

HISD | Academic Instructional Technology

EMPOWERING EDUCATION EVERY DAY

2021-22 Scope and Sequence Technology Applications – Third Grade

Cycle 1	27 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Aug 23 - Oct 1	
Overview		
<p>Online Safety & Digital Citizenship: Online Safety & Digital Citizenship curriculum teaches students how to become safer by educating them about online safety, the responsible use of technology and digital fair use rules.</p> <p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Online Safety & Digital Citizenship Week 1-5	<p>Week 1: LCOM (D) Acceptable Use Policies (30 min)</p> <p>LCOM (AE) Acceptable Use Policies Reflection (5 min)</p> <p>Week 2: LCOM (AE) Computer Rules Skit (60 min)</p> <p>Week 3: LCOM (Pre-Skills Check) Online Safety Skills Check- Level 3 (Pre) (15Min)</p> <p>LCOM (L) Cyberbullying: Vocabulary Introduction – Level 3 (2 min)</p> <p>LCOM (L) Cyberbullying: Vocabulary Practice - Level 3 (15 min)</p> <p>LCOM (L) Cyberbullying: A Sticky Situation Part 1 - Level 3 (5 min)</p> <p>LCOM (L) Cyberbullying: Sort Out Your Feelings Practice - Level 3 LCOM (L)</p>	<p>Online Safety and Digital Citizenship: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; 3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment; (E) follow the rules of digital etiquette; (F) practice safe, legal, and responsible use of information and technology; and (G) comply with fair use guidelines and digital safety rules.</p> <p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) practice safe, legal, and responsible use of information and technology; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>



2021-22 Scope and Sequence Technology Applications – Third Grade

<p>Keyboarding Week 6</p>	<p>Cyberbullying: A Sticky Situation Part 2 - Level 3 (5 min)</p> <p>LCOM (L) Cyberbullying: Recipes for Dealing with Cyberbullying Practice - Level 3 (5 min)</p> <p>Week 4: LCOM (AE) Online Safety: Understanding and Dealing with Cyberbullying PSA - Level 3 (40 min)</p> <p>Week 5: Common Sense Education via LCOM (L) Our Digital Citizenship Pledge (45 min)</p> <p>LCOM (Post Skills Check) Online Safety Skills Check- Level 3 (Post) (15 min)</p> <p>Week 6: LCOM (L) Home Row (13 min)</p> <p>LCOM (GP) Home Row: F & J (2 min)</p> <p>LCOM (GP) Home Row: D, K, J & F (2 min)</p> <p>LCOM (GP) Home Row: S & L (2 min)</p> <p>LCOM (GP) Home Row: A & ; (3 min)</p> <p>LCOM (GP) Home Row: Add G & H (5 min)</p> <p>LCOM (GP) Home Row: Review Home Row (8 min)</p>	
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2021-22 Scope and Sequence Technology Applications – Third Grade

Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
acceptable unacceptable username password	Computer Oral Presentations	cyberbully cyberspace online safety cyberbullying online communication	cyberbully cyberspace online safety cyberbullying online communication	common sense education digital citizen pledge community norm	finger placement letters key reach keys keyboarding posture home row keys touch keys punctuation keyboard Practice Typing Muscle Memory Home Row



2021-22 Scope and Sequence Technology Applications – Third Grade

	<p>Week 3: Troubleshooting Basics for Online Learning (L) (6 min)</p> <p>LCOM (GP) Upper Row: Add T x2 (3 min)</p> <p>LCOM (GP) Upper Row: Add I X2 (4 min)</p> <p>LCOM (GP) Upper Row: Add U x2 (3 min)</p> <p>Week 4: Netiquette in Online Communication (L) (7 min)</p> <p>LCOM (GP) Home Row & Upper Row: A, S, D, F, J, K, L, G, H, E, O, R, I, T (8 min) x 3</p> <p>Week 5: LCOM (L) Lower Row (13 min)</p> <p>LCOM (L) Shift Key (11 min)</p> <p>Week 6: LCOM (GP) Lower Row: Add Left Shift & Colon x2 (3 min)</p> <p>LCOM (GP) Lower Row: Add Right Shift & C x2 (3 min)</p> <p>LCOM (GP) Lower Row: Add Period x2 (3 min)</p>	
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2021-22 Scope and Sequence
Technology Applications – Third Grade

	LCOM (L) Number Row (12 min)				
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
password profile personal information digital citizen	upper row keys posture key finger placement punctuation reach keys keyboarding keyboard letters touch keys Muscle Memory Upper Row Typing Practice	download help computer virus technical problem modem troubleshoot internet connection software keyboard letters touch keys Muscle Memory Upper Row Typing Practice	keyboard letters touch keys Muscle Memory Upper Row Typing Practice netiquette online communication	letters finger placement keyboard touch keys lower row keys punctuation keyboarding posture key reach keys capital letters number row keys symbols numbers	Typing Muscle Memory Lower Row Practice Keyboarding colon period number row



HISD Academic Instructional Technology

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2021-22 Scope and Sequence Technology Applications – Third Grade

Cycle 3	30 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Nov 15 – Jan 14	
Overview		
<p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.</p> <p>Computer Science (formerly Computational Thinking and Coding Basics): This unit contains items that help students develop computational thinking skills in preparation for learning to write code and solve other problems. It also includes some introductory coding instruction with the first 10 coding challenges from EasyCode.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Computer Science: Computational Thinking Skills Weeks 1-4	<p>Week 1 LCOM Introduce Adaptive Keyboarding (10 min)</p> <p>LCOM (Pre-Skills Check) Computational Thinking Skills Check-Level 3 (Pre) (15 min)</p> <p>LCOM (L) Computational Thinking: Algorithms (15 min)</p> <p>Week 2 LCOM Keyboarding Adventure (10 min)</p> <p>LCOM (AE) Mystery Animals Intro (40 min)</p> <p>Week 3 LCOM Keyboarding Adventure (10 min)</p> <p>LCOM (AE) Mystery Animals con’t (40 min)</p>	<p>Computer Science (formerly Computational Thinking and Coding Basics):</p> <p>3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues.</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (A) identify information regarding a problem and explain the steps toward the solution; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases</p> <p>Keyboarding:</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>



HISD | Academic Instructional Technology

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2021-22 Scope and Sequence Technology Applications – Third Grade

Computer Science: Coding Weeks 5-6	Week 4 LCOM Keyboarding Adventure (10 min) LCOM (L) Computational Thinking: Modeling (15 min) LCOM (Post-Skills Check) Computational Thinking Skills Check- Level 3 (Post) (15 min)				
	Week 5 LCOM Keyboarding Adventure (10 min) LCOM (CodeMonkey) EasyCode- Level 2 (35 min)				
	Week 6: LCOM Keyboarding Adventure (10 min) LCOM (CodeMonkey) EasyCode- Level 1 con't (35 min)				
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
finger placement key touch keyboarding accuracy keyboard speed keyboarding algorithm computational thinking sequence order	Computational thinking Digital drawing tool Word processing Algorithm Instructions Evaluation Revision Animals	Computational thinking Digital drawing tool Word processing Algorithm Instructions Evaluation Revision Animals	Computational thinking Modeling	coding sequencing computer science programming	coding sequencing computer science programming



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2021-22 Scope and Sequence Technology Applications – Third Grade

Cycle 4	27 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Jan 19 – Feb 25	

Overview

Online Safety and Digital Citizenship: Online Safety & Digital Citizenship curriculum teaches students how to become safer by educating them about online safety, the responsible use of technology and digital fair use rules. It also teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.

Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.

IT Fundamentals (formerly Computer Fundamentals): Hardware and Software Fundamentals teaches students about computer systems, hardware and software, including the ethical use issues surrounding them.

Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Online Safety and Digital Citizenship Week 1	<p style="text-align: center;">Week 1:</p> <p style="text-align: center;">LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM Information Literacy: Vocabulary Introduction- Level 3 (3 min)</p> <p style="text-align: center;">LCOM Information Literacy: Vocabulary Practice- Level 3 (3 min)</p> <p style="text-align: center;">LCOM Information Literacy: Mia Seeks the Truth- Level 3 (3 min)</p> <p style="text-align: center;">LCOM Information Literacy: Fact vs. Opinion Practice- Level 3 (3 min)</p> <p style="text-align: center;">LCOM Information Literacy: Identifying Facts and Opinions- Level 3 (3 min)</p> <p style="text-align: center;">LCOM (Pre-Skills Check)</p>	<p>Online Safety and Digital Citizenship:</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p> <p>(A) draft, edit, and publish products in different media individually and collaboratively;</p> <p>(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;</p> <p>3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:</p> <p>(A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;</p> <p>(E) follow the rules of digital etiquette;</p> <p>(F) practice safe, legal, and responsible use of information and technology; and</p> <p>comply with fair use guidelines and digital safety rules.</p> <p>Keyboarding:</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p> <p>(F) practice safe, legal, and responsible use of information and technology;</p> <p>3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:</p> <p>(E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>



2021-22 Scope and Sequence Technology Applications – Third Grade

<p style="text-align: center;">IT Fundamentals Weeks 2-5</p>	<p>Computer Fundamentals: Skills Check- Level 3 (Pre) (15 min)</p> <p style="text-align: center;">Week 2: LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM (L) Software Fundamentals: Desktop (12 min)</p> <p style="text-align: center;">LCOM (L) Software Fundamentals: Toolbars and Menus (12 min)</p> <p style="text-align: center;">Week 3: LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM (L) Software Fundamentals: Windows and Controls (12 min)</p> <p style="text-align: center;">LCOM (L) Software Fundamentals: Software and File Formats (12 min)</p> <p style="text-align: center;">Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM (L) Hardware Fundamentals: Network Basics (12 min)</p> <p style="text-align: center;">LCOM (L) Hardware Fundamentals: Mobile Devices (15 min)</p>	<p>IT Fundamentals (formerly Hardware and Software Fundamentals): 3-5.1. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (A) identify information regarding a problem and explain the steps toward the solution; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the</p> <p>Online Safety and Digital citizenship (formerly Internet Usage & Online Communication): 3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (C) collaborate effectively through personal learning communities and social environments (D) select and use appropriate collaboration tools; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.3. Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines; collect and organize information from a variety of formats, including text, audio, video, and graphics</p>
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<p>Online Safety and Digital Citizenship Weeks 5-6</p>	<p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Post Skills Check) Computer Fundamentals: Skills Check- Level 3 (Post) (15 min)</p> <p>LCOM (Pre Skills Check) Internet Usage & Online Communication Skills Check- Level 3 (Pre) (15 min)</p> <p>Week 6: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Internet Usage: Research, Resources and Ethics (15 min)</p> <p>LCOM (L) Online Information Basics (15 min)</p>	<p>(C) validate and evaluate the relevance and appropriateness of information; and (D) acquire information appropriate to specific tasks. 3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task 3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment (D) protect and honor the individual privacy of oneself and others (F) practice safe, legal, and responsible use of information and technology (G) comply with fair use guidelines and digital safety rules. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions; (C) navigate systems and applications accessing peripherals both locally and remotely</p>
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
information literacy opinion fact information	recycle bin delete folder trash desktop file structure file symbols online help toolbar icon properties menu mouseover	scroll bar maximize dialog box minimize text box radio button resize restore windows spinner dropdown menu checkbox exit name	internet cross-platform intranet online network WAN intellectual property LAN compatibility wireless wifi collaboration video chat	none	URL top level domain author credibility copyright information accuracy validity research citation information validity website fair use search engine intellectual property web browser



		print file format select software software save close	communication photos GPS privacy policy smartphone compass gyroscope email videos phablet cloud accelerometer Mobile device virtual keyboard app web research tablet touchscreen		World Wide Web credibility hyperlinks web page Internet
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2021-22 Scope and Sequence Technology Applications – Third Grade

Cycle 5	33 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Feb 28 – Apr 22	

Overview

Online Safety and Digital Citizenship (formerly Internet Usage & Online Communication): The Internet Usage and Online Communication unit teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.

Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.

Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Online Safety and Digital Citizenship Weeks 1-6	<p>Week 1: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Internet Usage: Browsing and URLs (15 min)</p> <p>LCOM (L) Internet Usage: Safe and Effective Online Searches (15 min)</p> <p>Week 2: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Online Communication: Sending Email Messages (12 min)</p> <p>LCOM (L) Online Communication: Responding to Email Messages (8 min)</p> <p>Week 3: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (AE) Email the President (30 min)</p>	<p>Online Safety and Digital Citizenship (formerly Internet Usage & Online Communication):</p> <p>3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues.</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (C) collaborate effectively through personal learning communities and social environments (D) select and use appropriate collaboration tools; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.3. Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines; collect and organize information from a variety of formats, including text, audio, video, and graphics (C) validate and evaluate the relevance and appropriateness of information; and (D) acquire information appropriate to specific tasks.</p> <p>3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task</p> <p>3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment</p>



2021-22 Scope and Sequence

Technology Applications – Third Grade

	<p style="text-align: center;">Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM (L) Online Communication: Using Digital Collaboration Tools (15 min)</p> <p style="text-align: center;">LCOM (Post Skills Check) Internet Usage & Online Communication Skills Check- Level 3 (Post) (15 min)</p> <p style="text-align: center;">Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p style="text-align: center;">LCOM (CSE Lesson) Your Rings of Responsibility (45 min) <i>Student video is available for student personal viewing (5 min)</i></p> <p style="text-align: center;">Week 6: LCOM (Pre-Skills Check) Word Processing- Level 3 (Pre) (15 min)</p> <p style="text-align: center;">LCOM (D) Audience and Media (30 min)</p> <p style="text-align: center;">LCOM (R) Audience and Media (5 min)</p>	<p>(D) protect and honor the individual privacy of oneself and others (F) practice safe, legal, and responsible use of information and technology (G) comply with fair use guidelines and digital safety rules. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management including folder structures and tagging; and file conversions; (C) navigate systems and applications accessing peripherals both locally and remotely</p> <p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
software display window hardware address bar World Wide Web web browser protocol website	email parts email message electronic mail domain name safety email password communication	Language Arts Social Studies Citizenship Taking Responsibility Email Software Composing Communication	collaboration tool digital data media instant messaging digital collaboration video conference	common sense education community digital citizen responsibility	audience media graphics on-screen design white space color design elements



2021-22 Scope and Sequence

Technology Applications – Third Grade

URL web page hostname bookmark domain name server Internet Uniform Resource Locator path web address category research keyword privacy Internet hyperlinks website search engine online privacy web page online safety keyword search World Wide Web safety category search	email address online safety login username interface inbox junk mail forward email message reply interface email address online safety communication reply all email delete	Letters	digital environment digital device software learning community hardware		
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Cycle 6	31 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	April 25 – June 7	
Overview		
<p>Business Applications (formerly Word Processing): Students learn the essentials of word processing such as word processing basics, formatting, proofreading, spelling and grammar tools, and complete activities such as poem creation, and advanced report writing. Students can also play word processing games and take quizzes to test their knowledge of these essential skills.</p> <p>Business Applications (formerly Presentations): Students learn basic presentation skills and use of common presentation software titles. Topics include presenting to audiences, slide organization, and design and special effects. Students then practice their skills in presentation activities, with topics including natural resources, animal habitats, and interesting inventions.</p> <p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student's typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Business Applications (formerly Word Processing): Weeks 1-3	<p>Week 1: LCOM (L) Word Processing: Basic Document Creation (12 min)</p> <p>LCOM (L) Word Processing: Formatting Text (15 min)</p> <p>LCOM (L) Word Processing: Creating and Organizing Content (11 min)</p> <p>Week 2: LCOM (L) Word Processing: Revising and formatting (10 min)</p> <p>LCOM (L) Word Processing: Editing and Proofreading Your Work (15 min)</p> <p>LCOM (AE) Formatting a Poem (20 min)</p>	<p>Business Applications (formerly Word Processing): 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; (C) collaborate effectively through personal learning communities and social environments; (D) select and use appropriate collaboration tools; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p> <p>Business Applications (formerly Presentations): 3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;</p>

GLOBAL GRADUATE

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2021-2022

Page 1 of 3

2021-22 Scope and Sequence Technology Applications – Third Grade

Business Applications (formerly Presentations) Weeks 4-6	Week 3: STAAR TESTING WEEK LCOM Adaptive Keyboarding (10 min)	(D) select and use appropriate collaboration tools; (E) evaluate the product for relevance to the assignment or task; and (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.
	Week 4: LCOM (Post Skills Check) Word Processing- Level 3 (Post) (15 min)	
	LCOM (L) Presentations: Audience and Organization (12 min)	
	LCOM (L) Presentations: Composing Slides (10 min)	
	Week 5: LCOM (L) Presentations: Enhancing Slides (8 min)	
	LCOM (L) Presentations: Evaluating and Presenting (9 min)	
Capstone Project: Teacher-assigned project that incorporates presentation skills (ex. My School Year in Review)		
Week 6: Share Presentations with Class		

Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
end punctuation text lowercase period open capitalization printing	spacing font writing alignment move pictures page break font color	none	slide show audience presentation slide background image text	design color palette design element graphics layout effect presentation	none



2021-22 Scope and Sequence

Technology Applications – Third Grade

<p>file word processing exit question mark spacing close save exclamation point cursor input erase underline bold font size paste open italic font style rhyme clipboard copy reading spacing word processing select cut font graphics bullets audience word processing draft writing process reading comprehension writing insert pictures numbered list organize</p>	<p>symbols font style format font size word processing text wrap revise move text writing process edit proofreading poem</p>		<p>design element template slide show presentation slide layout white space graphics design</p>	<p>slide data audio slide show animation video transition slide sorter effect presentation toolbar slide transition effects slide show</p>	
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