Oct. Gr. 3

Content Area: **Technology**
Course(s):
Time Period: **October**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will learn to access Google Classroom while working on the Monarch Butterfly grade 3 project.

Enduring Understandings

Google Classroom is a tool that can help us develop projects and increase our learning.

Essential Questions

How do we use Google Classroom to enhance our projects?

Instructional Strategies & Learning Activities

Objective: Join Google Classroom, Open Monarch Butterfly Assignment, Access WebLink, Access and Interact with Google Doc (Google Passwords were set for each 3rd grade homeroom)
The student will be able to complete the process of joining Google Classroom, Opening a New Assignment and completing it by accessing a website and completing a Google doc
Differentiation:
Paragraph writing details students extract from website link
Assessment:
All students successfully joined Google Classroom and navigated various assignment tabs

Objective: Join Google Classroom, Open Monarch Butterfly Assignment, Access WebLink, Access and Interact with Google Doc *(Day 2 - Students to be actively engaged in project completion)*
The student will be able to complete the process of joining Google Classroom, Opening a New Assignment and completing it by accessing a website and completing a Google doc
Differentiation:
Paragraph writing details students extract from website link
Assessment:
All students successfully joined Google Classroom and navigated various assignment tabs

Objective: Monarch Butterfly Life Cycle Google Slides - NOTE: This project is designed to support finding images on the internet research standards but in an offline environment.
The student will be able to find specific images on a shared network device created for the purpose of researching images of the Monarch Butterfly Life Cycle to present in a PowerPoint project.
Differentiation:
Students can add slide designs/transitions if they know how.
Assessment:
Slides created in sequential order.

Objective: 'Cyber Citizenship: Internet Search Tips' on eduTyping Jr.
The student will be able to learn varous strategies for effectively searching the internet safely and efficiently to find information.
Differentiation:
Work at own pace
Assessment:
Completed offline packets graded to answer key

Integration of Career Readiness, Life Literacies and Key Skills

	Different types of jobs require different knowledge and skills.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g.,

	8.1.5.NI.2).
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Technology and Design Integration

See activities and standards below.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation will be offered as listed in the above activities.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made pre and post assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

projects

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final projects

Assessments listed above.

Instructional Materials

Materials as needed for projects.

Standards

See all the 2020 standards above.