Montpelier Schools

Second Grade

Technology Applications and Information Tools

Ohio Technology Content Standards 3, 4, and 5

Scope and Sequence

Key: I – Introduce, C – Continuation, M - Mastery

Standard 3

Technology for Productivity Applications

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

Benchmark A: Understand basic computer and multimedia technology concepts and terminology.		
Skills	**Level**	**Comments**
Identify and describe the purpose of various types of computer and multimedia technology	C	
Use correct terminology when talking about computers and multimedia technology.	C	
Know that software is necessary to operate computer technology.	I	
Use a variety of computer and multimedia technology resources for directed learning activities. • Computer • VCR/DVD player • audio player • camera	C	

Benchmark B: Demonstrate operation of basic computer and multimedia technology tools.		
Skills	**Level**	**Comments**
Demonstrate proper care of computer and multimedia technology resources.	C	
Identify and use input and output devices to operate and interact with computers and multimedia technology resources • Scanner • Digital camera • Video camera	I	
Demonstrate problem-solving skills within a software application.	C	
Develop a slide show presentation with teacher assistance (e.g., small groups work together to create slides or hypermedia products). • PowerPoint • SMART Notebook • PhotoStory	I	
Use proper keyboarding techniques • Placing their fingers on home row keys • Use typing tutorial software to learn keyboarding	I	

Benchmark C: Use productivity tools to produce creative works		
Skills	**Level**	**Comments**
Use productivity tools with teacher assistance • Word processing (Wordpad, Word) • Presentations (PowerPoint, SMART Notebook) • Drawing programs (Paint, SMART Ideas)	C	
Use technology resources with teacher assistance for communication and illustration of thoughts and ideas • creative stories (Word, Wordpad) • drawings (Paint, SMART Ideas • presentations (PowerPoint, SMART Notebook) • publication software (Publisher)	I	

Standard 4
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.

Benchmark A: Investigate the nature and operations of communication systems.		
Skills	**Level**	**Comments**
Use media to view information.	C	
Participate in the creation of media products (e.g., use appropriate communication tools with teacher assistance).	I	

Benchmark B: Explore how information can be published and presented in different formats.		
Skills	**Level**	**Comments**
Use graphic organizers to plan a presentation (e.g., graphic organizing, charting or mapping software). • SMART Ideas	C	
Compare digital graphic images used to portray a topic (e.g., students are given images on the same topic from two different sources and explain why one may be better for the assignment than another). • SMART Ideas	I	
Present information in an electronic format, including text, graphics or multimedia (e.g., write and illustrate a story based on writing prompt, slide show or photo album). • Microsoft Word • Microsoft Publisher • Microsoft PowerPoint • SMART Totebook	I	
Compose class e-mail (e.g., each student has an opportunity to contribute ideas for e-mail messages related to their studies).	I	

Benchmark C: Participate in group projects and learning activities using technology communications.		
Skills	**Level**	**Comments**
Use e-mail to share information in a teacher-directed group e-mail activity (e.g., comparing class information with another class at a remote location).	I	
Participate in communication sessions to interact with other classes in teacher-directed online project • e-mail • Video conferencing • Telephones	C	

Standard 5
Technology and Information Literacy
Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A:
State what information is, and show where it can be found.

Skills	Level	Comments
Tell about the purposes for information use (e.g., information is helpful to solve problems, find answers, learn).	I	
Distinguish between fact and fiction (e.g., discuss and compare a fact-based document about a topic with a story about the same topic).	C	

Benchmark B:
Use a simple research process model which includes deciding what to use, finding resources, using information and checking work to generate a product.

Skills	Level	Comments
Discuss the question assigned by the teacher and where the information might be found.	C	
Use the online library catalog to locate information sources by title, author or subject.	I	
Select needed information from teacher-selected Web sites, electronic encyclopedias and other electronic collections.	C	
Give credit to the sources used for work by listing the author and the name of the source.	I	
Tell how information was found.	C	

Benchmark C:
Apply basic browser and navigation skills to find information from the Internet.

Skills	Level	Comments
Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function	C	
Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics, moving from broad—animals, to more specific—panda).	I	
Read information from a Web site assigned by teacher and identify the name and topic of the Web site.	C	