or websites on the Internet
- Cyber Bullying: Doing something on the internet, usually again and again, to make another person feel angry, sad, or scared

# Cyber Bullying

*Screen Out the Mean*

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## Introduction

**Objective:** Students choral read objective

**Key Vocabulary:** Students choral read each vocabulary word and definition

- Online
- Cyber Bullying

## INTRODUCTION:

**ENCOURAGE** students to share what they know about bullying.

### Think – Write – Pair – Share

**Think:** *What kinds of things count as bullying? How does bullying make other people feel?*

**Write:** Students do a quick write to organize thoughts

**Pair:** Students form pairs

**Share:** Partners share and listen to each others thoughts

*\* circulate around the room while students share, listening for common ideas and great responses. Share some of what you heard with the entire group before moving on to the next activity.*

*Sample Responses: Bad, Sad, Upset, Scared, Hurt, Angry, Frustrated*

### Think – Write – Pair – Share

**Think:** *What is the best thing to do when you feel bullied, or when someone else is bullied?*

**Write:** Students do a quick write to organize thoughts

**Pair:** Students form pairs

**Share:** Partners share and listen to each others thoughts

*\* circulate around the room while students share, listening for common ideas and great responses. Share some of what you heard with the entire group before moving on to the next activity.*

**EXPLAIN** to students that they will be learning about a kind of bullying that can take place when they use the internet

# Cyber Bullying

## *Screen Out the Mean*

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### What is Cyber Bullying?

**CHORAL READ and DISCUSS** definition of the Key Vocabulary word **online**.

**DISCUSS** the fact that some kids don't go online very much at all, either because of their parents' rules or because they don't like it very much. Other kids do go online to do different things.

**ASK** *What do you do online, or what do you think you might like to do?* (Students may mention sending emails, instant messaging, and playing games.)

**SHARE** with students that most of the time when they go online it is to do fun or interesting things. But sometimes people can be mean to each other online and this is called **cyber bullying**.

**CHORAL READ and DISCUSS** the Key Vocabulary word **cyber bullying**.

Students should understand that when children are mean to someone else online, even if they only do it one time, it isn't nice. Also stress that cyber bullies usually bully repeatedly, with the intention of causing hurt feelings. When children do something very mean and/or scary, or do it over and over again, then they are **cyber bullying**.

**SHARE** with students some examples of **cyber bullying**. These might include:

- *sending a mean email or IM to someone*
- *posting mean things about someone on a website*
- *making fun of someone in an online chat*
- *doing mean things to someone's character in an online world like NeoPets or WebKinz*

**ASK** *Did you ever see someone make someone else feel bad online?* (Tell what happened, but don't use real names.)

**EXPLAIN** to students that they will be learning more about how **cyber bullying** occurs, and what to do when it happens to them or to someone they know.

## **Objective:**

Re-state the objective before moving on with the next activities. *I will explore online behaviors to gain a better understanding of how to deal with cyber bullying.*

# Cyber Bullying

## *Screen Out the Mean*

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### **What to Do About Cyber Bullying**

**DISTRIBUTE** the **STOP Cyber bullying Student Handout**, one for every student.

**GUIDE** students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

*Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password. One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.*

**ENCOURAGE** the class to answer the questions on their handouts. Invite them to share their answers.

- *What do you think happened?* (Students should conclude that Michael went to the website himself and messed up the pony's stall.)
- *How do you think this made Jada feel?* (Students should recognize that Michael's behavior probably made Jada feel upset, sad, angry, or let down by her friend.)

**DIRECT** students to fill in the blanks to complete the four tips students should use if they are cyber bullied. Discuss each tip as students fill in the blanks. Use the following questions to guide further discussion.

**ASK** *How will you know when someone is cyber bullying you?* (Students should recognize that they may be experiencing cyber bullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.)

**ASK** *Why do you think it is important to stop using the computer when someone starts cyber bullying you?* (Students should realize that if they stay online, the cyber bullying may continue or get worse.)

**ASK** *If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?* (Students may name parents or grandparents, an older sister or brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help them brainstorm and identify an appropriate adult.)

**ASK** *Why is it important to go online only with an adult, or when an adult says it is OK?* (Students should recognize that adults can help guide them online and keep them safe from cyber bullying.)

# Cyber Bullying

## *Screen Out the Mean*

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### **What to Do About Cyber Bullying (Cont.)**

**ASK** *How can you decide whether you should play or chat with someone online?* (Students should acknowledge that they need adult guidance in deciding who to connect with online. If someone is very mean to them, or is mean repeatedly, then that person is a cyber bully and should not be contacted online. Remind students that they should never talk to strangers online either without asking a trusted adult, even if that person is nice or has shared interests.)

**ASK** *Which of the four things do you think is the most important?* (Students should recognize that telling an adult is the single most important thing they should do if they experience or witness cyber bullying.)

**ASK** *Now what do they think Jada should do after Michael messes up her pony's stall?*

**Encourage** students to apply the **S-T-O-P** rules to the scenario:

- *Jada should STOP using the computer.*
- *Jada should TELL an adult she trusts what happened.*
- *Jada should not go back ONLINE or return to the pony website until an adult says it is OK.*

- *If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel, after she gets advice from an adult. But if Michael continues cyberbullying her, she should PLAY with other kids who don't take part in cyberbullying.*

## **Wrap up and Assess**

**INSTRUCT** students to use the S-T-O-P Rules to create a STOP Cyber Bullying Poster that can be displayed in class or around the school. These posters can help other students learn what to do if cyber bullied.

**INSTRUCT** students to complete the writing activity on the back of the poster. Students should write a short passage answering the following questions:

- *What is cyber bullying? How does it make people feel?*
- *What are you going to do if you get cyber bullied?*
- *What are actions you can take to stop cyber bullying?*

**COLLECT** posters and student writing

# Cyber Bullying

## *Screen Out the Mean*

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Source:

Common Sense Media, 2012. Common Sense Media Inc. ♥ 2011  
<http://www.commonsensemedia.org/>

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Resources Unit One

**Tips for Internet Safety**

- € Never give out personal information (name, address, school name, telephone number).



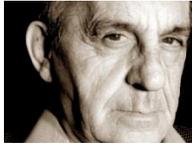
- € Never write to someone who has made you uncomfortable or sad.



- € Do not meet someone you met online or have them visit you
- € Tell your parents or teacher if you read anything that makes you uncomfortable.



€ Remember that people are not always who they say they are online.



For lesson plans, presentations, and resources:

<http://www.kidsmart.org.uk/teachers/lessonplans.aspx>

Resources Unit One

### **"I can be a good Digital Citizen"**

I can follow the rules posted.

I can follow the directions of the adult in charge.

I can be respectful towards others.

I can respect the equipment and area.

I can use the Internet at school, but only for school work and only with my teacher's permission.

I can only go to sites on the Internet that are approved by my teacher.

I can only play games on the Internet that are educational and approved by my teacher.

I can turn off my monitor and tell my teacher immediately if I see something on my computer that is not appropriate.

I can open, edit and save my files on the district server, but not

files belonging to others.

I can follow the rules of copyright that I have been taught at school.

I can only print or download with my teacher's permission.

I cannot share my personal information with anyone through the Internet.

Sample Lesson for Unit 2

## Word

**Grade Level:** Third Grade

**Objective:** Students will learn how to use editing tools in Word to edit a paragraph

**Resources:** URL Go to:

<http://activities.macmillanmh.com/Techknowledge/data/shell/global/files/swf/tk.php?level=02&unit=06&lesson=63>

**Preparation:**

Save the above URL location either in favorites or in a shared student folder on each Lab computer

**Procedure:**

Student will be directed to go to the above URI that you have placed in favorites or in a folder. Go to one of the lessons below. Start with 1 then go through 5.

**Discoveries**

1. Stone Soup - [Online Computer Literacy Practice: Edit a Paragraph](#)
2. One Riddle, One Answer - [Online Computer Literacy Practice: Edit a Paragraph](#)
3. Time For Kids: Saving the Sand Dunes - [Online Computer Literacy Practice: Edit a Paragraph](#)
4. The Jones Family Express - [Online Computer Literacy Practice: Edit a Paragraph](#)
5. What Do Illustrators Do? - [Online Computer Literacy Practice: Edit a Paragraph](#)



## Third Grade Performance Task

### 1 The Grade Cluster & Task #: Grade Cluster 3-4,

#### Task # 1 The Product: A Research Presentation

The Components: Basic Operations, Online Research, Multimedia Presentation

The Task: Students will make a multimedia presentation to class on an assigned or self-selected topic. Students will research a given or self-selected topic using the school library electronic card catalog, as well as other online and electronic resources including removable media.

Students will locate and open a web browser from the desktop. Using the navigation functions of the web browser, students will move to various pre-selected sites to gather information from the Internet. Rationale: Students can locate a greater wealth of information in a much more timely fashion using electronic resources. Using the World Wide Web links and addresses provided by their teacher, students can locate pertinent, reliable and safe Internet sites.

Finally, students will use multimedia tools to present their information. Multimedia tools support their author's oral presentations. They can also be used as a kiosk.

IT1 - Basic Operations & Concepts • Launching a program from the desktop

IT2 - Social, Ethical & Human Issues Not assessed in this task

IT3 - Productivity Tools Not assessed in this task

IT4 - Communication • Creating a slide presentation including title slide, graphics, text, voice, sound related to topic and documentation of sources.

IT5 - Research, Problem Solving & Decision Making • Using multiple resources including: o Library catalog o Electronic resources o Internet web pages • Navigating to various websites by typing a URL into a browser or using a list of links identified by the teacher. • Navigating using forward, back, home, and refresh. • Using hyperlinks to navigate the world wide web.

Glossary URL – Universal Resource Locator – a web address Resources Multimedia –

<http://www.youthlearn.org/learning/activities/multimedia/presentations.asp>

<http://www.ncsu.edu/midlink/rub.pres.html> <http://www.actden.com/pp/>

Rubric for Performance Assessment

## Elementary Research Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Research Questions	3 points	2 points	1 point	0 points	___/ 3
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote many questions which did not fit the topic.	
Selection of Sources	3 points	2 points	1 point	0 points	___/ 3
	Identified useful sources in many formats (books, magazines, electronic).	Identified mostly useful sources in many formats (books, magazines, electronic).	Identified a few useful sources in one or two formats.	Identified no useful sources in any format.	
Note-taking & Keywords	3 points	2 points	1 point	0 points	___/ 3
	Located and recorded information which answered all of the research questions.	Located and recorded information which answered most of the research questions.	Located and recorded a lot of information that did not directly answer the research questions.	Located and recorded incomplete information which failed to answer any of the research questions.	
	Organized neat, easy to read notes.	Organized notes and most were neat and easy to read.	Failed to organize notes effectively; many were messy and hard to read.	Did not organize notes; all notes were messy and hard to read.	
	Wrote all notes using own words and key facts.	Wrote most notes using own words and key facts.	Wrote some notes that were copied word-for-word from the source.	Copied most or all of the notes word-for-word from the source.	
	Selected effective keywords.	Selected mostly effective keywords.	Selected many keywords that were not effective.	Selected no effective keywords.	
Sharing	3 points	2 points	1 point	0 points	___/

and Presenting Information	Presented all information in a clear and organized way.	Presented most of the information in a clear and organized way.	Presented information which was poorly organized or was difficult to understand some of the time.	Presented information which was poorly organized, hard to understand.	3
	Selected a highly effective and creative format for the presentation.	Selected an effective format for the presentation.	Selected a format which was only minimally effective for this topic.	Selected a format which was not effective for this topic.	
Listing Sources	3 points	2 points	1 point	0 points	___/3
	Included all sources used and listed sources in the correct format.	Included most sources used and listed sources in the correct format.	Included most sources used, but some information was missing or incorrect.	Failed to include most of the sources used, and a lot of the information was missing or incorrect.	
<b>TOTAL POINTS</b>					<b>/15</b>

Rubric for Unit 4

## Historical Figures One Paragraph Rubric

Includes:	3 Points	2 Points	1 Point	0 Points
-----------	----------	----------	---------	----------

Historical figures name (spelled correctly and with capital letters)	Student started the paragraph with the historical figures name spelt correctly and with capital letters	Student started the paragraph with the historical figures name but did not spell the name correctly OR did not capitalize the name	Student did started the paragraph with the historical figures name but did not spell the name correctly AND did not capitalize the name	Student did not start the paragraph with the historical figures name
Paragraph indentation	Student set up the paragraph indentation correctly with the right amount of space	Student indented the paragraph with too much space	Student used too little space to use as an indentation to the paragraph	Student did not indent the first word of the paragraph
Capital letters	Student used capital letters in all sentences and in the appropriate places (proper nouns, and starts of each sentence)	Student used capital letters in sentences and appropriate places for 75% of the paper	Student used capital letters in sentences and appropriate places for 50% of the paper	Student used capital letters in sentences and appropriate places for 25% of the paper
Facts	Student included 6 correct facts about the historical figure	Student included 4 correct facts about the historical figure	Student included 2 correct facts about the historical figure	Student included 0 correct facts about the historical figure
Order of facts in the paragraph	Student listed all facts in date order	Student listed 75% of facts in date order	Student listed 50% of facts in date order	Student listed 25% of facts in date order

## Publisher

**Grade Level:** Third Grade

**Objective:** Students will create postcards to and from historical figures

**Resources:** MS Publisher, computer and printer

**Preparation:** To help them get started, students can use a postcard template in Microsoft Office Publisher 2007. They can use one of the built-in templates or find a template on Microsoft Online. They can even start with a blank template or use one that you create for them. Office Publisher 2007 has all of the tools they need to lay out and design their postcards.

Consultation with 3<sup>rd</sup> Grade teacher would be beneficial to assist with gathering information about the character.

**Procedure:**

*We've Moved*



**At new location:  
December 1805**

## Lewis & Clark

---

Clark and I will be moving west sometime in July 1804. Our new temporary address will be somewhere along the coast of the western ocean. Sorry, we will be unavailable to handle your exploration needs until our return in 1806.

*Meriwether Lewis*  
Corps of Discovery  
Fort Clatsop  
Pacific Ocean Coast

# L&C

Students have learned about historical figures, such as Lewis & Clark, as they design fictitious postcards. (Some may be from their SC History)

1. is sometimes easier to give students a list of names from which to choose. For example, you could let them choose from a list of early SC explorers.
2. Have students decide which historical figure will write a postcard and which historical figure will receive one. For example, postcards could chronicle the travels of the Swamp Fox and his plans to move around the state.
3. Students need to know some facts about the lives of each person. They could list important data in class before they write their postcards. Possible facts about an historical figure might include:
  - The time period the person was alive.
  - Where he or she lived.
  - Why she or he is famous.
  - Basic events of the person's life.

In Publisher 2007, students can include an image that is significant for the historical figure or meaningful to the contemporary world. For example, Francis Marion could send back drawings of the expedition.

### **Start a new postcard in Publisher 2007**

1. Open Publisher 2007, or in the **File** menu, click **New**.  
If you want students to use a template that you created, they can open the template file the same way they would any other Publisher 2007 file. (For example, in the **File** menu, click **Open**.)
2. In the left pane, under **Publication Types**, click **Postcards**.
3. In the center pane, select the type you want or click **View templates from Microsoft Office Online**. If you want to create a postcard from scratch, select a **Blank Size** at the bottom of the list. Keep in mind that you can modify any aspect of the card design later.
4. In the right pane, view a larger thumbnail preview of the template.
5. Under **Customize**, you can select a different color and font scheme. Also, under **Business information**, click **Create new** to enter information about the sender.
5. Under **Options**, select a **Page size** (quarter page or half page), and select **Side 2 information** (address, speaker notes, and the like).
7. Click **Create**, and Publisher 2007 creates your postcard.
3. Click the placeholder text in the postcard, and type your own text. Then, add your own objects, such as pictures and shapes.
9. The **Format Publication** pane is open by default. In this pane, you can modify the settings you entered when you set up the new postcard.
10. When you are finished, save and print your postcard.

LewisClarkPostcard.pub - Microsoft Publisher - Print Publication

File Edit View Insert Format Tools Table Arrange Window Help

Type a question for help

85%

Address Tw Cen MT 7 B I U

Format Publication

- Page Options
- Color Schemes
- Font Schemes
- Postcard Options

Template

Side Stripes

Change Template...

Page size

Objects

We've Moved

At new location:  
December 1805

**Lewis & Clark**

Clark and I will be moving west sometime in July 1804. Our new temporary address will be somewhere along the coast of the western ocean. Sorry, we will be unavailable to handle your exploration needs until our return in 1806.

*Meriwether Lewis*

State of Missouri  
Fort Clatsop  
Pacific Ocean Coast

**L&C**

1 2

3,250, 1,922 in. 1.750 x 0.529 in.

Rubric for Unit 4

Standard 5: A student must pursue personal interests through literature and other creative expressions.			
Topic: APPRECIATION			
Grade: 3rd			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			●
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<b>The student:</b> <ul style="list-style-type: none"> <li>Recognize various types of genres</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Compare genres and describe characteristics of each</li> <li>Distinguish between realistic, historical fiction, folktales, mystery, biography, fantasy, science fiction, etc.</li> <li>Choose a book from a favorite genre</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>Recognize various types of genres</li> <li>recognizes or recalls basic terminology such as:                             <ul style="list-style-type: none"> <li>genre, realistic, historical fiction, folktales, mystery, biography, fantasy</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Distinguish between types of realistic fiction</li> <li>Distinguish between fiction and non-fiction</li> <li>Choose a book from a favorite genre</li> </ul>
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

## Email Writing Rubric

	0	1	2	3	Total
<b>Email Header</b>	Email has no heading	Email has incomplete heading; missing the address or date.	Email has complete heading, but missing appropriate punctuation.	Email has a complete address and date with proper punctuation	
<b>Salutation</b>	Email has no salutation	Attempts salutation, missing title, proper punctuation	Has salutation, but missing proper punctuation	Complete salutation.	
<b>Body</b>	Email has no organized paragraphs.	Email has a body of one or more organized paragraphs and these paragraphs are not indented.	Email has a body of one organized paragraph and this paragraph is indented.	Email has a body of two or more organized paragraphs and each paragraph is indented.	
<b>Closing</b>	Email has no closing.	Email has incorrect closing.	Email has appropriate closing, but missing proper punctuation.	Email has complete appropriate closing.	
<b>Signature</b>	Email has no typed signature.	Email has incorrect project signature.	Email has appropriate typed project signature, but missing proper punctuation.	Email has appropriate typed project signature.	
<b>Mechanics</b>	Email has four or more spelling errors and/or	Email has three misspellings	Email has no more than two misspellings	Email has no misspelling	

	grammatical errors.	and/or grammatical errors.	and/or grammatical errors.	s or grammatical errors	
Typing Skills	Email has many typing errors.	Email has three or more typing errors.	Email has no more than two typing errors.	Email has no typing errors.	
				<b>Total</b>	
A = 20-21	B = 18-19	C = 16-17	D = 14-15	F = 0-13	

**Pacing Guide  
Technology  
Priority Standards K-3**

Standard 1: Digital Citizenship

- Students practice responsible, legal, safe and ethical use of information resources and technology.

Standard 2: Technology Operations and Concepts

- Students demonstrate a sound understanding of technology concepts, systems, and operations and use computers and other technologies for productivity, problem solving and learning across all content areas.

Standard 3: Research and Information fluency

- Students locate, access, evaluate, synthesize and use information effectively and efficiently to conduct research, solve problems and manage projects throughout all content areas.

Standard 4: Literature Appreciation and Independent Learning

- Students read widely and use a variety of digital media resources for personal growth, independent learning and enjoyment

Standard 5: Communication and Innovation

- Students interpret, evaluate, communicate and work collaboratively to create innovative products using digital and visual media.

Prioritized Standards/Pacing Guide:

Standard 1 Digital Citizenship: 4 weeks

Standard 2 Technology Operations and Concepts 6 weeks with 1 week buffer

Standard 3 Research and Information Fluency 6 weeks with 1 week buffer

Standard 4 Literature Appreciation and Independent Learning 7 weeks with 1 week buffer

Standard 5 Communication and Innovation 7 weeks with 1 week buffer

