Grade 3 Technology Unit 1: Intro to Google Drive, Online Safety and Etiquette

Content Area: **Technology**
Course(s): **Technology Grade 3**
Time Period: **MP1**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.

Rationale and Transfer Goals

During the beginning of third grade, students will be introduced to word processing using their google accounts. They will build on their word processing skills and will have access to their projects in the computer classroom in their homeroom as well as their home. They will also be introduced to safe social media practices using BrainPop. These skills are important as they are exposed to many situations at home and school on the internet that they need to know how to navigate safely and competently.

Enduring Understandings

Social media and the internet are useful tools for those who use them properly and safely.

Essential Questions

What am I comfortable with sharing about myself on the internet?

How can I stay safe while using social media?

What are some different hardware and software?

Content - What will students know?

- Access and use of Google Drive.
- Online safety and etiquette.
- Definition of cyberbullying.
- Accomplish tasks using hardware and software.

Skills - What will students be able to do?

- Create and edit a google doc, including changing font and adding a picture.
- Identify what information is safe and unsafe to add to a social media website, comment appropriately on social media.
- Identify how hardware and software work together to complete different tasks and how they can be directed.

Activities - How will we teach the content and skills?

- Whole class demonstration of Google Drive and Google Docs, after which students will write what they want to be when they grow up and add their class picture to the document. They will then repeat the process for a younger student.
- Whole class discussion of social media etiquette, including cyberbullying, followed by viewing and discussing the online safety presentation on brainpop.com. Students will then complete a quiz on online safety.
- Using the software WeVideo to show how software and hardware work together to complete a task.

Evidence/Assessments - How will we know what students have learned?

- Evaluation of Google Doc.
- Evaluation of quiz.
- Teachers will observe students using WeVideo and Chromebook webcams to create a video.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Cyberbullying	How to stay safe online	Whole class discussion of social media etiquette, including cyberbullying, followed by viewing and discussing the online safety presentation on brainpop.com. Students will then complete a quiz on online safety.
Access and use of Google Drive	Word processing	Whole class demonstration of Google Drive and Google Docs, after which students will write what they are excited to learn about in third grade.

Key Resources

www.brainpop.com

Google Drive including student accounts

WeVideo.com

21st Century Life and Careers

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections/Companion Standards

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Social Studies: Discussions about the role of social networks and privacy in the context of technology in society

Health: Limits to screen time and healthy relationships with technology, online technologies

SCI.3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
SCI.3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.