



3rd Grade Digital Competency Minimum Standards

What every third grade student should be able to do on their ipad by the end of the school year

IPAD BASICS

<ul style="list-style-type: none">• Students learn the correct way to turn off the IPAD.• Students learn how to reset/reboot the IPAD.• Students learn how to organize their apps into themed folders on their homescreen.	<ul style="list-style-type: none">• Students learn how to multitask by having apps running in the background and using the home button to switch back and forth.• Students learn how to close apps running in the background.	<ul style="list-style-type: none">• Students learn how to add apps to the ipad dock.• Students learn how to take a screenshot.• Students learn tips for conserving battery life and charging faster.	<ul style="list-style-type: none">• Students know how to use the features of the control center.• Students know how to use Spotlight Search.• Students know how to use Zoom feature.• Students know how to split keyboard.
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WORD PROCESSING

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

A. Students demonstrate the ability to use the ipad keyboard to type smaller sentences/paragraphs.	Language Arts Standard 3.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences. You could use: Pages app	Social Studies Standard 3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte You could use: Keynote or Pages	Reading Standard 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters You could use: Venn diagram in Pages
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WEB BROWSING

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

A. Students learn to perform online searches using search engines, such as Google, Bing, or World Book, and use search best practices.	Computer Science Standard 3-5.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	Social Studies Standard 3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States You could use: Google/Bing/World Book to have students complete online research then share out their findings to discuss the differences.	Resources to help: Google Search Lesson Plans Key to Keywords Reliable Sources Helping students become better online researchers
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SPREADSHEETS

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Student knows the basics of entering data into a spreadsheet program.</p> <p>B. Student practices using tables/charts(pie,bar,line) to organize data.</p>	<p><u>Math Standard</u></p> <p>3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories.</p> <p><u>You could use:</u></p> <p><u>Numbers app</u> <u>Basics of Numbers app</u></p>	<p><u>Computer Science</u></p> <p>3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.</p> <p><u>You could use:</u></p> <p><u>Numbers app</u> <u>Basics of Numbers app</u></p>	<p><u>Science Standard</u></p> <p>3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.</p> <p><u>You could use:</u></p> <p>The Numbers app to create a sheet where the kids record plant growth over the course of a set amount of weeks. Then, they turn that data into a bar graph with titles and labels.<u>https://www.icloud.com/numbers/0VZ-M8_TSNovXV_cVO7TBnmEQ#Plant_growth</u></p>
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PRESENTATIONS

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Students create a simple presentation using best practices, effective language, and appropriate images.</p> <p>B. Student gives a live presentation using a digital presentational tool.</p>	<p><u>Computer Science Standard</u></p> <p>3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.</p> <p><u>You could use:</u></p> <p><u>Keynote</u>, <u>Imovie</u>, <u>Itrailer</u>, <u>Notability</u>, <u>Showme</u>, <u>Prezi</u>, <u>Haiku Deck</u>.</p>	<p><u>Language Arts Standard</u></p> <p><u>The Research Process</u></p> <p>3.W.5 Conduct short research on a topic. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a variety of formats.</p> <p><u>You could use:</u></p> <p><u>Keynote</u>, <u>Pages</u>, <u>Imovie</u> or <u>Itrailer</u>, <u>Notability</u>, <u>Showme</u>, <u>Prezi</u>, <u>Haiku Deck</u> Along with your Media Center resources</p>	<p><u>Social Studies Standard</u></p> <p>3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.</p> <p><u>You could:</u></p> <p>Have students research the 3 levels of government using Google, Bing, or World Book, and <u>create a Keynote presentation to share with the class</u>.</p>
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