

3rd Grade Technology Standards

NOTE: Throughout this document, learning targets are identified by type as Knowledge (“K”), Reasoning (“R”), Skill (“S”), or Product (“P”).

3rd Grade Technology Standard 1: A student must use digital tools and resources for problem solving and decision making.

Benchmark 1: The student can identify and investigate a problem and generate possible solutions.

Learning Targets (Type) 1.1:

- a. I can use digital tools to collaborate with my class to define an essential question. (S)
- b. I can determine the best key words for use in information searches. (R)
- c. I can generate a possible solution using digital tools and data. (S, R)

Benchmark 2: The student can collect data and information using digital tools.

Learning Targets (Type) 1.2:

- a. I can evaluate the usefulness of sources. (K,R)
- b. I can collect information from a primary source (photograph, audio speech, etc.) and a secondary source (Factmonster, Wikipedia, textbook, etc.). (S)
- c. I can select appropriate online sources for research. (K)

Benchmark 3: The student can organize collected data and information using a variety of tools.

Learning Targets (Type) 1.3:

- a. I can organize collected data, using digital tools, into major topics, sub-topics, and ideas (e.g., graphic organizer, spreadsheet, graphing software). (K,S)
- b. I can generalize patterns in data to identify trends. (K,R)

Benchmark 4: The student can identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.

Learning Targets (Type) 1.4:

- a. I can explain the difference between facts, opinions, and inaccurate information. (R)

Benchmark 5: The student can share information ethically and note sources.

Learning Targets (Type) 1.5:

- a. I can explain the consequences of inappropriate use of information (copyright, plagiarism, etc). (K)
- b. I can describe why the work of others needs to be cited. (S)

3rd Grade Technology Standard 2: A student must collaborate and communicate globally in a digital environment.

Benchmark 1: The student can identify and explore online collaboration and communication tools.

Learning Targets (Type) 2.1:

- a. I can communicate digitally with others by selecting and using a variety of communication tools. (S)
- b. I can collaborate with a small group or global partner to research a topic using digital tools. (S)

Benchmark 2: The student can identify and explore safe, legal, and responsible use of digital collaboration and communication tools.

Learning Targets (Type) 2.2:

- a. I can demonstrate safe and appropriate behavior when using digital environments and tools to communicate. (S)

- b. I can explain when it is appropriate to use a personal device. (K)
- c. I can explain cyber-bullying and strategies to get help. (K)
- d. I can demonstrate understanding of our District Acceptable Use Policy. (K)
- e. I can describe ways to stay safe on the Internet. (K)
- f. I can describe why it is important not to provide personal information online. (K)
- g. I can explain the importance of respecting the privacy of others' information and digital workspace. (K)

Benchmark 3: The student can communicate the results of research and learning with others using digital tools.

Learning Targets (Type) 2.3:

- a. I can show my thinking using digital tools (interactive whiteboard, document camera). (K)

Benchmark 4: The student can explore how technology has expanded the learning environment beyond the traditional classroom.

Learning Targets (Type) 2.4:

- a. I can compare how past and present cultures used technology to improve their lives. (K,R)

3rd Grade Technology Standard 3: A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes.

Benchmark 1: The student can use digital tools for personal expression.

Learning Targets (Type) 3.1:

- a. I can independently create a project using digital creativity tools (Kidpix, Interwrite board drawing, Tux Paint, etc.). (P)

Benchmark 2: The student can use various digital media to share information and tell stories.

Learning Targets (Type) 3.2:

- a. I can create a multimedia project using digital tools (audio recorder, Photo Story, digital camera, video camera, presentation software, or web-based application, etc.). (P)

Benchmark 3: The student can use technology to discover connections between facts.

Learning Targets (Type) 3.3:

- a. I can organize facts using technology. (R)
- b. I can evaluate facts by finding multiple sources to confirm information. (R)

Benchmark 4: The student can understand ownership of digital media.

Learning Targets (Type) 3.4:

- a. I can identify individuals' and groups' ownership of digital media (YouTube, SchoolTube, Flickr, etc.). (K)

Benchmark 5: The student can use digital tools and skills to construct new personal understandings.

Learning Targets (Type) 3.5:

- a. I can demonstrate the use of digital tools. (K)
- b. I can explain how digital tools influence school, work, and home. (K)

3rd Grade Technology Standard 4: A student must possess a functional understanding of technology concepts and operations.

Benchmark 1: The student can show skills needed to use communication, information, and processing technologies.

Learning Targets (Type) 4.1:

- a. I can click on icons, buttons, and menus to produce a desired outcome (font, size, bold, underline, alignment, text color). (S)
- b. I can demonstrate developmentally appropriate keyboarding skills. (S)
- c. I can locate and use basic parts of digital devices (desktop, laptop, digital cameras, other digital devices, etc.). (S)
- d. I can follow lab and classroom rules related to responsible use of digital equipment. (S)
- e. I can use operating systems, user interfaces, or web applications (file management, basic settings, save, save as, delete, copy, paste, etc.). (S)

Benchmark 2: The student can use appropriate terminology when communicating about current technology.

Learning Targets (Type) 4.2:

- a. I can define and label various technical system terms (computer, monitor, keyboard, headphones, speaker, mouse, printer, cursor, icon, projector, acceptable use, etc.). (K)
- b. I can define and apply knowledge of technology process terminology (print, exit, close, open, click, drag, scroll, login, log-off, menu bar, save, bookmark, email, chat, instant messaging-IM, texting, etc.). (K, S)

Benchmark 3: The student can transfer current knowledge to learning of new technology skills.

Learning Targets (Type) 4.3:

- a. I can apply existing skills to explore the possible uses of a new digital tool. (S)