Third Grade
Curriculum Map
2025-2026
Mrs. Michelle Koch

Unit: Microsoft Word, Pre-Keyboarding (Intro to Typing, Using a Mouse or Trackpad, Parts of a Computer, What Makes a Computer Run), Learn the Keys (J, F, and Space)	**Time:** August-September

Standards Taught

- 3.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 3.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 3.ET.EL.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.ID.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.2: Students persevere when researching and solving open ended problems and use trial-and-error strategies to test and refine prototypes.
- 3.ET.CC.2: Students create original artifacts or responsibly remix or repurpose existing digital resources.
- 3.ET.GC.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.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.KC.1: Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process.
- 3.ET.KC.2: Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance.

Differentiation:	**Classroom Management and Environment:**	**What will the students be doing?**
• Students who needed the extra help received individual help from paraprofessionals assigned to them or teacher help. • Students who can't use projection screen; paper copies are provided. • Assignment modifications are also provided when needed.	One 30-minute class period per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table. Projection system is used for classroom instruction.	To practice the various skills students will: • Hold class discussions on the importance of logging off internet sites to which they have logged in. • Complete lessons on www.typing.com to improve typing skills. • Utilize menu bar when working on documents in Microsoft Word. • Hold class discussions on how technology effects our lives every day. • Use Google to search for images. • Understand how to use the features of copy and paste.
Relevance	**Vocabulary**	**Assessments**
• Typing is essential to efficient use of word	• Home row • Posture • Typing	• Assessment is conducted throughout the class period as teacher observation.

processing and many other applications. • Logging out of web sites on shared computers is essential to personal information safety. • Proper posture and hand/arm placement while keyboarding is essential to physical well-being.	• Muscle memory • Favorites • Short cut keys • Extend/reach • Bookmark • Qwerty method • Public/private computers • Efficiency • Minimize • Desktop • Copy/Paste • Documents	• On line lessons are assessed as well as end of unit tests. • Time tests are given to track improvement of speed and accuracy. • Word documents are graded according to accuracy.
	Essential Questions: • What is the importance typing? • What is the importance of correct logging off procedures on a shared computer? • What is the importance of muscle memory? • What is the importance of correct posture? • Why is knowing the menu bar and short cuts essential to keyboard efficiency?	

Unit: Microsoft Word, Learn the Keys (U, R, K, D, E, I, C, G, N)	**Time:** October-November-December

Standards Taught

- 3.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 3.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 3.ET.EL.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.CT.2: Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions.
- 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.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.CC.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.2: Students create original artifacts or responsibly remix or repurpose existing digital resources.
- 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.GC.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.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.KC.1: Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process.
- 3.ET.KC.2: Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance.
- 3.ET.KC.3: Students use a variety of strategies and digital tools to organize information and make meaningful connections.

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Assignment modifications are also provided when needed.</td><td>One 30-minute class period per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table. Projection system is used for classroom instruction.</td><td>To practice the various skills students will:
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Muscle memory
Favorites
Short cut keys
Extend/reach
Bookmark
Qwerty method
Public/private computers
Efficiency
Minimize
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Copy/Paste
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	• Why is knowing the menu bar and short cuts essential to keyboard efficiency?

Unit: Microsoft Word, Learn the Keys (T, S, L, O, B, A, V, H, M)		**Time:** January-February
Standards Taught		
• 3.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. • 3.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning. • 3.ET.EL.3: Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways.		
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Relevance	**Vocabulary**	**Assessments**
• Typing is essential to efficient use of word processing and many other applications. • Logging out of web sites on shared computers is essential to personal information safety. • Proper posture and hand/arm placement while keyboarding is	• Home row • Posture • Typing • Muscle memory • Favorites • Short cut keys • Extend/reach • Bookmark • Qwerty method • Public/private computers • Efficiency	• Assessment is conducted throughout the class period as teacher observation. • On line lessons are assessed as well as end of unit tests. • Time tests are given to track improvement of speed and accuracy. • Word documents are graded according to accuracy.

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Unit: Microsoft Word, Learn the Keys (Period, Comma, W, X, ;, Q, Y, P, Z, Enter)	**Time:** March-April-May

Standards Taught

- 3.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 3.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 3.ET.EL.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.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.CT.1: Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking.
- 3.ET.CT.3: Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition.
- 3.ET.DC.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.2: Students will practice positive, safe, legal, and ethical behavior when using technology.
- 3.ET.DC.3: Students demonstrate and promote respect for using and sharing the intellectual property of others and themselves.
- 3.ET.DC.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.KC.3: Students use a variety of strategies and digital tools to organize information and make meaningful connections.

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