

Urbana School District #116
SECOND GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> • Know short- and long-vowel sounds • Rhyme using blends and word families • Recognize patterns in words • Blend and segment sounds in one-syllable and multi-syllable words • Use root words, prefixes and suffixes to read unknown words • Sort words into sets and groups • Talk about the meaning of and use new words I have learned • Use knowledge about small words to predict the meaning of compound words
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> • Read aloud grade-level text fluently and accurately • Recognize sight words on grade level list • Use text structure and context clues to help me understand what is read • Check for understanding during reading
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> • Put events in a story in the right order (e.g., beginning, middle, end) • Summarize information in a text • Retell facts and details after reading • Answer questions about a story or text • Make text-self and text-text connections

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> • Describe, compare and answer questions about characters, settings, plots, problem/solution, main ideas and events • Tell how authors and illustrators express their ideas in text and graphics • Make inferences about story elements (reasons why, possible outcomes)
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> • Read a variety of texts • Compare different versions of the same story from different cultures and times • Answer explicit and inferential questions about a text • Relate character, setting, and plot to real-life situations

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> • Use correct subject-verb agreement • Use capital letters for all proper nouns, words at the beginning of sentences and greetings, months and days of the week, titles and initials • Use commas correctly in letters, dates and things in a series • Correctly spell high frequency words • Write legibly using manuscript letters
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Revise drafts of own writing to improve sequence and detail with help • Edit own writing using the grade-level editing checklist • Develop an idea that has a beginning, middle, and end • Write three paragraphs on a single topic • Use strategies to write narrative and expository text
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Write for different purposes (tell a story, describe, inform, entertain, respond to literature) • Write a variety of pieces (e.g., stories, reports, letters, instructions, poetry)

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> • Listen for specific purposes • Ask questions to clarify meaning • Follow directions
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Stand and speak to a group • Present ideas in reasonable order or logical sequence • Contribute to conversations and discussions • Speak for different purposes (e.g., inform entertain, persuade)

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
<p>5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</p>	<ul style="list-style-type: none"> • Tell the difference between a statement and question • Alphabetize a list of words by the second letter • Find words in dictionaries and topics in encyclopedias • Use text, titles, chapter headings, captions and illustrations to locate information • Make questions and gather information to answer them
<p>5B: Analyze and evaluate information acquired from various sources.</p>	<ul style="list-style-type: none"> • Retell facts and details after reading • Select a text to answer specific questions • Identify the main idea • Gather information for a specific topic or purpose and sort it into major categories • Identify specific parts of a text to support a point • Use charts, diagrams, graphs, or maps to gather information
<p>5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.</p>	<ul style="list-style-type: none"> • Create and/ or use graphic organizers to help understand information • Organize and share information about a topic with help • Share information by talking, writing, or using technology

MATHEMATICS

Illinois State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

State Standard	District Core Expectations
6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<ul style="list-style-type: none"> • Build, identify and write numbers up to 1,000 • Know place values to 1,000 • Order and compare numbers up to 1,000 • Uses $<$, $>$, and $=$ • Identify and compare $\frac{1}{2}$s, $\frac{1}{4}$s, and $\frac{1}{3}$s
6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	<ul style="list-style-type: none"> • Solve problems involving addition (1- and 2-digits) with and without regrouping. • Solve problems involving addition and subtraction without regrouping. • Solve money problems up to \$1.00. • Use the relationship between addition and subtraction to solve problems (fact families) to 20.
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> • Make reasonable estimates in different situations • Round to the 10s place
6D: Solve problems using comparison of quantities, ratios, proportions and percents.	NA

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Standard	District Core Expectations
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"> • Tell time to the nearest half hour • Tell the relationship between days, weeks, months, and years • Choose and use the right tool to measure things • Measure length using centimeters, inches, and feet
7B: Estimate measurements and determine acceptable levels of accuracy.	<ul style="list-style-type: none"> • Compare and estimate length
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	

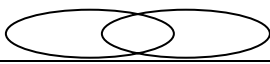
Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results

State Standard	District Core Expectations
8A: Describe numerical relationships using variables and patterns.	<ul style="list-style-type: none"> Describe and create shape or number patterns Write a number sentence for a word problem
8B: Interpret and describe numerical relationships using tables, graphs and symbols.	
8C: Solve problems using systems of numbers and their properties.	
8D: Use algebraic concepts and procedures to represent and solve problems.	<ul style="list-style-type: none"> Solve missing addend word problems (Ex: I had 10 apples. George came and took some. I have 2 left. How many did George take?)

Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Standard	District Core Expectations
9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.	<ul style="list-style-type: none"> Identify and draw pentagon, octagon, hexagon, trapezoid Identify cone, sphere, pyramid, cylinder, cube, and prism Label and describe face, edge and corner of 3-D shapes Locate and identify points using numbers and symbols on a grid Create and identify shapes that have line symmetry Identify flips, slides, or turns
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> Know the relationship between 3D and 2D shapes Know that "congruent" objects have the same size and shape
9C: Construct convincing arguments and proofs to solve problems.	
9D: Use trigonometric ratios and circular functions to solve problems	<ul style="list-style-type: none"> Application of standard 9D begins in middle school

Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Standard	District Core Expectations
10A: Organize, describe and make predictions from existing data.	<ul style="list-style-type: none"> Read and create tables, tally charts, and Venn diagrams 
10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
10C: Determine, describe and apply the probabilities of events.	<ul style="list-style-type: none"> Tell when something is most likely or least likely

SCIENCE

Illinois State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

State Standard	District Core Expectations
11A: Know and apply the concepts, principles, and processes of scientific inquiry.	<ul style="list-style-type: none"> • Use science equipment and materials safely • Make educated guesses which are based on my observations • Explain events that are observed
11B: Know and apply the concepts, principles and processes of technological design.	NA

Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Standard	District Core Expectations
12A: Know and apply concepts that explain how living things function, adapt and change.	<ul style="list-style-type: none"> • Classify living things based on how they are similar • Explain that each part of a plant has a purpose • Identify examples of animals that vertebrates and invertebrates • Tell the characteristics of mammals, birds; fish amphibians; and reptiles
12B: Know and apply concepts that describe how living things interact with each other and with their environment.	<ul style="list-style-type: none"> • Explain how living things change because of their environment
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none"> • List different sources of energy and things they power • Build and test simple circuits with batteries
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none"> • Tell how forces produce actions and reactions • Identify types of simple machines and tell what they are used for
12E: Know and apply concepts that describe the features and processes of the Earth and its resources.	<ul style="list-style-type: none"> • Name several different type of precipitation • Name the different parts of weather • Identify different weather events • Tell about local weather conditions and patterns • Tell ways that materials can be reduced, reused, and recycled • Understand that resources can be either renewable or nonrenewable • Name different types of pollution
12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	<ul style="list-style-type: none"> • Explain that changes in the seasons are because of the earth's tilted axis and rotation around the sun

Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Standard	District Core Expectations
13A: Know and apply the accepted practices of science.	<ul style="list-style-type: none"><li data-bbox="667 365 1357 394">• Collect, record, and organize data from an experiment
13B: Know and apply concepts that describe the interaction between science, technology and society.	<ul style="list-style-type: none"><li data-bbox="667 432 1349 489">• List the ways that technology is used at home and at school

SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	<ul style="list-style-type: none"> Explain why an American holiday, such as the Fourth of July, represents the idea of freedom.
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	NA
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> Identify examples of rights and responsibilities that kids may have at home and at school. Explain the importance of good citizenship within a democratic society
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> Identify important services provided by local governments in a community (fire, police, mayor) that help people to improve their lives.
14E: Understand United States foreign policy as it relates to other nations and international issues.	NA
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> Explain why an American holiday such as the Fourth of July represents the idea of freedom.

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> Identify public goods and services that students and families may use within their community. Identify the basic needs of human beings (food, clothing, shelter). Explain the difference between wants and needs.
15B: Understand that scarcity necessitates choices by consumers.	<ul style="list-style-type: none"> Explain why consumers must make choices
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> Explain choices made by producers.
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> Describe how wages/money can be earned in exchange for work.
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	NA

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> Compare community life from the past with the present day community. Give an example of an event that occurred in the past and an example of a current event.
16B: Understand the development of significant political events.	<ul style="list-style-type: none"> Identify and explain the significance of holidays (for example Veteran’s Day, President’s Day, and Martin Luther King Jr. Day) that are celebrated both at the local and national level.
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> Name occupations available within a community.
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> Compare community life from the past with the present day community.
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> Give an example of an event that occurred in the past and an example of a current event.

Illinois State Goal17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> Create a simple map of his/her neighborhood. Describe what a map and globe represent. Identify the elements of a map and explain their use (such as map key and compass rose). Name and use cardinal (North, South) and intermediate (Northeast, Southwest) directions. Locate places on a map using a number/letter grid system. Create maps using the major elements of a map (such as title, map key, and compass rose).
17B: Analyze and explain characteristics and interactions of the Earth’s physical systems.	<ul style="list-style-type: none"> Identify landforms (such as mountains, valleys, and islands) and bodies of water (for example: rivers, lakes, and oceans) on a map and globe.
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> Compare and contrast rural and urban communities. Describe the difference between a town and a city. Explain how the geographic characteristics of a region influenced where communities develop.
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> Identify ways people depend on and interact with the physical environment of their community (such as rivers and farming).

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none">• Describe how people in a community rely on each other.• Describe how different customs and traditions from around the world have become a part of American life.
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none">• Compare and contrast the local community with a community in another nation.
18C: Understand how social systems form and develop over time.	NA

PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> • Combine two or more locomotor and/or non-locomotor skills in a sequence • Move accurately in various directions (behind, ahead of, next to, near to, over, under, on through, beside) • Demonstrate a combination of two or more simple weight bearing and/ or balance movements or movements • Develop a basic movement vocabulary
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> • Follow classroom rules for safety in movement activities

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> • Recall the immediate effects of exercise on the body
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> • Participate in teacher-directed activities that can develop health related fitness goals

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> • Perform individual roles when participating in group physical activity
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> • Examine how to settle disagreements when participating in physical activity • Recognize the need for individual and shared goals during group physical activity. • Complete a task individually or when working with a partner or a group given a specific amount of time with little teacher intervention during a physical activity

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> List hygiene habits that are used daily to maintain or improve health Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease Discuss basic rules for traffic, bus, bicycle, and fire safety Follow rules for playground and classroom safety Tell ways to be safe around heat Tell ways to prevent falls List ways to use electricity safely
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> Explain ways to protect self and others from disease Demonstrate proper procedures and techniques used during tornado and fire drills.
22C: Students who meet the standard can explain how the environment can affect health	See Science Expectations

Illinois State Goal 23: Understand human body systems and factors that influence growth and development

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> Identify major body systems (respiratory, circulatory, musculo-skeletal, nervous) and how they function Connect the five senses with the major body systems they represent
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> List eating habits that have a positive or negative influence on health Recognize the importance of calcium to the bones
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> Compare own growth to that of peers and explain that people grow at different rates and times Recognize that all living things need parents to produce them Discuss that the potential for growth is established by heredity

Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> Define "conflict" Tell how choices affect personal behavior Tell the difference between healthy and unhealthy ways to act on feelings
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> Describe 'uncomfortable situations' as they pertain to strangers Define 'good touch' and 'bad touch'. Discuss ways to behave around strangers Practice asking an adult for help
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> Identify uncomfortable situations Demonstrate safety rules at home, at school, and in the community. Practice using emergency numbers in the community, including 911

FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> Describe subject matter in specific art works (in Dance, Drama, Music, and Visual Art) <p>Visual Art</p> <ul style="list-style-type: none"> Describe subject matter in specific art works Identify various types of lines, patterns, and types of texture Identify mixing formulas (e.g. red + blue = violet) Distinguish between organic and geometric shapes <p>Dance, Drama, Music (See below 26 B)</p>
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> Look at the same concepts in different works within one art form. (Dance, Drama, Music, Visual Art) Look at ways arts concepts are used across art forms (Dance, Drama, Music, Visual Art)

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	<p>DANCE</p> <ul style="list-style-type: none"> Use the dance tools of body, mind, and sound source Demonstrate the cooperative skills needed to create a dance and/or a movement sequence <p>DRAMA</p> <ul style="list-style-type: none"> Use the drama tools of mind, body, and voice Demonstrate the cooperative skills needed to create scene <p>MUSIC</p> <p>VISUAL ART</p> <ul style="list-style-type: none"> Recognize tools and processes used to create visual images and identify basic painting techniques such as watercolor resist and washes Use materials and tools safely
26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.	<p>DANCE</p> <ul style="list-style-type: none"> Tell the difference between symmetrical and asymmetrical body shapes perform combinations of locomotor and non-locomotor movements Use personal and general space appropriately Explore different sizes, levels, directions, and relationships in space Respond to even and uneven rhythms through movement Explore movement qualities <p>DRAMA</p> <ul style="list-style-type: none"> Demonstrate the following skills in dramatic activities: observation, concentration, imagination Use pantomime to express a variety of characters, objects and/or locations

	<ul style="list-style-type: none"> • Demonstrate imagined characters and/or environments in dramatic activities • Create a character or emotion by using facial expressions, gestures, posture, and walk • Create a new ending to a familiar story and discuss a variety of versions related to a single tale • Discuss emotions in given drama selection • Identify characters, setting and conflict in a given story or scene • Identify the beginning, middle, and end of a story or scene <p>MUSIC</p> <ul style="list-style-type: none"> • Follow and perform written music (rhythms, words, melodic notation, music symbols) • Recognize simple musical forms • Name some occupations related to music and discuss some of the roles of music • Listen to and perform music from a variety of cultures <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create 2-D and 3-D artworks which express a specific idea
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
27A: Analyze how the arts function in history, society and everyday live.	<ul style="list-style-type: none"> • Share comments about art works in a positive manner • Identify and demonstrate appropriate audience behavior related to each art form
27B: Understand how the arts shape and reflect history, society and everyday life.	<ul style="list-style-type: none"> • Describe how the arts help us communicate about things in different ways • Connect works of art to stories about people and/or everyday life

Revised 7/06

**Urbana School District #116
SECOND GRADE CORE EXPECTATIONS**

TECHNOLOGY

Domain One: Basic Operations and Concepts

Basic Operations and Concepts	Second Grade
<p>A. Demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>B. Are proficient in the use of technology</p>	<ul style="list-style-type: none"> ▪ Categorize computer components as input and/or output ▪ Utilize the window manipulation, zoom box, resize box, scroll bar, finder/program ,manager, application/finder menu ▪ Create a new document ▪ Name and save a document ▪ Open/close a document ▪ Print a document ▪ Handle and insert disks and CD-ROMs properly with guidance ▪ Shut down the computer properly ▪ Save a file with guidance ▪ Identify sources of help when using a computer ▪ Become familiar with relative positions of keys on a keyboard ▪ Use basic keys functions (arrow keys, caps lock, delete/backspace) ▪ Use basic punctuation keys (shift, question mark, period, apostrophe, and comma keys)

Domain Two: Social, Ethical and Human Issues

Social, ethical, and human issues	Second Grade
<p>A. Understand the ethical, cultural, and societal issues related to technology</p> <p>B. Practice responsible use of technology systems, information, and software</p> <p>C. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity</p>	<ul style="list-style-type: none"> ▪ Identify ways technology influences and changes the lives of people in communities ▪ Identify uses of technology at home and at school ▪ Demonstrate an understanding of respect for privacy and confidentiality ▪ Treat all equipment with respect and proper care ▪ Recognize that there is a District #116 Acceptable Use Policy (AUP) ▪ Recognize age-appropriate issues related to the use of technology

Domains Three and Four: Technology productivity and communication tools

Technology productivity and communication tools	Second Grade
<p>A. Use technology tools to enhance learning, increase productivity, and promote creativity</p> <p>B. Use productivity and media tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</p> <p>C. Use telecommunications and a variety of media and formats to communicate information and ideas effectively with peers, experts, and other audiences.</p>	<ul style="list-style-type: none"> ▪ Enter text with capitalization, spacing and end marks ▪ Insert and delete characters and/or words ▪ Identify common uses for word processing ▪ Use menu bar, with guidance, to set font, size, and style ▪ Utilize text wrap when typing ▪ Use an age-appropriate database to find information (e.g., reference CD-ROMs such as “My First Incredible Amazing Encyclopedia”) ▪ Identify the basic elements of a multimedia presentation (text, sound, pictures, etc.) ▪ Create a picture story and express thoughts using a computer-drawing program ▪ Identify examples of communication technology (e.g., webpage, email, newsletter, telephone)

Domain Five: Technology Research Tools

Technology Research Tools	Second Grade
<p>A. Use technology to locate, evaluate and collect information from a variety of sources</p> <p>B. Use technology tools to process data and report results</p> <p>C. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks</p>	<ul style="list-style-type: none"> ▪ Define keywords in research process ▪ Find information within a selected resource with guidance ▪ Use electronic card catalogue [OPAC] with teacher guidance ▪ Use an electronic encyclopedia with teacher guidance ▪ Identify a basic search strategy with teacher guidance ▪ Utilize keywords in the research process with teacher guidance

Domain Six: Technology problem-solving and decision-making tools

Technology problem-solving and decision-making tools	Second Grade
<p>A. Use technology resources for solving problems and making informed decisions</p> <p>B. Employ technology in the development of strategies for solving problems in the real world</p>	<ul style="list-style-type: none"> ▪ With teacher guidance, determine when technology is useful to solve a specific task or problem