

**Brookings School District 5-1
Second Grade
Technology Curriculum
Fall 2010**

Unit: Nature, Concepts and Systems (Systems Thinking Interactions and Design)

Indicator 1: Students understand the history and progression of technology in relations to the development and design of future technology.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Comprehension	2.NC.1.1: Distinguish between the natural and human-made world	I can describe the progression of technology – Communication technology - quill-pencil-keyboarding Transportation – wagon-car-airplane Health – leeches-surgery Agricultural – oxen-tractor Energy – fire-solar power	SS: 2.US.1.1 & 2.US.1.2	

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

Comprehension	2.NC.2.1: Define each component in a systems-thinking model o	I can define each component in a systems thinking model. INPUT-need: what you want the system to do Resources: the ingredients that go into the system-tools, information		
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		<p>people, time, energy, capital, materials.</p> <p>PROCESS–the steps that lead to a result</p> <p>OUTPUT–the result that comes out of the system</p> <p>FEEDBACK–comparing the result to the original need. adjustments are made to the inputs and/or process</p>		
<p>Indicator 3: Students analyze the relationships and the connection between technologies in different fields of study and how they apply to communities.</p>				
Analysis	<p>2.NC.3.1: Classify whether technologies are used in the home, school, or community.</p>	<p>I can classify whether technologies are used in the home, school, or community: Home–toaster School–fax machine Community–cell phones</p>		
Knowledge	<p>2.NC3.2: Recognize that technology has an</p>	<p>I can recognize that technology has an interrelationship with the environment. graphing “favorites”</p>		

<p>Knowledge</p>	<p>interrelationship with the environment.</p> <p>2.NC.3.3: Identify responsible digital citizenship relative to technology and its use.</p>	<p>on the smart board</p> <p>I can identify responsible digital citizenship relative to technology and its use.</p> <p>Etiquette–electronic standards of conduct or procedure, Communication–electronic exchange of information, Education–the process of teaching and learning about technology and the use of technology, Access–full electronic participation in society, Commerce–electronic buying and selling of goods, Responsibility–electronic responsibility for actions and deeds, rights–those freedoms extended to everyone in a digital world, Safety–physical well–being in a digital technology world (practicing child protection measures when communicating</p>		
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		<p>online, Security-(self protection): electronic precautions to guarantee safety (passwords, secured web sites not giving out personal information).</p> <p>I can use an individual password to protect the privacy of information.</p> <p>I can describe ownership rights of technology-created work.</p> <p>I can practice safe online behaviors</p>		
Indicator 4. Students understand the purpose and demonstrate the use of the design process in problem solving.				
Application	2.NC.4.1: Choose among given alternatives to solve a problem.	<p>I can choose among give alternatives to solve a problem. -Can't log in – is the cap key on? Is the password typed correctly? Test alternative solutions</p>		

Unit: Social Interaction

Indicator 1. Students understand the safe, ethical, legal and societal issues related to technology.

Comprehension	2.SI.1.1: Describe ownership rights of technology-created work (copyrights)	I can describe ownership rights of technology-created work (copyright): book report, art projects		
Application	2.SI.1.2: Utilize safe technology behaviors	I can utilize appropriate and safe technology behaviors: use an individual password, email, Internet (games registration, sales, pop-ups)		
Indicator 2: Students investigate the advantages and disadvantages of technology.				
Knowledge	2.SI.2.1: Identify advantages of tools/technology in the community	I can identify advantages of tool/technology in the community: cable TV, bar code scanners		

Unit: Information and Communication Tools

Indicator 1: Students recognize and demonstrate skills in operating technological systems

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Comprehension	2.CT.1.1: Demonstrate saving and retrieving a file to/from a specified existing folder with assistance.	I can demonstrate saving and retrieving a file to and from a specified, existing folder with assistance ✓ I can identify and use correct finger placement of the home row keys.		

Indicator 2: Students use technology to enhance learning, extend capability and promote creativity.

Application	2.CT.2.1: Use a directed variety of media for learning activities.	I can use a directed variety of media for learning activities; -software -hardware -dictionary -encyclopedia -interactive book -audio-video player -phones -web resources		
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Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.				
Knowledge	2.CT.3.1: Select an appropriate tool for a task given a list of technologies	I can write letters using a word processing program not a spreadsheet program.		

Unit: Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Comprehension	2.CP.1.1: With assistance, demonstrate the ability to work with others when using technology tools to convey ideas or illustrate simple concepts.	I can with assistance, demonstrate the ability to work with others when using technology tools to convey ideas or illustrate simple concepts: web quest, email		

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

Application	2.CP.2.1: Use information technologies to communicate and share an idea, with assistance.	I can, with assistance, send email to others, I can, with assistance, create a power point to give a presentation.		
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Unit: Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	2.IL.1.1: Select from several teacher-selected Internet sites to locate information.	I can select from several teacher-selected Internet sites to locate information. Using keywords with assistance as a search strategy. -Google -Encyclopedia		

Indicator 2: Students determine the reliability and relevancy of information

Analysis	2.IL.2.1: Distinguish among fact, fiction, and opinion	I can distinguish among fact, fiction, and opinion: dogs are an animal, dogs are rocks, dogs are better than cats.		
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