

**Warren Township Public School District  
Curriculum**

<b>Subject: Library &amp; Computer Science</b>	<b>Grade: 3</b>	<b>Unit: Information Literacy and Digital Citizenship</b>
<b>Total Number of Lessons: 20</b>	<b>Unit Time Frame: Library Cycle &amp; Technology Specialist Push-In</b>	
<b>Instructional Materials (Include specific text or digital resource links that are used by teachers and students within the unit):</b>		
Chromebooks , Databases (World Book, Britannica, Brain Pop Jr., TrueFlix, Be Internet Awesome by Google), Google Apps, Epic! Books, Library Books, Culturally Diverse texts (Amistad, Holocaust, LGBT, Asian American Studies and Disabilities)		
<b>Goals</b>	<b>Skills / Understandings</b>	
<ul style="list-style-type: none"><li>● To inquire, think critically, and gain knowledge</li><li>● Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge</li><li>● Share knowledge and participate ethically and productively as members of our democratic society</li><li>● Pursue personal and aesthetic growth</li></ul>	<ul style="list-style-type: none"><li>● Use prior and background knowledge as context for new learning.</li><li>● Use technology and other information tools to analyze and organize information.</li><li>● Use writing and speaking skills to communicate new understandings effectively.</li><li>● Read widely and fluently to make connections with self, the world, and previous reading.</li></ul>	
<b>ALA Benchmarks</b>		
1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.5 Use information technology responsibly. 1.4.4 Seek appropriate help when it is needed. 2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4 Self-Assessment Strategies 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.6 Use information and technology ethically and responsibly.		

Unit Essential Questions:	Student Vocabulary:	Lesson Learning Statement::
<ul style="list-style-type: none"> <li>Does the student have the right proficiencies to explore a topic or subject further?</li> <li>Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?</li> <li>Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions?</li> <li>Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrasing</li> <li>Plagiarism</li> <li>Database</li> <li>Accountable talk</li> <li>Digital Citizenship</li> <li>Stop Motion</li> <li>Keyword search</li> <li>Reliable Sources</li> </ul>	<ul style="list-style-type: none"> <li>To acquire the necessary skills to understand and organize information to further explore topics of importance and personal interest.</li> <li>Understand a variety of digital resources and apply resources to basic research.</li> <li>Develop note taking and paraphrasing strategies. Apply Google Slides and drive tools to create a presentation.</li> <li>Develop digital citizenship and understand strategies to prevent bullying.</li> <li>Develop search skills.</li> <li>Understand digital safety and appropriate practices.</li> </ul>
Interdisciplinary Connections (include standard number and activity examples):	Assessment Strategies / Resources:	Benchmark Assessments / Products: Specific common assessments both formative and summative (provide a link to the assessments)
<p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Exit Tickets</p> <p>Rubrics</p> <p>Student reflection</p> <p>Open ended questions</p> <p>Peer instruction</p> <p>Think-Pair-Share</p> <p>Teacher feedback</p>	<ul style="list-style-type: none"> <li>Students participate in digital assessments.</li> <li>Students engage in self-reflection around specific topics.</li> <li>Students apply research skills to integrated projects that require cross content applications.</li> <li>Students successfully apply digital skills to successfully use Google Drive and conduct appropriate searches while conducting research.</li> <li>Products will vary depending upon the unit projects, but can include: <ul style="list-style-type: none"> <li>Google slide presentations</li> <li>Board builders</li> <li>Animotos</li> <li>Posters</li> <li>Brochures</li> <li>Skits</li> <li>Video presentations</li> <li>Game shows.</li> <li>Google Drawings</li> </ul> </li> </ul>

<p>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.</p> <p>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</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>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.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		<ul style="list-style-type: none"> <li>○ Storyboard That</li> <li>○ BrainPop Make-A-Movie</li> <li>○ Flipgrid</li> <li>○ Padlet</li> <li>○ Screencastify Videos</li> <li>○ Quizlet</li> <li>○ Scavenger Hunts</li> </ul>
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<b>Career and 21st Century Skills (link to standard 9.1, 9.2, 9.2)</b> <b>(Include standard number and activity examples from each area):</b>		
<p>9.4.5.CI.1: Use appropriate communication technology to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions*</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue*</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity*</p> <p>9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process*</p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process*</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources*</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems*</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global*</p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.</p> <p>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p>9.4.5.IML1: Evaluate digital sources for accuracy, perspective, credibility and relevance*</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.</p> <p>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</p> <p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <p>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact.</p> <p>The Smartboard will be utilized in teaching most of the lessons, and various other technologies will supplement the lessons (including BrainPop Jr., Tumblebooks, and Worldbook Online).</p> <p><a href="#">ISTE Standards for Students:</a></p>		

## 1.2 Digital Citizen

- 1.2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

## 1.3 Knowledge Constructor:

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

## 1.6 Creative Communicator:

- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

## 1.7 Global Collaborator:

- 1.7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

## 21st Century Life and Careers - [Technology](#) (link to standard 8.1 and 8.2)

8.1.5.CS.1: Model how computing devices connect to other components to form a system. BrainPop Cloud Computing, BrainPop Internet, BrainPop Computers\*

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. Appropriate Use Digital Communication, BrainPop Computer Mouse, BrainPop Data Storage Devices, BrainPop Email and IM, BrainPop Printers, BrainPop Touchscreens, BrainPop Robots, BrainPop 3D Printing

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies Basic Chromebook Skills\*

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods BrainPop Computer Mouse, BrainPop Data Storage, Devices, BrainPop Email and IM, BrainPop Printers, BrainPop Touchscreens, BrainPop Robots, BrainPop 3D Printing\*

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information Digital Citizenship Week , BrainPop Malware, BrainPop Hackers

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. BrainPop Computational Thinking, BrainPop Digital Animation, BrainPop Computer Programming, BrainPop Video Games, BrainPop Mp3, BrainPop Internet Search

8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. BrainPop Computational Thinking, BrainPop Digital Animation, BrainPop Computer Programming, BrainPop Video Games, BrainPop Mp3, BrainPop Internet Search

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Read & Write extension for Reading and Research\*

8.1.5.DA.2: Compare the amount of storage space required for different types of data. BrainPop Data Storage Devices, Google Drive Tour\*

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Country Study: Google Maps \*

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. Read & Write extension for Reading and Research\*

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. BrainPop Jr. Cause and Effect, BrainPop Jr. Make Inferences, BrainPop Jr. Make Predictions\*

8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate. Hour of Code, BrainPop Binary\*

8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Hour of Code, BrainPop Jr. Computational Thinking, BrainPop Jr. Computer Programming, BrainPop Jr. Loops, BrainPop Functions, BrainPop Loops\*

8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals. Hour of Code, BrainPop Jr. Computational Thinking, BrainPop Jr. Computer Programming, BrainPop Jr. Loops, BrainPop Functions, BrainPop Loops\*

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. Hour of Code, BrainPop Jr. Conditionals, BrainPop Logic Gates, BrainPop Variables\*

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. Hour of Code, BrainPop Jr. Conditionals, BrainPop Logic Gates, BrainPop Variables\*

8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended. Hour of Code, BrainPop Jr. Engineering and Design\*

**\*I&D also covers this**

### Warren QSAC Accommodations Chart:

Special Education Students and English Language Learners:

- Modifications and accommodations as listed in IEP.
- Small Group Instruction
- Scaffolding
- Modeling
- Highlighting
- Graphic Organizers
- Cooperative Learning Tasks
- Tiered Lessons
- Tiered Products
- Active engagement strategies
- Accountable talk strategies
- Use of assistive and enhanced technologies

Gifted Students:

- Small Group Instruction
- Tiered Lessons
- Tiered Products
- Active engagement strategies
- Accountable talk strategies
- Use of assistive and enhanced technologies
- Provide opportunities for peer mentorship
- Brainstorm the types of projects they would like to explore to extend what they're learning in the classroom.