

**Randolph Township Schools  
Randolph Elementary Schools**

**Grade K-1 Library/ Media  
Curriculum**

*“Knowledge will bring you the opportunity to make a difference.” ~ Claire Fagin*

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**Randolph Township Schools**  
**Department of Elementary Library/ Media**  
**Grades K-1 Library/ Media Curriculum**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Elementary Library/Media**  
**Grades K-1 Library/Media**

Introduction

The 21<sup>st</sup> century student is expected to have an inquiry-based education that can be applied to each content area throughout their academic career. This program supports all academic areas, promotes and instructs students in research, lifelong critical thinking habits, and the love of literature. The K-1 curriculum is designed to provide a critical foundation in the areas of library and digital citizenship. Students will have opportunities to explore coding, as well as software and online tools; simultaneously developing an appreciation for print and digital resources. Throughout this program, students will engage in content-specific projects that guide them in learning and applying technological skills necessary for success as global citizens.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Grade K-1 Library/Media**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>5 weeks</b>	<b>I</b>	<b>Library Citizenship</b>
<b>5 weeks</b>	<b>II</b>	<b>Digital Citizenship</b>
<b>6 weeks</b>	<b>III</b>	<b>Literature Appreciation</b>
<b>6 weeks</b>	<b>IV</b>	<b>Technology Applications</b>
<b>6 weeks</b>	<b>V</b>	<b>Information Literacy</b>
<b>8 weeks</b>	<b>VI</b>	<b>Programming</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT I: Library Citizenship**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>AASL 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p>	<p>The library/ media center is a resource for learning and discovery.</p>	<ul style="list-style-type: none"> <li>• Why is it important to demonstrate good library citizenship?</li> </ul>
	<p>Readers should inquire about resources in the library/ media center.</p>	<ul style="list-style-type: none"> <li>• How do readers locate, access, and choose informational resources in the library?</li> </ul>
<p>AASL 1.1.2 Use prior and background knowledge as context for new learning.</p>	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p>AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>	<p><b>Students will know:</b></p> <p>Book selection is based on interest and reading ability.</p>	<p><b>Students will be able to:</b></p> <p>Independently identify a book that captures interest and reading ability.</p>
<p>AASL 2.1.2 Organize knowledge so that it is useful.</p>	<p>Destiny is an online catalog of resources.</p>	<p>Operate the Destiny online public access catalog to locate a book.</p>
<p>AASL 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>	<p>Libraries are organized in categories.</p>	<p>Recognize the various sections of the library and their purpose.</p> <p>Identify that shelves are arranged in alphabetical and numerical order.</p>
<p>CCSS 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.</p>	<p>Shelf markers keep the library organized.</p>	<p>Utilize shelf markers to aid in selecting and replacing books correctly.</p>
<p>CCSS SL 1.6 Produce complete</p>	<p>Readers establish routines in the library/ media center.</p>	<p>Employ behaviors such as time management, collaboration and sharing.</p>

<p>sentences when appropriate to task and situation.</p> <p>NJCCCS 8.1.A Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>NJCCCS 8.1.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>NJCCCS 8.1.E Students apply digital tools to gather, evaluate, and use information.</p>	<p>Resources are borrowed from the library.</p> <p>Libraries offer a variety of print and digital resources.</p> <p><b>VOCABULARY:</b> circulation, borrow, lend, return, overdue, title, author, illustrator, illustrations, publisher, non-fiction, fiction, print, digital, mouse, keyboard, monitor</p> <p><b>KEY TERMS:</b> Destiny, shelf marker, e-book, spine, call number, keyword, subject, reading level, “Just Right” book, Makerspace</p>	<p>Explain the importance of caring for a book.</p> <p>Interact in a Makerspace through collaboration, creativity, and acceptance of individual thoughts and ideas.</p> <p>Apply the concept of lending, borrowing and returning print media.</p> <p>Distinguish between the different types of resources available in the library including print and digital.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by** *(including but not limited to):*

- Role play appropriate library citizenship based on skills related to locating a “Just Right” book, book checkout, and proper use of a book

**KEY LEARNING EVENTS AND INSTRUCTION** *(including but not limited to):*

- Mini lessons for each of the following: what is a “Just Right” book, how to select a “Just Right” book, accessing Destiny and its features, Library/Media Center tour, shelf arrangement and how to use a shelf marker, behaviors, book care, borrowing procedures, library resources.
- Navigate the online catalog to locate and identify information to find a book in the library
- Model use of a shelf marker and choose an appropriate book for checkout
- Create a bookmark to encourage proper book care

- Create a book cover using the parts of a book
- Participate in creative and innovative tasks in the Makerspace.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT I: Library Citizenship**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 Weeks</b>	Locating a “Just Right” book Book checkout Proper care and handling of a book	<p><b><u>Mentor Text</u></b>  <i>Goldie Socks and the Three Libearians</i> by Jackie Mims Hopkins  <i>Mr. Wiggles Book</i> by Paula M. Craig  <i>The Shelf Elf</i> by Jackie Mims Hopkins  <i>Inside the Books: Readers and Libraries Around the World</i> by Toni Buzzeo  <i>We’re Going on a Book Hunt</i> by Pat Miller</p> <p><b><u>Programs/ Online Resources</u></b>  <a href="#">Destiny Online Public Access Catalog</a>  <a href="#">Brain Pop Jr.</a> The Library  <a href="#">Sammy the Shelf Marker</a>  <a href="#">Makerspace Playbook</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT II: Digital Citizenship**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
AASL 1.1.2 Use prior and background knowledge as context for new learning.	Literature and information is available in print and digital formats.	<ul style="list-style-type: none"> <li>• What types of resources are available in the library media center?</li> </ul>
AASL 1.1.3 Develop and refine a range of questions to frame the search for new understanding.	Technology is a tool for creating, learning and accessing information.	<ul style="list-style-type: none"> <li>• How can electronic devices help students?</li> </ul>
AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions.	Digital citizens demonstrate proper care of electronic tools and appropriate behavior.	<ul style="list-style-type: none"> <li>• What are the behavioral expectations in the library media center?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>AASL 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>AASL 1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>AASL 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>AASL 1.2.3 Demonstrate creativity by using multiple resources and formats.</p>	<p><b>Students will know:</b></p> <p>Print and digital resources are available based on the user’s purpose.</p> <p>Technology provides access to online educational content.</p> <p>Computer programs provide digital resources to be productive and creative.</p>	<p><b>Students will be able to:</b></p> <p>Select print or digital resources and use them effectively.</p> <p>Recognize and select a desktop icon by using the mouse or touchscreen to access a website.</p> <p>Create and save a document using a word processing program.</p> <p>Manipulate text by changing font and color.</p> <p>Insert graphics into a document.</p> <p>Use a paint program to illustrate a story.</p>

<p>AASL 1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>AASL 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>AASL 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>AASL 1.4.4 Seek appropriate help when it is needed.</p> <p>CCSS SL.1. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>CCSS SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJCCCS 8.1.A Students demonstrate a sound understanding of technology concepts, systems</p>	<p>Digital citizens communicate using specific technological language and skills.</p> <p>Digital devices require proper handling.</p> <p><b>VOCABULARY:</b> mouse, keyboard, monitor/screen, font, link, website, touchscreen, clip art, graphic, icon, Internet, password, cursor/pointer, computer, laptop, printer, print, login, logout, scroll, double click, audio, close programs, resizing, delete, window</p> <p><b>KEY TERMS:</b> Electronic books (e -books), digital stories, digital storytelling, netiquette, Makerspace</p>	<p>Use appropriate vocabulary to identify parts of a computer.</p> <p>Explain how parts of the computer are essential to its operation.</p> <p>Demonstrate functions of digital technology by independently operating a device.</p> <p>Practice proper computer operations by handling device appropriately.</p> <p>Practice netiquette by listening to and following directions.</p> <p>Interact in a Makerspace through collaboration, creativity and acceptance of original thoughts and ideas.</p>
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<p>and operations.</p> <p>NJCCCS 8.1.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>NJCCCS 8.1.C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by (including but not limited to):**

- Design and build a digital device from recycled objects, describing its unique function in a document with a legible font and relevant graphic
- Create a “how to” multimedia presentation to teach others about the process of caring for and operating computers. Then share the multimedia presentation

**KEY LEARNING EVENTS AND INSTRUCTION: (including but not limited to):**

- Mini lessons for each of the following: word processing, use of recycled building materials, paint programs, public speaking, communication, active listening, time management
- Verbalize and illustrate computer rules and netiquette
- Record an interview of a classmate on proper computer operations and computer care
- Locate digital tools and symbols and identify their uses through participation in a resources scavenger hunt
- Participate in creative and innovative tasks in the Makerspace

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT II: Digital Citizenship**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 Weeks</b>	Introduction to Technology Foundations of Multimedia	<p><b><u>Mentor Text</u></b>  <i>What Do You Do with an Idea?</i> by Kobi Yamada  <i>I Am a Good Citizen</i> by Sharon Coan  <i>How Can I Be a Good Digital Citizen?</i> By Christine Zuchora-Walske  <i>Llama Llama and the Bully Goat</i> by Laura Dewdney</p> <p><b><u>Programs/ Online Resources</u></b>  MS Paint Program  MS Word  Video reading of “The Most Magnificent Thing” by Ashley Spires <a href="https://youtu.be/GgECc3gKuTo">https://youtu.be/GgECc3gKuTo</a>  <a href="#">Makerspace Playbook</a></p>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT III: Literature Appreciation**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
AASL 4.1.1 Read, view, and listen for pleasure and personal growth.	Reading goes beyond decoding and comprehension to interpretation and development of new understandings.	<ul style="list-style-type: none"> <li>• How do readers understand new information?</li> </ul>
AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.	Written and oral expression is a component of human communication.	<ul style="list-style-type: none"> <li>• Why do authors write?</li> </ul>
AASL 4.1.5 Connect ideas to own interests and previous knowledge and experience.	Literature is a vehicle to promote personal and aesthetic growth.	<ul style="list-style-type: none"> <li>• How does literature enrich your life?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>AASL 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>AASL 4.4.1 Identify own areas of interest.</p> <p>AASL 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p> <p>CCSS SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and</p>	<p><b>Students will know:</b></p> <p>Features within a work of literature aid in developing new understandings.</p> <p>Literature is written in diverse forms and for a range of reasons.</p> <p>Reading is an activity that can facilitate personal growth and enjoyment.</p> <p>Awards are given for exceptional literature.</p> <p>Listening enhances understanding and appreciation of</p>	<p><b>Students will be able to:</b></p> <p>Identify and employ story elements within a work of fiction.</p> <p>Identify and employ text features within a work of nonfiction.</p> <p>Differentiate and distinguish between different forms of literature and their purpose.</p> <p>Select literature that meets an academic and/or personal interest.</p> <p>Appreciate award winning books.</p> <p>Demonstrate active listening skills by participating</p>

<p>adults in small and larger groups.</p> <p>CCSS SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>NJCCCS 8.1.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p>	<p>literature.</p> <p>Makerspaces are locations for students to create, tinker, make, and explore their own thoughts and interests.</p> <p><b>VOCABULARY:</b> author, illustrator, table of contents, italics, captions, glossary, index, bold words, setting, character, predict, story elements,</p> <p><b>KEY TERMS:</b> text features, fiction, nonfiction, Caldecott Award, Makerspace</p>	<p>in a read aloud.</p> <p>Makers utilize tools and resources while interacting in a Makerspace.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by** (including but not limited to):

- Design a poster to identify author’s purpose and story elements

**KEY LEARNING EVENTS AND INSTRUCTION** (including but not limited to):

- Mini lessons: fiction/nonfiction, story elements, text features, author study, award winning books, choosing appropriate literature, read aloud strategies
- Share an opinion of a previously read book and create a book award
- Participate in creative and innovative tasks in a Makerspace



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT III: Literature Appreciation**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 weeks</b>	Understanding fiction and non-fiction	<p><b><u>Mentor Text</u></b>  <i>Click, Clack Moo: Cows That Type</i> by Doreen Cronin  <i>Frog and Toad Are Friends</i> by Arnold Lobel  <i>Owl Moon</i> by Jane Yolen  <i>The Stray Dog</i> by Marc Simont  <i>Swimmy</i> by Leo Lionni  <i>What Do You Do with a Tail Like This?</i> by Robin Page  <i>The Snowy Day</i> by Ezra Jack Keats</p> <p><b><u>Programs/ Online Resources</u></b>  <a href="#">FollettShelf nonfiction ebooks</a>  <a href="#">Get Epic ebooks</a>  <a href="#">SmartBoard Fiction/Nonfiction lesson</a>  <a href="#">BrainPop - Reading Nonfiction, Story Elements, Character</a>  <a href="#">Caldecott – Three Books a Night</a>  <a href="#">Makerspace Playbook</a></p>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT IV: Technology Applications**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
AASL 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	Technology applications help people communicate, create and be productive.	<ul style="list-style-type: none"> <li>• How can technology applications help people?</li> </ul>
AASL 1.1.9 Collaborate with others to broaden and deepen understanding.	Applications are essential to computer operation because without them the computer cannot be used.	<ul style="list-style-type: none"> <li>• What is an application and how is it used?</li> </ul>
AASL 2.3.1 Connect understanding to the real world.	Applications perform different tasks.	<ul style="list-style-type: none"> <li>• How do the purposes of applications differ?</li> </ul>
NJCCCS 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
NJCCCS 8.1.2.A.2 Create a document using a word processing application.	<p><b>Students will know:</b></p> <p>Digital devices are used to help people learn and connect to others.</p>	<p><b>Students will be able to:</b></p> <p>List multiple ways applications can impact or improve life.</p>
NJCCCS 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.	Applications have specific purposes which are integral to the operation of a digital device.	Recall a time when an application helped them.
NJCCCS 8.1.2.A.5 Enter information into a spreadsheet and sort the information.	Users make informed decisions when selecting an application to use.	Identify the basic features of an application.
		Discuss the concept of an application and its role in computer function.
		Compare and contrast applications by listing their characteristics.
		Categorize applications by matching the name of the application to its corresponding purpose.

<p>NJCCCS 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>NJCCCS 8.1.2. E.1 Use digital tools and online resources to explore a problem or issue.</p>	<p>Applications are developed by writing specific instructions (code).</p> <p>Applications vary in efficacy.</p> <p>Makerspaces are locations for students to create, tinker, make, and explore their own thoughts and interests.</p> <p><b>VOCABULARY:</b> icon, application, program, characteristics, website, link, cursor, desktop, Internet, menu bar, touchscreen, loading, mouse</p> <p><b>KEY TERMS:</b> shift key, click and drag, compare and contrast, digital art, click and double click, logging on and off, mouse skills, Makerspace</p>	<p>Demonstrate navigation skills using digital devices.</p> <p>Create algorithms (coding) using a set of commands.</p> <p>Rate the application’s performance according to specific criteria.</p> <p>Evaluate the strengths and weaknesses of an application.</p> <p>Makers utilize tools and resources while interacting in a Makerspace.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by (including but not limited to):**

- Create a commercial or advertisement to present advantages and disadvantages of an application

**KEY LEARNING EVENTS AND INSTRUCTION (including but not limited to):**

- Mini lessons for each of the following: Application function, locating icons to open applications, computer operations, writing for a specific purpose (coding)
- Use a digital device to perform interactive activities
- Problem solving using algorithms

- Participate in creative and innovative tasks in a Makerspace

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Library/ Media**

**UNIT IV: Technology Applications**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
6 weeks	Purposes and uses of applications	<p><b><u>Mentor Text</u></b>  <i>Hello Ruby: Adventures in coding</i> by Linda Liukas  <a href="#">Peppa Pig uses the computer</a> video  <a href="#">Parts of a computer</a> video            Parts of a computer <a href="#">Brainpop</a></p> <p><b><u>Programs/ Online Resources</u></b>  <a href="#">BrainPop Jr</a>  <a href="#">Mouse skills</a>  <a href="#">Mouse skills</a>  <a href="#">Scratch Jr</a>  <a href="#">Kodable</a>  <a href="#">Makerspace Playbook</a></p> <p>DK Find Out  <a href="#">Think Like a Computer</a>  <a href="#">What is Coding?</a>  <a href="#">How do I Start Coding?</a></p>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT V: Information Literacy**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>AASL 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	Nonfiction books provide information	<ul style="list-style-type: none"> <li>• What can I learn from a nonfiction book?</li> </ul>
	Informational text features aid in gathering information	<ul style="list-style-type: none"> <li>• How do I find the information in the book?</li> <li>• How do text features help me?</li> </ul>
	Reading for information has lifelong applications.	<ul style="list-style-type: none"> <li>• How can informational text help me understand the world around me?</li> </ul>
<p>AASL 2.1.2 Organize knowledge so that it is useful.</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>ASSL 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>CCSS RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS RI.1.5 Know and use various text features (e.g., headings, tables of contents,</p>	<b>Students will know:</b>	<b>Students will be able to:</b>
	Informational text provides different information than fictional text.	Determine the differences between fiction and nonfiction.
	Text layout is specific to different types of text.	Locate text features in an informational text.
	Nonfiction books can be used to locate facts and information.	Illustrations provide different information than photographs.
Nonfiction books can be used to gain information about a topic.	Use text features to identify facts.	
Readers draw conclusions from information.	Distinguish between informational and “how to” books.	
	Select and investigate a research topic.	
	Understand the main topic and details of a text.	

<p>glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>CCSS RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>NJCCCS 8.1.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p>	<p>Makerspaces are locations for students to create, tinker, make, and explore their own thoughts and interests.</p> <p><b>VOCABULARY:</b> Nonfiction, text features, fiction, conclusions, topic, facts, details, compare and contrast, main idea, illustrations</p> <p><b>KEY TERMS:</b> Informational, How To, Makerspace</p>	<p>Makers utilize tools and resources while interacting in a Makerspace.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by** *(Including but not limited to):*

- Create a visual representation of something that you learned from an informational text
- Text feature scavenger hunt game to locate headings, tables of contents, glossaries, electronic menus, icons, and illustrations

**KEY LEARNING EVENTS AND INSTRUCTION** *(Including but not limited to):*

- Mini lessons: review fiction and nonfiction, text features (heading, diagram, bold words, captions, table of contents, index, glossary), How to/All About books
- Independently select a nonfiction book on a topic
- Identify the main topic and retell key details of a text
- Participate in creative and innovative tasks in a Makerspace

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Library/ Media**

**UNIT V: Information Literacy**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 weeks</b>	<p>Understand text features                      Locate main idea and details                      Compare and contrast illustrations and photographs</p>	<p><b><u>Mentor Text</u></b>  <i>Surprising Sharks</i> by Nicola Davies  <i>Actual Size, Dogs and Cats, Big and Little</i> by Steve Jenkins  <i>The Reasons for Seasons</i> by Gail Gibbons.  <i>It's Raining</i> by Gail Gibbons  <i>Weather</i> by Kristin Baird Rattini  <i>Thunder and Lighting</i> by Wendy Pfeffer  <i>Down Comes the Rain</i> by Franklyn M. Branley</p> <p><b><u>Programs/ Online Resources</u></b>  <a href="#">Safari Montage – Reading Fiction &amp; Nonfiction</a>  <a href="#">Smart Exchange – Reading Nonfiction</a>  <a href="#">Follett Shelf ebooks</a>  <a href="#">Get Epic! ebooks</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT VI: Programming**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>AASL 1.1.2- Use prior and background knowledge as context for new learning.</p>	<p>Programmers write instructions, called code, for computers to perform tasks.</p>	<ul style="list-style-type: none"> <li>• Why are programmers important?</li> </ul>
<p>AASL 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>	<p>Computers accept instructions and perform a series of tasks to produce something new.</p>	<ul style="list-style-type: none"> <li>• How do programs work?</li> </ul>
<p>AASL 3.3.4 Create products that apply to authentic, real-world contexts.</p>	<p>Programmers must give clear instructions.</p>	<ul style="list-style-type: none"> <li>• Why are specific instructions important?</li> </ul>
<p>AASL 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>CCSS SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJCCCS 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Programmers are essential because they provide directions for digital devices to operate.</p> <p>Code must be explicit to achieve the desired outcome.</p> <p>Digital devices need the programmer to tell it exactly what to do.</p> <p>Like writers, programmers revise their work.</p> <p>Programmers build onto their pre- existing knowledge to write more efficient code.</p> <p>Makerspaces are locations for students to create, tinker,</p>	<p><b>Students will be able to:</b></p> <p>Explain a programmer’s role in digital society.</p> <p>Describe how a computer processes code.</p> <p>Demonstrate basic programming skills such as moving a figure left, right, up and down.</p> <p>Solve simple problems by rewriting directions.</p> <p>Transfer knowledge of computer operations to perform tasks such as click and drag, point and click, double click and finding keys on keyboard.</p> <p>Makers utilize tools and resources while</p>

<p>NJCCCS 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>NJCCCS 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>NJCCCS 8.1.2. E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>NJCCCS 8.1.2. E.1 Use digital tools and online resources to explore a problem or issue.</p>	<p>make, and explore their own thoughts, and interests.</p> <p><b>VOCABULARY:</b> Program, instructions, code, directions, programmer, Logo, text box, start, finish, map, algorithm, left, right, up, down, computer, task, keyboard.</p> <p><b>KEY TERMS:</b> click and drag, point and click, double click, keys on keyboard, step by step instructions, Makerspace</p>	<p>interacting in a Makerspace.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by (including but not limited to):**

- From the perspective of a computer, follow a set of directions through movement
- Construct a step by step algorithm designed to direct someone to your classroom

**KEY LEARNING EVENTS AND INSTRUCTION (including but not limited to):**

- Discuss the role of the programmer and their impact on digital devices
- Demonstrate directionality by playing a version of Simon Says using coding language
- Use online resources to perform simple programming tasks
- Compare and contrast previously used application such MS Office to program using a graphic organizer
- Participate in creative and innovative tasks in a Makerspace

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Library/ Media**  
**UNIT VI: Programming**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 weeks</b>	Understanding library/ media resources and tools	<p><b><u>Mentor Text</u></b>  <i>How to Talk to a Computer</i> by Seymour Simon  <i>Me on the Map</i> by Joan Sweeney  <i>Strega Nona</i> by Tomie DePaola</p> <p><b><u>Programs/ Online Resources</u></b>  <a href="http://Kodable.com">Kodable.com</a>  <a href="http://Turtle Academy">Turtle Academy</a>  <a href="http://Code.org">Code.org</a>  <a href="http://Tynker">Tynker</a>  <a href="http://Makerspace Playbook">Makerspace Playbook</a></p>

Appendix A

**Library/ Media Crosswalk**

Grades K-1

	September	October	November	December	January	February	March	April	May	June
Media	Digital Citizenship (5 weeks)		Technology Applications (6 weeks)			Programming (8 weeks)				
Makerspace (Sept.-June)										
Library	Library Citizenship (5 weeks)		Literature Appreciation (6 weeks)			Information Literacy (6 weeks)				

Grades  
2-3

	September	October	November	December	January	February	March	April	May	June
Media	Digital Citizenship (5 weeks)		Technology Applications (6 weeks)			Programming (8 weeks)				
Makerspace (Sept.-June)										
Library	Library Citizenship (5 weeks)		Literature Appreciation (6 weeks)			Information Literacy (6 weeks)				

Grades  
4-5

	September	October	November	December	January	February	March	April	May	June
Media	Digital Citizenship		Technology Applications			Programming				

	(5 weeks)	(6 weeks)	(8 weeks)
Makerspace (Sept.-June)			
Library	Library Citizenship (5 weeks)	Literature Appreciation (6 weeks)	Information Literacy (6 weeks)