RSD17 K-3 Library Media
Major Work of the Grade

Kindergarten

Internet Safety

- Media Balance:
  - With guidance and support, identify both positive and negative impacts technology can have on them.
  - With guidance and support recognize how overuse of technology can impact one's mental, physical, and emotional health.
- Safe Online Behavior:
  - With guidance and support, understand how to be safe online and in a digital world
  - With guidance and support, understand the importance of not sharing personal information online

Communication/Collaboration/Presentation Tools

- Complete exit tickets for quick, formative reflection
- **With guidance and support, students participate in the production of collaborative print and digital products** including videos, slideshows, concept mapping, webbing, ebooks etc.
- With guidance and support, students can use both print and digital organizers as a class or with a partner to support classroom learning
- With guidance and support, organize information by priority, topic, or other systematic scheme
- Generate products that illustrate learning
- With guidance and support engage in collaborative conversations, sharing diverse perspectives on a range of topics

Research Strategies

- With support, ask and answer questions about a personal interest or curricular topic.
- With guidance and support, engage in sustained inquiry
- With guidance and support, make critical choices about information sources to use
- **Identify and use print and digital resources available within the school library**
- Identify and use hyperlinks within web pages or documents
- With guidance and support, access online catalogs and databases for research
- Access frequently used websites through use of bookmarks.

Acceptable Use, Copyright, Plagiarism

- Treat print resources and technology respectfully, responsibly, and appropriately according to district acceptable use policy.

Coding

- Use coding resources, tools and games to solve age-appropriate computing problems.
- Learn collaboratively as a whole group that an algorithm is a sequence of instructions, including loops and events.
- Use a block-based visual programming interface to build a game, tell a story, or solve a problem

Design

- Problem solve through cycles of design, implementation and reflection
- Open-mindedly accept feedback for positive and constructive growth
- Share examples of design process in action (i.e. science, Makerspace)
- Use digital drawing tools (i.e. seesaw, jamboard, etc.) to record/save questions, draw solutions, share solutions, etc.
- Use 2-D and 3-D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas.

First Grade

Digital Citizenship/Internet Safety

- Media Balance:
  - With guidance and support, identify both positive and negative impacts technology can have on them.
  - With guidance and support, recognize how overuse of technology can impact one's mental, physical, and emotional health.
- Safe Online Behavior
  - **Understand how to be safe online and in a digital world**
  - With guidance and support, understand the importance of not sharing personal information online

Communication/Collaboration/Presentation Tools

- Complete exit tickets for quick, formative reflection
- With guidance and support students can use a print and digital organizer such as concept mapping, webbing, etc. as a class or with a partner to support classroom learning
- With guidance and support, students can choose from a variety of print and digital tools to plan and prepare for a presentation.
- **With guidance and support, students use different print and digital presentation platforms (including e-books, Slide presentation, movie, book trailer, etc.) independently and collaboratively to share their learning with others**.
- With guidance and support, organize information by priority, topic, or other systematic scheme
- Generate products that illustrate learning
- With guidance and support engage in collaborative conversations, sharing diverse perspectives on a range of topics

Research Strategies

- With support, ask and answer questions about a personal interest or curricular topic.
- With guidance and support, engage in sustained inquiry
- With guidance and support, make critical choices about information sources to use
- **With guidance and support, students develop basic skills for locating and using information with print and digital tools and resources, including age-appropriate databases, video clips, or books/e-books**
- Identify and use hyperlinks within web pages or documents
- With guidance and support, access online catalogs and databases for research (i.e. Pebble Go, Destiny, etc.)
- With guidance and support, create bookmarks and add frequently used sites to the bookmark bar

Acceptable Use, Copyright, Plagiarism

- Treat print resources and technology respectfully, responsibly, and appropriately according to district acceptable use policy
- With guidance and support, transfer information from print and online sources into your own words

Coding

- Use coding resources, tools and games to solve age-appropriate computing problems.
- Learn that an algorithm is a sequence of instructions, including loops and events
- Use a block-based visual programming interface to build a game, tell a story, or solve a problem

Design

- Problem solve through cycles of design, implementation and reflection
- Open-mindedly accept feedback for positive and constructive growth
- Share examples of design process or step-by-step process in action (i.e. science, Makerspace) through print and digital drawing, video, etc.
- Use digital drawing tools (i.e. seesaw, jamboard, etc.) to record/save questions, draw solutions, share solutions, etc.
- Generate ideas for a variety of projects (i.e. book talks, informational video, narrative story) using digital storyboard tools or print resources
- Use 2-D and 3-D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas.

Second Grade

Digital Citizenship/Internet Safety

- Digital Footprints:
  - Understand that digital content is permanent and cannot be deleted.
  - Build a positive digital footprint
- Safe Online Behavior (Personal/Private) :
  - Recognize how overuse of technology can impact one's mental, physical, and emotional health.
  - Understand how to be safe online and in a digital world
  - Understand the importance of not sharing personal information online.
- Cyber Bullying
  - With guidance and support, understand that cyberbullying means to use digital devices, sites, and apps to intimidate, harm, and upset someone.
  - With guidance and support, understand what to do in the event they witness or experience cyberbullying.

Communication/Collaboration/Presentation Tools

- Complete exit tickets for quick, formative reflection
- Use a print or digital organizer such as concept mapping, webbing, etc. as a class, with a partner, or independently to support classroom learning
- With guidance, students choose from a variety of tools to plan and prepare for a presentation.
- **With guidance, students generate products that illustrate learning through the use of different presentation platforms (including e-books, Slide presentation, movie, book trailer, etc.) independently and collaboratively to share their learning with others.**
- With guidance and support, organize information by priority, topic, or other systematic scheme
- Engage in collaborative conversations or debates, sharing diverse perspectives on a range of topics

Research Strategies

- **Develop basic skills for locating and using information with print and digital tools and resources, including age-appropriate databases, video clips, or books/-ebooks**
- Access online catalogs and databases for research (i.e. Pebble Go, Destiny, etc.)
- Create bookmarks and add frequently used sites to the bookmark bar
- With guidance and support, students are able to identify simple search terms to locate information
- With guidance and support, use age-appropriate guidelines to evaluate websites and other print and digital resources for content
- With guidance and support, locate the URL of a website and make a distinction between the suffixes .org, .com, .edu, .net, .gov, and international domains
- Identify and use hyperlinks within web pages or documents
- Learn how to choose and transfer information from one digital platform to another
- With support, ask and answer questions about a personal interest or curricular topic.
- Engage in sustained inquiry
- With guidance and support, make critical choices about information sources to use

Acceptable Use, Copyright, Plagiarism

- Understand all rules and guidelines in the school's Acceptable Use Policy
- With guidance and support, students identify and discuss laws and rules that apply to digital content and information (e.g. Digital copyright laws)
- Transfer the information learned from print and online sources into your own words (paraphrasing).
- With guidance and support, locate required citation information from print materials and web pages and other digital resources
- Locate the author (individual or company) and/or title for print and digital resources.

Coding

- Create and test solutions to a give problem through the use of a coding activity
- Define an algorithm as a sequence of instructions, including loops and events, and use the basic steps of algorithmic thinking to solve problems and design solutions.
- Use a block-based visual programming interface to build a game, tell a story, or solve a problem

Design

- Share examples of design process in action (i.e. science, Makerspace)
- Use print and digital drawing tools (i.e. seesaw, jamboard, etc.) to record/save questions, draw solutions, share solutions, etc.
- Record their step-by-step process through digital drawing or video
- Use storyboarding, planning, and revision for stop-motion videos and presentation tools
- Use 2-D and 3-D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas.
- Problem solve through cycles of design, implementation and reflection
- Open-mindedly accept feedback for positive and constructive growth

Third Grade

Digital Citizenship/Internet Safety

- Digital Footprints:
  - Explain how information shared online leaves a digital footprint or trail
  - Build a positive digital footprint
  - With guidance and support, students recognize the difference between active and passive data collections when using the internet and social media sites
  - With guidance and support, understand how browser settings such as cookies track personal information
- Safe Online Behavior (Personal/Private, passwords):
  - Recognize how overuse of technology can impact one's mental, physical, and emotional health.
  - Understand how to be safe online and in a digital world
  - Understand the importance of not sharing personal information online and through gaming platforms.
- Cyber Bullying
  - Understand that cyberbullying means to use digital devices, sites, and apps to intimidate, harm, and upset someone.
  - Understand what to do in the event they witness or experience cyberbullying
- With guidance and support, students will learn to be wise consumers of the digital media they consume (Fake news/altered media)

Communication/Collaboration/Presentation Tools

- Complete exit tickets for quick, formative reflection
- Use a digital or print organizer such as concept mapping, webbing, etc. as a class, with a partner, or independently to support classroom learning
- Choose from a variety of print and digital tools to plan and prepare for a presentation
- **Use different presentation platforms (including e-books, slide presentation, movie, book trailer, etc.) independently and collaboratively to share their learning with others**
- With guidance, organize information by priority, topic, or other systematic scheme
- Engage in collaborative conversations or debates, sharing diverse perspectives on a range of topics

Research Strategies

- **Develop basic skills for locating and using information with both print digital tools and resources, including age-appropriate books, databases, video clips, or-ebooks**
- Use basic search tools in an age-appropriate digital resources including online catalogs and databases (i.e. Pebble Go, Destiny, etc.)
- Create bookmarks and add frequently used sites to the bookmark bar
- Identify simple search terms to locate information
- Use age-appropriate search engines to find information
- With guidance and support, use age-appropriate guidelines to evaluate websites and other resources for content
- With guidance and support, locate the URL of a website and make a distinction between the suffixes .org, .com, .edu, .net, .gov, and international domains

- Identify and use hyperlinks within web pages or documents
- Learn how to choose and transfer information from one digital platform to another
- Apply basic questions then evaluate whether a digital resource, print, or e-book is a good fit for them and their work
- Ask and answer questions about a personal interest or curricular topic
- Engage in sustained inquiry based process for individual and collective growth
- Make critical choices about information sources to use

Acceptable Use, Copyright, Plagiarism

- Understand all rules and guidelines in the school's Acceptable Use Policy
- With guidance and support, students identify and discuss laws and rules that apply to print and digital content and information (e.g. Digital copyright laws)
- Transfer the information learned from online sources into your own words.
- Locate required citation information in books and on web pages and other digital resources
- Locate the author (individual or company) and/or title for print and digital resources.

Coding

- Create and test solutions to a given problem through the use of a coding activity
- Use technology resources and tools to solve age-appropriate computing problems or for independent learning.
- Define an algorithm as a sequence of instructions, including loops and events, and use the basic steps of algorithmic thinking to solve problems and design solutions.
- Use a block-based visual programming interface to build a game, tell a story, or solve a problem

Design

- Share examples of design process in action (i.e. science, Makerspace)
- Use digital drawing tools (i.e. seesaw, jamboard, etc.) to record/save questions, draw solutions, share solutions, etc.
- Record their step-by-step process through drawing, digital drawing or video
- Use storyboarding, planning, and revision for stop-motion videos and presentation tools
- Use 2-D and 3-D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas.
- Problem solve through cycles of design, implementation and reflection
- Open-mindedly accept feedback for positive and constructive growth