



Grade/Level	3 <sup>rd</sup> Grade/PowerPoint Story	Course/Subject	Technology
Date	Cycles January, February, March	Authors	Deissler, Rotchford, Shinton

**ESSENTIAL QUESTION(S)**      How does technology affect your life?

REFERENCE to PDE STANDARD      BCIT

REFERENCE to COMMON CORE STDS

REFERENCE to NETS STANDARDS

- Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - a. apply existing knowledge to generate new ideas, products, or processes.
  - b. create original works as a means of personal or group expression.
  - c.. use models and simulations to explore complex systems and issues.
  - d. identify trends and forecast possibilities.
- Communication and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
  - d. contribute to project teams to produce original works or solve problems.
- Research and Information Fluency** - Students apply digital tools to gather, evaluate, and use information. Students:
  - a. plan strategies to guide inquiry.
  - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - d. process data and report results.
- Critical Thinking, Problem-Solving & Decision-Making** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.

**Digital Citizenship** - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

**Technology Operations and Concepts** - Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

<b>STUDENT COMPETENCIES</b>	Students will be able to: Use drawing tools to create a 5 slide story using PowerPoint		
<b>INSTRUCTIONAL DESIGN/STRATEGIES</b>	<p>Day One:</p> <ul style="list-style-type: none"> <li>• Teacher will review a PowerPoint example of a story made with shapes (CopyCat becomes a Creative Cat)</li> <li>• Students will use research on non-fiction character to brainstorm their character and begin to draw their character using shapes</li> </ul> <p>Day Two:</p> <ul style="list-style-type: none"> <li>• Teacher will review how to create scenes using backgrounds and shapes</li> <li>• Students will begin to create the backgrounds for the scenes on their slides</li> <li>• Teacher will demonstrate how to duplicate slides to keep the same format</li> </ul> <p>Day Three:</p> <ul style="list-style-type: none"> <li>• Students will insert text boxes to show their character’s narrative</li> <li>• Teacher will demonstrate how to insert shapes and callouts; format and group them</li> </ul> <p>Day Four:</p> <ul style="list-style-type: none"> <li>• Students continue creating a 5-7 slide PowerPoint story</li> </ul> <p>Day Five:</p> <ul style="list-style-type: none"> <li>• Students SCCP and share their stories</li> </ul> <p>Day Five:</p> <ul style="list-style-type: none"> <li>• Students SCCP and share their stories</li> </ul>		
<b>EXTENSION/ENRICHMENT</b>	Students may animate their story and add transitions	<b>SCAFFOLDED SUPPORT</b>	Student Collaboration
<b>EXPLICIT VOCABULARY</b>	Insert, shapes, scribble, format, copy & paste, group		
<b>ASSESSMENT TYPES</b>	Teacher observation; student response		

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<b>TIMEFRAME</b>	6 cycles
<b>RESOURCES</b>	Microsoft PowerPoint; biography & notes

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