Third Grade

Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts and relationships between technologies and other fields.*

**The core concepts of technology include systems, resources, requirements, optimization and tradeoffs, processes and controls.*

What is technology? What makes technology useful?

1. Compare and discuss the characteristics of technology in our community.

Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

How does technology affect society? What are right and wrong ways to use technology?

2. Investigate and explain the interrelationships between technology and the environment (3rd Science #8, 5th Science #9).

3. Benchmark E: Identify development patterns and examine the influence of technology on the world (3rd Science #8).

Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

How do technology tools affect learning?

4. Use productivity tools to produce creative works and prepare publications (e.g. use word processing, spreadsheet, and database applications; Use peripheral devices, such as digital cameras, scanners, printers, and storage devices).

5. Use appropriate tools and technology resources to complete tasks and solve problems (e.g. discuss networks, identify and use a variety of software programs, tell a story using presentation software.

6. Understand keyboarding positioning and home row keys.

Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Is technology an effective way to communicate? What effect does media format have on our ability to communicate?

7. Identify the concepts and operations of communication systems (basic design components, costs and connectivity, online learning environments).

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Technology and Information Literacy	Design	Designed World	
Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.	*Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.*	*Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, impact, issues and career connections.*	
What makes a person information literate? What makes a resource reliable? What makes information relevant?	How can the design process aid in understanding? How does design influence use? How does use influence design?	Do people drive systems or do systems drive people? How do people drive progress and innovation?	
8. Understand the difference between fact and opinion on the Internet. 9. Identify access and use electronic resources from both free and fee-based Internet sources with teacher guidance.	10. Describe and apply a design process to solve a problem (e.g. problem identification, possible solution, refinement, analysis, decision, implementation, and feedback).	11. Demonstrate an understanding of the effective modes of communication across technologies (SS 8, 17, 18, 19).	