

3rd Grade

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1 Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. **3.ET.EL.1**
 - 1 With guidance use a variety of digital equipment to track learning goals. **3.ET.EL.1.1**
 - 2 With or without support, students build networks of experts and peers to enhance their learning. **3.ET.EL.2**
 - 1 Create and use a list of support based on classmates' skill level. **3.ET.EL.2.1**
 - 2 Develop a support system of experts and peers. **3.ET.EL.2.2**
 - 3 Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways. **3.ET.EL.3**
 - 1 Technology tools to provide helpful feedback to peers. **3.ET.EL.3.1**
 - 2 Interpret specific feedback to improve their learning. **3.ET.EL.3.2**
 - 4 Students demonstrate an understanding of how technology works, know how to independently troubleshoot, and are not afraid to take a risk in choosing and utilizing new or current technologies for learning. **3.ET.EL.4**
 - 1 Apply simple troubleshooting skills to solve common technology-related problems. Such as: checking computer sound, correct plug in for headphones, turning on/off devices, or use of caps lock. **3.ET.EL.4.1**
 - 2 Apply prior knowledge to operate unfamiliar or new equipment. Ex: logging into computers, turning on/off devices, or saving files. **3.ET.EL.4.2**
 - 3 Demonstrate correct typing techniques to compose two paragraphs in a given timeframe. **3.ET.EL.4.3**
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Computational Thinker

Students develop and employ strategies for demonstrating an understanding of and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- 1 Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking. **3.ET.CT.1**
 - 1 Demonstrate an understanding of interactive resources that help facilitate problem solving and decision making. Such as: visual representations of plots, charts, and graphs. **3.ET.CT.1.1**
 - 2 Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. **3.ET.CT.2**
 - 1 Demonstrate an understanding of computational thought process to comprehend and explain a variety of data and simulations/models. **3.ET.CT.2.1**
 - 3 Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition. **3.ET.CT.3**
 - 1 Use the understanding of mathematical tools to communicate and interpret data. **3.ET.CT.3.1**
 - 2 Collect and organize data in spreadsheets, tables, etc. **3.ET.CT.3.3: Describe patterns in spreadsheets, tables, etc. 3.ET.CT.3.2**
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Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 1 Students will demonstrate an understanding of the importance of creating and maintaining a positive online identity and the permanence and future impact of their online and offline decisions when using digital technology. **3.ET.DC.1**
 - 1 Define and explain what a digital footprint is and how it can be used in the technology world. **3.ET.DC.1.1**
 - 2 Show and explain what responsible and ethical technology practices look like. **3.ET.DC.1.2**
 - 3 Demonstrate and communicate an understanding of safety issues related to online practices and behaviors. **3.ET.DC.1.3**
 - 2 Students will practice positive, safe, legal, and ethical behavior when using technology. **3.ET.DC.2**
 - 1 Demonstrate and explain what rules and laws apply to digital technology and content. **3.ET.DC.2.1**
 - 2 Articulate and role model powerful practices when it comes to digital etiquette. Such as identifying/reporting cyberbullying, inappropriate usage, and pop-ups/advertising. **3.ET.DC.2.2**
 - 3 Students demonstrate and promote respect for using and sharing the intellectual property of others and themselves. **3.ET.DC.3**
 - 1 Demonstrate and role model social rules for appropriate behavior. **3.ET.DC.3.1**
 - 2 Recognize and promote digital respect when it comes to the gathering of relevant information and sources. **3.ET.DC.3.2**
 - 4 Students demonstrate an understanding of how personal data is collected, tracked, and used, how to maintain privacy, and how to safely share it online. **3.ET.DC.4**
 - 1 Describe how digital information is archived **3.ET.DC.4.1**
 - 2 Describe the process and importance of password security. **3.ET.DC.4.2**
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Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions

- 1 With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others. **3.ET.ID.1**
 - 1 Use technology to share ideas, compare solutions, and design plans to solve real life problems. **3.ET.ID.1.1**

ID. 1.2 Develop a design process to solve real life problems. **3.ET.ID**
 - 2 Students persevere when researching and solving open-ended problems and use trial-and-error strategies to test and refine prototypes. **3.ET.ID.2**
 1. Assess information to examine prototypes and solutions to solve open-ended problems. **3.ET.ID.2.1**
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Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- 1 Students evaluate and select a variety of platforms and tools to create products and communicate with others to appropriately complete tasks. **3.ET.CC.1**
 - CC. 1.1: Select and use videoconferencing to communicate and learn from others. Such as: online discussions, communicate virtually. **3.ET.CC**
 2. Create digital audio recordings for teacher-directed activities. **3.ET.CC.1.2**
 - 2 Students create original artifacts or responsibly remix or repurpose existing digital resources. **3.ET.CC.2**
 1. Modify teacher-created slides using appropriate software. Such as: Multimedia programs **3.ET.CC.2.1**
 - 2.2 Discuss laws and rules as an introduction to digital content protections **3.ET.CC.**
 - 3 Students select the appropriate medium and communicate clear, complex ideas through the use of visualizations for an intended audience. **3.ET.CC.3**
 1. Use digital drawing tools and other appropriate software to express ideas individually and collaboratively. **3.ET.CC.3.1**
 2. With teacher assistance, I can select the appropriate medium for any digital project. **3.ET.CC.3.2**
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Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 1 Students will use collaborative digital tools to connect with people of different backgrounds, cultures, and points of view to examine local, national, and global issues. **3.ET.GC.1**
 1. Connect with other students to discuss, collaborate, and generate solutions to local, national, and global issues using digital or non-digital tools. **3.ET.GC.1.1**
 - 2 In a collaborative team, students will perform a variety of roles to complete a project or solve a problem using digital tools. **3.ET.GC.2**
 1. Use teacher- assigned collaborative teaming and roles to create, design, or develop a project that addresses global challenges and issues. **3.ET.GC.2.1**
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Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 1 Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process. **3.ET.KC.1**
 1. Gather information from research using appropriate digital tools. **3.ET.KC.1.1**
 2. Use the digital tools to locate, retrieve and organize information effectively. **3.ET.KC.1.2**
 3. Use digital tools effectively, such as: Search engine, database, content library, personal bookmarks, shortcuts, hyperlinks, etc. **3.ET.KC.1.3**
- 2 Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance. **3.ET.KC.2**
 1. Access, analyze and evaluate electronic sources for accurate utility. **3.ET.KC.2.1**
 2. Use digital tools to demonstrate content knowledge of proper citation, plagiarism, while gathering relevant and credible information. **3.ET.KC.2.2**
- 3 Students use a variety of strategies and digital tools to organize information and make meaningful connections. **3.ET.KC.3**
 1. Use digital templates and graphic organizers to record questions and plan investigations for meaningful learning experiences. **3.ET.KC.3.1**
- 4 Students use digital tools to explore real world problems and issues and pursue potential solutions. **3.ET.KC.4**
 1. Gather information for research using teacher-selected digital tools. **3.ET.KC.4.1**
 2. Use digital tools to gather and analyze for the purpose of investigative reporting, and generate solutions. **3.ET.KC.4.2**