K-2 TECHNOLOGY CURRICULUM

Middle Township Public Schools

216 S. Main Street

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Born on: August 2022

Kindergarten Media Literacy

Curriculum

Content Area: Library and Computers

Course Title: Media Literacy	Grade Level: Kindergarten
Unit 1: Introduction, Orientation and Book Care/Selection	4 days
Unit 2: Literature Appreciation	Ongoing, throughout the year 10 days
Unit 3: Digital Citizenship	Ongoing, throughout the year 10 days
Unit 4: Reference and Research	Ongoing, throughout the year 10 days
Unit 5: Coding	6 days

Introduction

Unit 1: As students enter the library media center, they will discuss and enjoy a variety of literature read aloud in order to develop enthusiasm for reading and information. They will become familiar with the library media center including the layout of the room, personnel and their roles, location of relevant areas, responsible behavior and check-out and return procedures. The students will

demonstrate good habits in handling print and electronic materials and develop enthusiasm for reading and information. Students will use the library's print and electronic resources to access information for a specific topic while locating materials for independent reading and will become familiar with the different parts of a book. Students will also learn how to independently shop at the Scholastic Book Fair and make proper choices with their money while shopping.

Unit 2: As students enter the library media center, they will become familiar with listening to stories. Students will demonstrate the ability to answer questions about the stories. Students will determine the main idea and sequence of events in a story. Students will learn to describe what authors and illustrators do and obtain information from various types of literature including fiction, non-fiction, biography, fairy tales, nursery rhymes and poetry. Students will also be introduced to the concepts of character, setting, and plot as they read books by different authors and explore each author's body of work.

Unit 3 : As students enter the library media center, they will discuss and learn how to become a Digital Citizen. The students will learn how to practice ethical behavior as it relates to digital citizenry. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. The students will investigate, brainstorm and design a common tool that works with part of a system and the importance of safety issues. The students will recognize appropriate applications to design technological products. Analyze the impact of technology on our daily lives. The students will express how technology tools and resources are practical for everyday life.

Unit 4 : As students enter the library media center, they will identify nonfiction books and digital materials from the library to answer questions. Students will learn to evaluate informational text, websites and books and properly conduct research. The students will also learn to use digital tools that apply to word processing such as creating, maintaining and saving files within various software programs. The students will demonstrate innovative ideas and narratives using digital tools and media-rich resources. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. Students will learn how to use Google Earth and maps.

Unit 5: As students enter the library media center, they will learn computer programming through coding. Over the course of this unit, students will learn the basics and history of computer programming, how data is stored on the internet and creating source codes on the

computer. Students will use approved coding websites and games to practice coding while learning the computer program.

Unit 1: Introduction, Orientation and Book Selection	Duration: 4 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	

organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Supporting and Additional Standards

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Primary Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Computer Science and Design Thinking Standards

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser. Select and use applications effectively and productively. 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
Technology Integration:	**Formative**
● Google Forms	● Teacher Observation
● Webquests	● Student Feedback
● YouTube videos	● Exit Slips
● Websites	● Completed Projects

● Library videos that include uploads from different formats such as TeacherTube and YouTube	● Thumbs Up/Thumbs Down **Summative** ● Worksheet Assessments **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects ● Portfolios

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How can my students become an effective user of the library? ● How can the library impact students' personal reading growth? **Enduring Understandings** ● Students will locate the library media center, and recognize that there are different areas ● Students will understand the proper care and return of library materials ● Students will understand that the library media center and its contents are shared by the entire school community ● Students will understand that the purpose of the library is to provide students and staff with a variety of ma ● Students will know it is important to keep things in order in the library so that materials can be easily found ● Students will know how to login and logout of computer ● Students will know how to properly spend money during the Scholastic Book Fairs	**Unit Goals:** ● SWBAT become familiar with the library media center and procedures ● SWBAT identify media center personnel ● SWBAT identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port ● SWBAT identify the menu bar and icons ● SWBAT manipulate and control a mouse ● SWBAT locate areas where different types of books are found ● SWBAT follow proper check out and return procedures and demonstrate acceptable Media Center behavior ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while shopping at the Scholastic Book ● SWBAT demonstrate good habits when handling print materials and use the spine for proper placement of book ● SWBAT enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book

Instructional Plan	
Suggested Activities	**Resources**
● Use text that introduce the library media center and looking for a book ● Use picture books or text that has history, science or biographies ● Read picture books that coordinate with holidays ● Use Scholastic website for upcoming Book Fair by showing author book trailers	Resources for **on-grade** students: ● Print and Digital Material ● Computers Resources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers
Suggested Options for Differentiation	
English Language Learners: ● Simplified language / teacher talk / thinking aloud	

- Frequently check for understanding

- Personal word walls / word rings

- Teacher modeling

- Allowing for additional wait time for student responses during conversations

- Allowing students to show or use gestures if not yet able to produce oral language

- Provide extra visual and verbal cues and prompts

- Provide modified rubrics

Special Education / 504 Plans:

- Follow all IEP modifications/504 plan

- Provide extra visual and verbal cues and prompts

- Provide modified rubrics

- Model assignments

- Provide Brain Breaks

- Check for understanding frequently

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Use books on tape

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

Gifted and Talented:

● Extension activities

● Differentiate reading levels of texts

● Stressing higher level thinking skills, creativity, and excellence in performance and products

● Provide options, alternatives and choices to differentiate and broaden the curriculum

● Assign group research and presentations to teach the class

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Use a strong student as a "buddy"

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Use books on tape

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged ● Provide immediate praise and feedback

● Create a nurturing environment

● Provide visuals
● Be flexible with assignments and time frames
● Provided needed academic resources
Core Instructional and Supplemental Materials
Unit Reflection

Unit 2: Literature Appreciation	**Duration:** 10 days, then ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

 NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

SL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Primary Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser. Select and use applications effectively and productively. 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning	
Performance Tasks/Use of Technology:	**Other Assessments**
Technology Integration:	**Formative**
● Google Forms	● Teacher Observation
● Webquests	● Student Feedback
● YouTube videos	● Exit Slips
● Google Docs/Slides/Sites creation	● Completed Projects
● Author Websites	● Thumbs Up/Thumbs Down
	Summative
	● Worksheet Assessments
	Benchmark
	● Teacher-developed/online assessments to track and monitor student growth over time
	Alternative
	● Projects
	● Portfolios

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What are the parts of a book? ● How can I understand and appreciate all types of literature? ● How does an author's life and experience influence what they write about? **Enduring Understandings** ● Students will know how to determine the main idea and sequence of events in a story	**Unit Goals:** ● SWBAT locate areas where different types of books are found ● SWBAT identify the basic parts of a book ● SWBAT describe character, setting, plot, cause and effect, and draw evidence from informational texts ● SWBAT engage in collaborative discussions ● SWBAT distinguish between fact and fiction in literature and retell story events in sequence ● SWBAT that authors have different life experiences and writing styles

● Students will know how to answer questions about fiction and nonfiction selections, ● Students will know how to retell story events in sequence ● Students will know it is important to keep things in order in the library so that materials can be easily found ● Students will understand different elements of literature	● SWBAT enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book ● SWBAT to listen to stories presented in a variety of formats (oral storytelling, print, electronic and video)

Instructional Plan

Suggested Activities	Resources
● Picture books or text that has history, science or biographies ● Compare author websites to the read aloud hoose selected poetry books to teach different types of poetry ● Read picture books that coordinate with holidays ● Engaging, popular, and classic literature at a range of reading levels, appropriate for the interests, abilities and needs of elementary school students	Resources for **on-grade** students: ● Print and Digital Material ● Computers Resources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers

Suggested Options for Differentiation

English Language Learners:

● Simplified language / teacher talk / thinking aloud

● Frequently check for understanding

● Personal word walls / word rings

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

Special Education / 504 Plans:

● Follow all IEP modifications/504 plan

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

● Model assignments

● Provide Brain Breaks

● Check for understanding frequently

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

● Use books on tape

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

Gifted and Talented:

● Extension activities

● Differentiate reading levels of texts

● Stressing higher level thinking skills, creativity, and excellence in performance and products

● Provide options, alternatives and choices to differentiate and broaden the curriculum

● Assign group research and presentations to teach the class

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Use a strong student as a "buddy"

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Use books on tape

Unit 3: Digital Citizenship	**Duration:** 10 Days and then ongoing

Standards/Learning Targets

Focus Standards (Major Standards)

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work. The core concepts of technology.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5:

Explain what a digital footprint is and how it is created.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
Technology integration: ● Google Forms quizzes	Formative ● Quizzes

● Google Classroom ● YouTube videos ● Google Docs/Slides ● Google Sheets ● Google Drive ● https://jr.brainpop.com ● www.commonsense.org	● Exit slips ● Peer/Self Assessments ● Teacher Observation Data ● Student Feedback ● Think Pair Share ● Strategic Questioning **Summative** ● Unit Assessments ● Student Participation ● Teacher Created Rubric
	Benchmark ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions	**Unit Goals:**

Content	**Skills**
Unit Essential Questions ● How can I become a Digital Citizen while using the internet? ● What are my responsibilities for using technology? ● What is Copyright? ● How do I use the internet safely and protect my information? ● What are some digital tools I can use? ● How can I protect myself while using social media? **Enduring Understandings** ● Students will know how to become a Digital Citizen ● Students will know what information they can share ● Students will know how to engage in collaborative classroom discussions ● Students will know how to protect their identity online ● Students will know what digital tools to use while navigating the internet	**Unit Goals:** ● SWBAT learn what it means to be a "Digital Citizen" ● SWBAT draw evidence from videos and texts ● SWBAT access various tools while learning about digital citizenship ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet ● SWBAT practice responsible use of technology using the five rules of Internet safety ● SWBAT identifies what a digital footprint is. ● SWBAT display proper etiquette and netiquette in the classroom and online ● SWBAT uses the Internet to research a topic and create a document/presentation using the information. ● SWBAT illustrate and communicate original ideas and stories using digital tools and media-rich resources

● Students will know how to log off and turn off the device	
Suggested Activities	**Resources**
● **C**reate anchor charts to show copyright, online safety, protecting passwords, and various digital tools ● Use posters to promote Digital Citizenship ● Use Youtube videos about Digital Citizenship ● BrainPop Jr. videos, quizzes and activities to continue discussion on topics ● Common Sense Media website ● Follow the Digital Citizen video	Resources for **on-grade** students: ● Print and Digital Material ● Computers Resources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers Useful links / online resources: ● https://jr.brainpop.com tps://beinternetawesome.withgoogle.com/en_us/interla nd ● https://www.digitalcitizenship.net tps://www.commonsense.org/education/digital-citizens hip ● http://mediasmarts.ca/sites

Suggested Options for Differentiation

English Language Learners:

● Use of real and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language

- Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

- Teach cognitive and methodological skills

- Use center, stations, or contracts

- Organize integrated problem-solving simulations

- Ask higher order thinking questions using

- Discovery learning instead of explicit learning

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Allow for alternative assignments

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

● Provide immediate praise and feedback

● Create a nurturing environment

● Be flexible with assignments and time frames

Unit 4: Reference and Library Research	**Duration:** 10 Days and then ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Supporting and Additional Standards
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Primary Interdisciplinary Connections
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the dat

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

Evidence of Student Learning	
Performance Tasks/Use of Technology:	**Other Assessments**
● Technology integration:	**Formative**

○ Google Forms quizzes	● Exit slips
○ Google Classroom	● Peer/Self Assessments
○ YouTube videos	● Teacher Observation Data
○ Google Docs/Slides	● Student Feedback
○ Google Sheets	● Projects
○ Google Drive	● Teacher created rubrics
	Summative
	● Unit Assessments
	● Student Participation
	● Teacher Created Rubric
	Benchmark
	● Teacher-developed/online assessments to track and monitor student growth over time
	Alternative
	● Oral or written presentation/report
	● Project

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What are the skills and strategies that students need to successfully find information? ● Where can students find relevant and authoritative information? ● What is the research process? ● How do I begin the research process? **Enduring Understandings** ● Students will know how to recognize nonfiction and fiction books as reference sources. ● Students will know how to examine and use nonfiction books as resources. ● Students will know how to recognize maps, globes or graphs as a resource ● Students will know how to recognize the internet as resources to locate information. ● Students will know how to identify search engines and develop good search habits.	**Unit Goals:** ● SWBAT draw evidence from literary or informational texts to support analysis, reflection and research ● SWBAT recognize nonfiction and fiction books as reference sources ● SWBAT recognize the internet as a resource to locate information ● SWBAT recognize maps, globes and graphs as a form of resource for research ● SWBAT access online databases for a variety of information purposes ● SWBAT identify search engines and develop good search habits ● SWBAT access various tools while researching on the internet ● SWBAT make proper choices while using the internet ● SWBAT engage in collaborative discussions

● Students will know how to use a map ● Students will know how to recognize the importance of and abiding by copyright laws.	

Instructional Plan	
Suggested Activities	**Resources**
tudents can create a poster or Google Slide about their research ● Use Youtube videos about researching skills ● Have students research the following topics: ○ Authors ○ Holidays	Resources for **on-grade** students: ● Print and Digital Material Resources for students **approaching** grade level expectations ● Print and Digital Material Resources for students **exceeding** grade level expectations: ● Print and Digital Material Useful links / online resources: ● https://jr.brainpop.com ●https://www.commonsensemedia.org/educators/classroom-curriculum/alignment

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

- Teach cognitive and methodological skills

- Use center, stations, or contracts

- Organize integrated problem-solving simulations

- Ask higher order thinking questions using

- Discovery learning instead of explicit learning

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Allow for alternative assignments

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

● Provide immediate praise and feedback

● Create a nurturing environment

● Be flexible with assignments and time frames

Unit 5: Coding	**Duration: 6 Days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Primary Interdisciplinary Connections

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

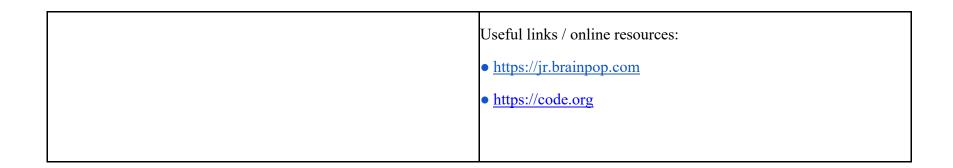9.4.2.IML.2: Represent data in a visual format to tell a story about the data

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
● Technology integration:	**Formative**
o Google Forms quizzes	● Exit slips
o Google Docs/ Slides	● Peer/Self Assessments
o Google Classroom	● Teacher Observation Data
o Google Drive	● Coding Projects (Websites and Games)

o BrainPop Jr. Videos o Coding websites	● Strategic Questioning **Summative** ● Student Participation ● Teacher Created Rubric **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What is coding? ● What are the skills and strategies that students need to successfully use coding? ● What careers can a person do with coding? ● What is "Hour of Code?" **Enduring Understandings** ● Students will know why we should learn the basics of coding ● Students will know how coding is used in everyday lif ● Students will know what careers use coding ● Students will know how to engage in collaborative classroom discussions	**Unit Goals:** ● SWBAT independently navigate a coding website ● SWBAT learn careers involved with coding ● SWBAT know the techniques to code ● SWBAT explain how "coding" was invented ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet

Instructional Plan	
Suggested Activities	**Resources**
● Ask students "What is coding" as an introduction ● Show Brainpop Jr. videos about Coding ● Introduce the first person who invented coding ● Show students other "Coding" websites they can explore independently ● Demonstrate how coding involves patterns and computational thinking	Resources for **on-grade** students: ● Print and Digital Material ● Computers ● Coding websites ● Ozobots Resources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers ● Coding websites ● Ozobots ources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers ● Coding websites ● Ozobots

	Useful links / online resources: ● https://jr.brainpop.com ● https://code.org

Suggested Options for Differentiation
English Language Learners: ● Use of realia and manipulatives ● Google translate ● Simplified language / teacher talk / thinking aloud ● Graphic organizers ● Frequently check for understanding ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Teacher modeling

- Allowing for additional wait time for student responses during conversations

- Allowing students to show or use gestures if not yet able to produce oral language

- Providing a student buddy

Special Education / 504 Plans:

- Model assignments

- Provide Brain Breaks

- Provide clear and specific directions, orally and in writing

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language) ●
Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

- Teach cognitive and methodological skills

- Use center, stations, or contracts

- Organize integrated problem-solving simulations

- Ask higher order thinking questions using

- Discovery learning instead of explicit learning

Students At Risk of School Failure:

- Provide peer tutoring

- Allow students to demonstrate knowledge through alternative assessments

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Use real-world examples and create mental models for abstract idea

- Allow for alternative assignments

- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

1st Grade Media Literacy

Curriculum

Content Area: Library and Computers

Course Title: Media Literacy Grade Level: 1

Unit 1: Introduction, Orientation and Book Care/Selection	4 days
Unit 2: Literature Appreciation	10 days
Unit 3: Digital Citizenship	10 days
Unit 4: Reference and Research	10 days
Unit 5: Coding	6 days

Introduction

Unit 1: As students enter the library media center, they will discuss and enjoy a variety of literature read aloud in order to develop enthusiasm for reading and information. Students will review expectations of library behavior. Students will also review the layout of the library and go over book checkout procedures. Students will become familiar with the different parts of a book. Students will also learn how to independently shop at the Scholastic Book Fair and make proper choices with their money while shopping.

Unit 2: As students enter the library media center, they will become familiar with listening to stories. Students will demonstrate the ability to answer questions about the stories. Students will learn to describe what authors and illustrators do and obtain information from various types of literature including fiction, non-fiction, biography, fairy tales, nursery rhymes and poetry. They will listen to and view stories and discuss the roles that the authors and illustrators had in creating the books. Students will also be introduced to the concepts of character, setting, and plot as they read books by different authors and explore each author's body of work.

Unit 3: As students enter the library media center, they will discuss and learn how to become a Digital Citizens. The students will learn how to practice ethical behavior as it relates to digital citizenry. The students will engage in an assortment of developmentally

appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. The students will investigate, brainstorm and design a common tool that works with part of a system and importance of safety issues. The students will recognize appropriate applications to design technological products. Analyze the impact of technology on our daily lives. The students will express how technology tools and resources are practical for everyday life.

Unit 4: As students enter the library media center, they will use nonfiction books and digital materials from the library to answer questions. Students will learn to evaluate informational text, websites and books and properly conduct research. The students will also learn to use digital tools that apply to word processing such as creating, maintaining and saving files within various software programs. The students will demonstrate innovative ideas and narratives using digital tools and media-rich resources. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. Students will learn how to use Google Earth and maps. The students will understand and implement the proper legal and ethical performances.

Unit 5: As students enter the library media center, they will learn computer programming through coding. Over the course of this unit, students will learn the basics and history of computer programming, how data is stored on the internet and creating source codes on the computer. Students will use approved coding websites and games to practice coding while learning the computer program.

Unit 1: Introduction, Orientation and Book Selection	**Duration:** 4 days

Standards/Learning Targets

Focus Standards (Major Standards)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Supporting and Additional Standards
RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas |

Primary Interdisciplinary Connections
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Computer Science and Design Thinking Standards

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser. Select and use applications effectively and productively.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

Evidence of Student Learning	
Performance Tasks/Use of Technology:	**Other Assessments**
Technology Integration:	**Formative**
● Google Forms	● Teacher Observation
● Webquests	● Student Feedback
● YouTube videos	● Exit Slips
● Google Docs/Slides/Sites creation	● Completed Projects
● Websites	● Thumbs Up/Thumbs Down
	Summative
	● Worksheet Assessments
	Benchmark
	● Teacher-developed/online assessments to track and monitor student growth over time
	Alternative

| | ● Projects |
| | ● Portfolios |

Knowledge and Skills

Content	Skills
Unit Essential Questions ● How can students become an effective user of the library? ● How can the library impact students' personal reading growth? ● Why is it important to take care of library books? ● How can I use digital tools to enhance creativity and knowledge? **Enduring Understandings** ● Students will locate the library media center, and recognize that there are different physical areas ● Students will understand the proper care and return of library materials ● Students will understand that the library media center and its contents are shared by the entire school	**Unit Goals:** ● SWBAT become familiar with the library media center and procedures ● SWBAT identify media center personnel ● SWBAT identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port ● SWBAT identify the menu bar and icons ● SWBAT manipulate and control a mouse ● SWBAT locate areas where different types of books are found ● SWBAT follow proper check out and return procedures and demonstrate acceptable Media Center behavior ● SWBAT make proper choices while shopping at the Scholastic Book ● SWBAT demonstrate good habits when handling print materials and use the spine for proper placement of book ● SWBAT enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book

community ● Students will know how to login and logout of computer ● Students will know how to properly spend money during the Scholastic Book Fairs	

Instructional Plan	
Suggested Activities ● Compare fiction and nonfiction books ● Explain different areas of the library and genres ● Read picture books that coordinate with holidays ● Use Scholastic website for upcoming Book Fair by showing author book trailers	**Resources** Resources for **on-grade** students: ● Print and Digital Material ● Computers Resources for students **approaching** grade level ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Computers Useful links / online resources: ● http://www.starfall.com

	● http: //www.abcya.com

Suggested Options for Differentiation

English Language Learners:

● Simplified language / teacher talk / thinking aloud

● Frequently check for understanding

● Personal word walls / word rings

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

Special Education / 504 Plans:

● Follow all IEP modifications/504 plan

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

- Model assignments

- Provide Brain Breaks

- Check for understanding frequently

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Use books on tape

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

Gifted and Talented:

- Extension activities

- Differentiate reading levels of texts

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Assign group research and presentations to teach the class

Students At Risk of School Failure:

- Provide peer tutoring

- Allow students to demonstrate knowledge through alternative assessments

- Use a strong student as a "buddy"

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Use books on tape

● Provide sufficient wait time before calling on any student to help keep students who may need more time engage

● Provide immediate praise and feedback

● Create a nurturing environment

● Provide visuals

● Be flexible with assignments and time frames

● Provided needed academic resources

Core Instructional and Supplemental Materials

Core Texts

● District approved and selected novels or picture books

● Automated library circulation system

● Age appropriate posters featuring: library behavior, care of materials

● Letter to parents

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

● District approved and selected novels or picture books

Supplemental Texts for Students A<u>pproaching</u> Grade Level Expectations

● District approved and selected novels or picture books

Supplemental Texts for Students E<u>xceeding</u> Grade Level Expectations

● District approved and selected novels or picture books

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 2: Literature Appreciation	10 days and then ongoing

Standards/Learning Targets

Focus Standards (Major Standards)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret

words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of

presentations.

Supporting and Additional Standards

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Primary Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser. Select and use applications effectively and productively.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.D.1

Develop an understanding of ownership of print and non-print information.

Career Readiness, Life Literacies, and Key Skills

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning	
Performance Tasks/Use of Technology:	**Other Assessments**
Technology Integration: ● Google Forms ● Webquests ● YouTube videos ● Google Docs/Slides/Sites creation ● Alexandria Researcher ● Websites	**Formative** ● Teacher Observation ● Student Feedback ● Exit Slips ● Completed Projects ● Thumbs Up/Thumbs Down **Summative** ● Worksheet Assessments **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects ● Portfolios

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How do story elements contribute to our understanding? ● Why is it important to know the different parts of a book? ● Why is it important for readers to differentiate between fiction and nonfiction? **Enduring Understandings** ● Students will know how to determine the main idea and sequence of events in a story ● Students will know how to answer questions about fiction and nonfiction selections, ● Students will know how to retell story events in sequence ● Students will know how to login and logout of computer	**Unit Goals:** ● SWBAT identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port ● SWBAT identify the menu bar and icons ● SWBAT manipulate and control a mouse ● SWBAT describe character, setting, plot, cause and effect, and draw evidence from informational texts ● SWBAT engage in collaborative discussions ● SWBAT distinguish between fact and fiction in literature and retell story events in sequence ● SWBAT enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book

Instructional Plan	
Suggested Activities	**Resources**
● Use picture books or text that has history, science or biographies ● Compare fiction and nonfiction books ● Compare author websites and biographies to various books ● Choose selected poetry books to teach different types of poetry ● Read picture books that coordinate with holidays ● Movies about being an author and/or illustrator	Resources for **on-grade** students: ● Print and Digital Material ● Computers ources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers Useful links / online resources: ● http://theoceancountylibrary.org/ ● http://www.starfall.com ● http://www.abcya.com ● http://www.brainpopjr.com

Suggested Options for Differentiation

English Language Learners:

● Simplified language / teacher talk / thinking aloud

● Frequently check for understanding

● Personal word walls / word rings

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

Special Education / 504 Plans:

● Follow all IEP modifications/504 plan

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

● Model assignments

● Provide Brain Breaks

● Check for understanding frequently

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

● Use books on tape

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

Gifted and Talented:

● Extension activities

● Differentiate reading levels of texts

Unit 3: Digital Citizenship	**Duration:** 10 Days and then ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RL.1.1. Ask and answer questions about key details in a text.

RI.1.1. Ask and answer questions about key details in a text

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work. The core concepts of technology.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.5: Explain what a digital footprint is and how it is created.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Evidence of Student Learning	
Performance Tasks/Use of Technology:	**Other Assessments**
Technology integration:	**Formative**
● Google Forms quizzes	● Quizzes
● Google Classroom	● Exit slips
● Elmo Document Reader	● Peer/Self Assessments
● YouTube videos	● Teacher Observation Data
● Google Docs/Slides	● Student Feedback

● Google Sheets ● Google Drive ● https://beinternetawesome.withgoogle.com/en_us/interla nd ● https://jr.brainpop.com ● www.commonsense.org	● Think Pair Share ● Strategic Questioning **Summative** ● Unit Assessments ● Student Participation ● Teacher Created Rubric **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How can I become a Digital Citizen while using the internet? ● What are my responsibilities for using technology? ● What is Copyright? ● How do I use the internet safely and protect my information? ● What are some digital tools I can use? ● How can I protect myself while using social media? **Enduring Understandings** ● Students will know how to become a Digital Citizen ● Students will know what information they can share ● Students will know how to engage in collaborative classroom discussions ● Students will know how to use the library's	**Unit Goals:** ● SWBAT learn what it means to be a "Digital Citizen" ● SWBAT draw evidence from videos and texts ● SWBAT access various tools while learning about digital citizenship ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet ● SWBAT practice responsible use of technology using the five rules of Internet safety ● SWBAT identify what a digital footprint is. ● SWBAT display proper etiquette and netiquette in the classroom and online ● SWBAT use the Internet to research a topic and create a document/presentation using the information. ● SWBAT illustrate and communicate original ideas and stories using digital tools and media-rich resources

OPAC ● Students will know how to protect their identity online ● Students will know what digital tools to use while navigating the internet ● Students will know how to log off and turn off the device	
Instructional Plan	
Suggested Activities	**Resources**
● Create anchor charts to show copyright, online safety, protecting passwords, and various digital tools ● Use posters to promote Digital Citizenship ● Use Youtube videos about Digital Citizenship ● Have students explore the Library's OPAC for topics related to Digital Citizenship ● BrainPop Jr. videos, quizzes and activities to continue discussion on topics ● Common Sense Media website ● Follow the Digital Citizen video ● Bad Guy Patrol Game	Resources for **on-grade** students: ● Print and Digital Material ● Computers Resources for students **approaching** grade level expectations: ● Print and Digital Material ● Computers Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers

	Useful links / online resources:
	● https://jr.brainpop.com
	tps://beinternetawesome.withgoogle.com/en_us/interla nd
	● https://www.digitalcitizenship.net
	tps://www.commonsense.org/education/digital-citizens hip
	● http://mediasmarts.ca/sites

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

- Allowing students to show or use gestures if not yet able to produce oral language

- Providing a student buddy

Special Education / 504 Plans:

- Model assignments

- Provide Brain Breaks

- Provide clear and specific directions, orally and in writing

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

- Teach cognitive and methodological skills

- Use center, stations, or contracts

- Organize integrated problem-solving simulations

- Ask higher order thinking questions using

- Discovery learning instead of explicit learning

Students At Risk of School Failure:

- Provide peer tutoring

- Allow students to demonstrate knowledge through alternative assessments

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Use real-world examples and create mental models for abstract idea

- Allow for alternative assignments

- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

- Provide immediate praise and feedback

- Create a nurturing environment

- Be flexible with assignments and time frames

Unit 4: Reference and Library Research	**Duration:** 10 Days and then ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting and Additional Standards
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Primary Interdisciplinary Connections
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the dat

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
● Technology integration: ○ Google Forms quizzes ○ Google Classroom ○ YouTube videos ○ Google Docs/Slides ○ Google Sheets ○ Google Drive	**Formative** ● Exit slips ● Peer/Self Assessments ● Teacher Observation Data ● Student Feedback ● Projects ● Teacher created rubrics **Summative** ● Unit Assessments ● Student Participation ● Teacher Created Rubric **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time

	Alternative ● Oral or written presentation/report ● Project

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What are the skills and strategies that students need to successfully find information? ● Where can students find relevant and authoritative information? ● What is the research process? ● How do I begin the research process?	**Unit Goals:** ● SWBAT draw evidence from literary or informational texts to support analysis, reflection and research ● SWBAT recognize nonfiction and fiction books as reference sources ● SWBAT recognize the internet as a resource to locate information ● SWBAT recognize maps, globes and graphs as a form of resource for research ● SWBAT access online databases for a variety of information purposes

Enduring Understandings	● SWBAT identify search engines and develop good search habits
● Students will know how to recognize nonfiction and fiction books as reference sources.	● SWBAT access various tools while researching on the internet
● Students will know how to examine and use nonfiction books as resources.	● SWBAT make proper choices while using the internet
● Students will know how to recognize maps, globes or graphs as a resource	● SWBAT engage in collaborative discussions
● Students will know how to recognize the internet as resources to locate information.	
● Students will know how to identify search engines and develop good search habits.	
● Students will know how to use a map	
● Students will know how to recognize the importance of and abiding by copyright laws.	

Instructional Plan	
Suggested Activities	**Resources**
● Students can create a poster or Google Slide about their research ● Use Youtube videos about researching skills ● Have students research the following topics: o Dr. Martin Luther King Jr. o Famous Authors o Animals o Presidents/Election o Holidays	Resources for **on-grade** students: ● Print and Digital Material Resources for students **approaching** grade level expectations: ● Print and Digital Material Resources for students **exceeding** grade level expectations: ● Print and Digital Material Useful links / online resources: ● https://jr.brainpop.com ●https://www.commonsensemedia.org/educators/classroo m-curriculum/alignment

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and products

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

Unit 5: Coding	Duration: 6 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science:

Algorithms & Programming

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

Supporting and Additional Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Primary Interdisciplinary Connections
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
Computer Science and Design Thinking Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
8.2.2.ITH.3: Identify how technology impacts or improves life.
8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3,8.1.2.NI.4). 9.4.2.IML.2: Represent data in a visual format to tell a story about the data

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
● Technology integration: ○ Google Forms quizzes ○ Google Docs/ Slides ○ Google Classroom ○ Google Drive ○ BrainPop Jr. Videos ○ Coding websites	**Formative** ● Exit slips ● Peer/Self Assessments ● Teacher Observation Data ● Coding Projects (Websites and Games) ● Strategic Questioning **Summative** ● Student Participation ● Teacher Created Rubric **Benchmark** ● Teacher-developed/online assessments to track and monitor student growth over time **Alternative** ● Projects

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What is coding? ● What are the skills and strategies that students need to successfully use coding? ● What careers can a person do with coding? ● What is "Hour of Code?" **Enduring Understandings** ● Students will know why we should learn the basics of coding ● Students will know how coding is used in everyday life ● Students will know what careers use coding ● Students will know how to engage in collaborative classroom discussions	**Unit Goals:** ● SWBAT independently navigate a coding website ● SWBAT learn careers involved with coding ● SWBAT know the techniques to code ● SWBAT explain how "coding" was invented ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet

Instructional Plan	
Suggested Activities	**Resources**
● Ask students "What is coding" as an introduction ● Show Brainpop Jr. videos about Coding ● Introduce the first person who invented coding ● Show students other "Coding" websites they can explore independently ● Demonstrate how coding involves patterns and computational thinking	Resources for **on-grade** students: ● Print and Digital Material ● Computers ● Coding websites ● Ozobots Resources for students **approaching** grade level ● Print and Digital Material ● Computers ● Coding websites ● Ozobots Resources for students **exceeding** grade level expectations: ● Print and Digital Material ● Computers ● Coding websites

	● Ozobots
	Useful links / online resources:
	● https://jr.brainpop.com
	● https://code.org

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

2nd Grade Media Literacy

Content Area: Library and Computers

Course Title: Media Literacy Grade Level: 2

Unit 1: Literature Appreciation and Information Access 15 days
Unit 2: Digital Citizenship 10 days
Unit 3: Reference and Library Research 10 days
Unit 4: Coding 5 days

Introduction

Unit 1: As students enter the library media center, will discuss and enjoy a variety of literature read aloud in order to develop enthusiasm for reading and information. Students will review library rules, routines and procedures as well as expectations of behavior. Students will also review the layout of the library, book check-out and return procedures and demonstrate good habits in handling print and electronic materials. Students will use the library's print and electronic resources to access information for a specific topic while locating materials for independent reading and will become familiar with the different parts of a book and a computer. Students will also learn how to independently shop at the Scholastic Book Fair and make proper choices with their money while shopping.

Unit 2 : As students enter the library media center, students will discuss and learn how to become a Digital Citizen. The students will learn how to practice ethical behavior as it relates to digital citizenship. The students will analyze the impact of technology on our daily lives. The students will express how technology tools and resources are practical for everyday life.

Unit 3 : As students enter the library media center, students will use nonfiction books and digital materials from the library to answer questions. Students will learn to evaluate informational text, websites and books and properly conduct research. The students will also learn to use digital tools that apply to word processing such as creating, maintaining and saving files within various software programs. The students will demonstrate innovative ideas and narratives using digital tools and media-rich resources. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. Students will learn how to use Google Earth and maps. The students will understand and implement the proper legal and ethical performances.

Unit 4: As students enter the library media center, students will learn computer programming through coding. Over the course of this unit, students will learn the basics and history of computer programming, how data is stored on the internet and creating source codes on the computer. Students will use approved coding websites and games to practice coding while learning the computer program.

Unit 1: Literature Appreciation and Information Access   **Duration:** 15 Days and then ongoing
Standards/Learning Targets
Focus Standards (Major Standards)
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Primary Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser. Select and use applications effectively and productively. 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.D.1

Develop an understanding of ownership of print and non-print information.

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Unit Essential Questions	Unit Goals:
● Why are libraries and information centers important?	● SWBAT become familiar with the library media center and procedures
● How can my students become an effective user of the library?	● SWBAT identify media center personnel
● How can the library impact students' personal reading growth?	● SWBAT identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port
● How do I choose which technological tools to use and when it is appropriate to use them?	● SWBAT manipulate and control a mouse
● How can I use digital tools to enhance creativity and knowledge?	● SWBAT locate areas where different types of books are found
	● SWBAT follow proper check out and return procedures
Enduring Understandings	● SWBAT identify the menu bar and icons and demonstrate acceptable Media Center behavior
● Students will locate the library media center, and recognize that there are different physical areas	● SWBAT describe character, setting, plot, cause and effect, and draw evidence from informational texts
● Students will understand the proper care and return of library materials	● SWBAT engage in collaborative discussions
● Students will understand that the library media center and its contents are shared by the entire school community	● SWBAT distinguish between fact and fiction in literature and retell story events in sequence
● Students will know how to log in to various programs online	● SWBAT make proper choices while shopping at the Scholastic Book Fair
● Students will know how to determine the main idea and sequence of events in a story	● SWBAT demonstrate good habits when handling print materials and use the spine for proper placement of book
● Students will know how to answer questions about fiction and nonfiction selections,	

● Students will know how to retell story events in sequence ● Students will know it is important to keep things in order in the library so that materials can be easily found ● Students will know how to properly spend money during the Scholastic Book Fairs	● SWBAT enjoy seasonal books, while reviewing the concept of author and illustrator and the parts of a book

Instructional Plan
Suggested Activities Resources

● Use picture books or text that has history, science or biographies
 	
● Compare author websites to the read aloud
 	
● Choose selected poetry books to teach different types of poetry
 	
● Read picture books that coordinate with holidays
 	
● Compare different fairy tale versions from around the world
 	
● Read books from different countries and cultures
 	
● Scholastic website for upcoming Book Fair by showing author book trailers
	Resources for **on-grade** students:
	
	  ● Print and Digital Material
	
	  ● Computers
	
	Resources for students **approaching** grade level expectations:
	
	  ● Print and Digital Material
	
	  ● Computers
	
	Resources for students **exceeding** grade level expectations
	
	  ● Print and Digital Material
	
	  ● Computers

Suggested Options for Differentiation

English Language Learners:

● Simplified language / teacher talk / thinking aloud

● Frequently check for understanding

● Personal word walls / word rings

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

Special Education / 504 Plans:

● Follow all IEP modifications/504 plan

● Provide extra visual and verbal cues and prompts

● Provide modified rubrics

● Model assignments

● Provide Brain Breaks

● Check for understanding frequently

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

● Use books on tape

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

Gifted and Talented:

● Extension activities

● Differentiate reading levels of texts

● Stressing higher level thinking skills, creativity, and excellence in performance and product

● Provide options, alternatives and choices to differentiate and broaden the curriculum

● Assign group research and presentations to teach the class

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Use a strong student as a "buddy"

● Provide clear, achievable expectations. Do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Use books on tape

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

● Provide immediate praise and feedback

● Create a nurturing environment

● Provide visuals

● Be flexible with assignments and time frames

● Provided needed academic resources

Unit 2: Digital Citizenship **Duration:** 10 Days and then ongoing

Standards/Learning Targets

Focus Standards (Major Standards)

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Primary Interdisciplinary Connections

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work. The core concepts of technology.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Knowledge and Skills

Content Skills

Unit Essential Questions	Unit Goals:
● How can I become a Digital Citizen while using the internet? ● What are my responsibilities for using technology? ● What is Copyright? ● How do I use the internet safely and protect my information? ● What are some digital tools I can use? ● How can I protect myself while using social media? **Enduring Understandings** ● Students will know how to become a Digital Citizen ● Students will know what information they can share	● SWBAT learn what it means to be a "Digital Citizen" ● SWBAT compare and contrast their responsibilities to their online and offline communities ● SWBAT understand what type of information can put them at risk for identity theft and other scams ● SWBAT draw evidence from videos and texts ● SWBAT access various tools while learning about digital citizenship ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet ● SWBAT practice responsible use of technology using the five rule

● Students will know how to engage in collaborative classroom discussions ● Students will know how to use the library's OPAC ● Students will know how to protect their identity online ● Students will know what digital tools to use while navigating the internet ● Students will know how to log off and turn off the device	of Internet safety ● SWBAT identify what a digital footprint is. ● SWBAT display proper etiquette and netiquette in the classroom and online ● SWBAT use the Internet to research a topic and create a document/presentation using the information. ● SWBAT illustrate and communicate original ideas and stories using digital tools and media-rich resources

Instructional Plan

Suggested Activities	**Resources**

● **C**reate anchor charts to show copyright, online safety, protecting passwords, and various digital tools
 	
● Use posters to promote Digital Citizenship
 	
● Use Youtube videos about Digital Citizenship
 	
● Have students explore the Library's OPAC for topics related to Digital Citizenship
 	
● BrainPop Jr. videos, quizzes and activities to continue discussion on topics
	Resources for **on-grade** students:
	
	    ● Print and Digital Material
	
	    ● Computers
	
	Resources for students **approaching** grade level expectations:
	
	    ● Print and Digital Material
	
	    ● Computers
	
	Resources for students **exceeding** grade level expectations:

● Common Sense Media website	● Print and Digital Material
	● Computers
	Useful links / online resources:
	● https://jr.brainpop.com
	● https://beinternetawesome.withgoogle.com/en_us/interland
	● https://www.digitalcitizenship.net
	● https://www.commonsense.org/education/digital-citizenship
	● http://mediasmarts.ca/sites

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

- Teacher modeling

- Allowing for additional wait time for student responses during conversations

- Allowing students to show or use gestures if not yet able to produce oral language

- Providing a student buddy

Special Education / 504 Plans:

- Model assignments

- Provide Brain Breaks

- Provide clear and specific directions, orally and in writing

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language

- Simplify written and verbal instructions

- Allow extra time to complete assignments or tests

- Allow answers to be given orally or dictated

- Have students repeat what was said

- Follow all IEP modifications/504 plan

- Technology resources

Gifted and Talented:

- Extension activities

- Stressing higher level thinking skills, creativity, and excellence in performance and product

- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Provide whole or small group enrichment explorations

- Teach cognitive and methodological skills

- Use center, stations, or contracts

- Organize integrated problem-solving simulations

- Ask higher order thinking questions using

- Discovery learning instead of explicit learning

Students At Risk of School Failure:

- Provide peer tutoring

- Allow students to demonstrate knowledge through alternative assessments

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Use real-world examples and create mental models for abstract idea

- Allow for alternative assignments

- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged ● Provide immediate praise and feedback

- Create a nurturing environment

- Be flexible with assignments and time frames

Unit 3: Reference and Library Research **Duration:** 10 Days and then ongoing
Standards/Learning Targets
Focus Standards (Major Standards)
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting and Additional Standards

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection,

revising and editing.

Primary Interdisciplinary Connections

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking Standards

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the dat

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

Content Skills	
Unit Essential Questions	**Unit Goals:**
● What are the skills and strategies that students need to successfully find information? ● Where can students find relevant and authoritative information? ● What is the research process? ● How do I begin the research process? **Enduring Understandings** ● Students will know how to recognize nonfiction and fiction books as reference sources. ● Students will know how to examine and use nonfiction books as resources. ● Students will know how to recognize maps, globes or graphs as a resource ● Students will know how to recognize the internet as resources to locate information. ● Students will know how to identify search engines and develop good search habits.	● SWBAT draw evidence from literary or informational texts to support analysis, reflection and research ● SWBAT recognize nonfiction and fiction books as reference sources ● SWBAT recognize the internet as a resource to locate information ● SWBAT recognize maps, globes and graphs as a form of resource for research ● SWBAT access online databases for a variety of information purposes ● SWBAT identify search engines and develop good search habits ● SWBAT access various tools while researching on the internet ● SWBAT make proper choices while using the internet ● SWBAT engage in collaborative discussions

● Students will know how to use a map ● Students will know how to recognize the importance of and abiding by copyright laws.	

Instructional Plan	
Suggested Activities Resources	

● Students can create a poster or Google Slide about their research
 	
● Use Youtube videos about researching skills
 	
● Have students research the following topics:
 	
   ○ First Thanksgiving
 	
   ○ Famous Authors
 	
   ○ Black History Month
 	
   ○ World Countries
 	
   ○ Holidays
	Resources for **on-grade** students:
	
	   ● Print and Digital Material
	
	Resources for students **approaching** grade level expectations:
	
	   ● Print and Digital Material
	
	Resources for students **exceeding** grade level expectations:
	
	   ● Print and Digital Material
	
	Useful links / online resources:
	
	   ● https://jr.brainpop.com
	
	   ● https://www.commonsensemedia.org/educators/classroom-curriculum/alignment

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

● Simplify written and verbal instructions

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

● Have students repeat what was said

● Follow all IEP modifications/504 plan

● Technology resources

Gifted and Talented:

● Extension activities

● Stressing higher level thinking skills, creativity, and excellence in performance and products

● Provide options, alternatives and choices to differentiate and broaden the curriculum

● Provide whole or small group enrichment explorations

● Teach cognitive and methodological skills

● Use center, stations, or contracts

● Organize integrated problem-solving simulations

● Ask higher order thinking questions using

● Discovery learning instead of explicit learning

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Allow for alternative assignments

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged ● Provide immediate praise and feedback

● Create a nurturing environment

● Be flexible with assignments and time frames

Unit 4: Coding **Duration: 5 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting and Additional Standards

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Primary Interdisciplinary Connections

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

Content Skills

Unit Essential Questions	Unit Goals:
● What is coding? ● What are the skills and strategies that students need to successfully use coding? ● What careers can a person do with coding? ● What is "Hour of Code?" **Enduring Understandings** ● Students will know why we should learn the basics of coding ● Students will know how coding is used in everyday life ● Students will know what careers use coding ● Students will know how to engage in collaborative classroom discussions	● SWBAT independently navigate a coding website ● SWBAT learn careers involved with coding ● SWBAT know the techniques to code ● SWBAT explain how "coding" was invented ● SWBAT engage in collaborative discussions ● SWBAT make proper choices while using the internet

Instructional Plan	
Suggested Activities	**Resources**

● Ask students "What is coding" as an introduction
 	
● Show Brainpop Jr. videos about Coding
 	
● Introduce the first person who invented coding
 	
● Show students other "Coding" websites they can explore independently
 	
● Demonstrate how coding involves patterns and computational thinking
	Resources for **on-grade** students:
	
	● Print and Digital Material
	
	    ● Computers
	
	    ● Coding websites
	
	    ● Ozobots
	
	Resources for students **approaching** grade level expectations:
	
	    ● Print and Digital Material
	
	    ● Computers
	
	    ● Coding websites
	
	Resources for students **exceeding** grade level expectations:
	
	    ● Print and Digital Material
	
	    ● Computers
	
	    ● Coding websites
	
	    ● Ozobots
	
	Useful links / online resources:

| | ● https://jr.brainpop.com |
| | ● https://code.org |

Suggested Options for Differentiation

English Language Learners:

● Use of realia and manipulatives

● Google translate

● Simplified language / teacher talk / thinking aloud

● Graphic organizers

● Frequently check for understanding

● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown wor

● Teacher modeling

● Allowing for additional wait time for student responses during conversations

● Allowing students to show or use gestures if not yet able to produce oral language

● Providing a student buddy

Special Education / 504 Plans:

● Model assignments

● Provide Brain Breaks

● Provide clear and specific directions, orally and in writing

● Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

● Simplify written and verbal instructions

● Allow extra time to complete assignments or tests

● Allow answers to be given orally or dictated

● Have students repeat what was said

● Follow all IEP modifications/504 plan

● Technology resources

Gifted and Talented:

● Extension activities

● Stressing higher level thinking skills, creativity, and excellence in performance and products

● Provide options, alternatives and choices to differentiate and broaden the curriculum

● Provide whole or small group enrichment explorations

● Teach cognitive and methodological skills

● Use center, stations, or contracts

● Organize integrated problem-solving simulations

● Ask higher order thinking questions using

● Discovery learning instead of explicit learning

Students At Risk of School Failure:

● Provide peer tutoring

● Allow students to demonstrate knowledge through alternative assessments

● Provide clear, achievable expectations, do not lower academic requirements for them.

● Use real-world examples and create mental models for abstract idea

● Allow for alternative assignments

● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

● Provide immediate praise and feedback

● Create a nurturing environment