

EDUCATIONAL TECHNOLOGY STANDARDS & EXPECTATIONS

TECHNOLOGY



.....

Grades K-2

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Welcome to Michigan's Educational Technology Standards & Expectations

It is a goal of No Child Left Behind that schools will "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."

The Grade Level Educational Technology Standards & Expectations for K-2 are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

Educational Technology Standards & Expectations

Grades K-2



BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

Educational Technology Standards & Expectations Continued...



SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies
2. discuss advantages and disadvantages of using technology
3. recognize that using a password helps protect the privacy of information
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. discuss the consequences of irresponsible uses of technology resources at home or at school
6. understand that technology is a tool to help complete a task
7. understand that technology is a source of information, learning, and entertainment
8. identify places in the community where one can access technology



TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project



TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others



TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task



TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)



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