

**Warren Township Public School District
Curriculum**

Subject: Library & Computer Science	Grade: 1	Unit: Library Skills
Total Number of Lessons: 20	Unit Time Frame: Library Cycle & Technology Specialist Push-In	
Instructional Materials (Include specific text or digital resource links that are used by teachers and students within the unit):		
BrainPop Jr, Tumblebooks, Chromebooks, Databases (Brain Pop Jr, tumblebooks), Google Apps, Library Circulation Materials, Epic! Books, Library Books , Culturally Diverse texts (Amistad, Holocaust, LGBT, Asian American Studies and Disabilities)		
Goals:	Skills / Understandings	
<ul style="list-style-type: none">• The students will be able to locate and identify various parts of a book.• The students will practice searching for appropriate reading material, and will learn various techniques for finding a “just right book”.• The students will understand the difference between fiction and nonfiction, and will be able to sort and identify material based on those criteria.• The students will be able to identify and utilize nonfiction text features.• The students will complete two author studies throughout the year.	<ul style="list-style-type: none">• Use strategies to select appropriate reading material• Distinguish text genres• Understand text features• Apply knowledge of text features to curricula areas and real world situations• Recognize that authors used vary methods to communicate information• Identify and understand library procedures	

ALA Benchmarks

- 1.1.2. Use prior and background knowledge as context for new learning.
- 1.1.4. Find, evaluate, and select appropriate sources to answer questions.
- 1.1.9. Collaborate with others to broaden and deepen understanding.
- 1.2.1. Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2. Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.3.4. Contribute to the exchange of ideas within the learning community.
- 1.3.5. Use information technology responsibly.
- 1.4.4. Seek appropriate help when it is needed.
- 2.1.4. Use technology and other information tools to analyze and organize information.
- 2.1.5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.2.4. Demonstrate personal productivity by completing products to express learning.
- 2.4.3. Recognize new knowledge and understanding.
- 4.1.1. Read, view, and listen for pleasure and personal growth.
- 4.2.4. Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
- 4.4.6. Evaluate their own ability to select resources that are engaging and appropriate for personal interests and needs.

Unit Essential Questions:	Student Vocabulary:	Lesson Learning Statement::
<ul style="list-style-type: none"> How do I find material in the library that is suitable for my needs and interests? How can I determine if a book (or other type of material) is fiction or nonfiction? How can I use text features to help me locate the information I need? How can I use digital tools to further my understanding? 	<ul style="list-style-type: none"> Title Author Spine Illustrator cover Fiction nonfiction Table of contents Index Glossary 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Utilize various techniques to locate material that is interesting and appropriate in the library. Select “just right” books. Recognize that certain books are honored as exemplary for specific reasons. Use digital tools in an appropriate manner. Understand the difference between fiction and nonfiction. Identify the various parts of a book. Identify and utilize text features of nonfiction books. Recognize characteristics of an author’s style and range of writing.

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>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</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>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.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>Exit Tickets</p> <p>Pre assessments and post assessments</p> <p>Rubrics</p> <p>Google Slides</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"> ● Interactive Library Notebook (ongoing assessment from kindergarten to second grade). ● Students apply appropriate search skills. ● Students engage in verbal responses to shared stories. ● Students correctly identify and apply text features. ● Students will learn parts of a book pre and post assessment. ● Students will know the differences between nonfiction and fiction. ● Students engage in self-reflection around specific topics. ● Students successfully apply digital skills to successfully use Chromebooks for digital projects.

<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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.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> <p>Students will:</p> <ul style="list-style-type: none"> • develop understanding of the different parts of a book, including text features in nonfiction books. • develop understanding of text features and digital tools that will be useful to the students in virtually all aspects of their education. 		
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Career and 21st Century Skills (link to standard 9.1, 9.2, 9.2)

(Include standard number and activity examples from each area):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives*

9.4.2.CI.2: Demonstrate originality and inventiveness in work. Link to lesson*

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem*

9.4.2.CT.2: Identify possible approaches and resources to execute a plan*

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

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. Link to Lesson

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

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

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.IML1: 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 data. Link to Lesson*

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. Link to Lesson Link to lesson part 2*

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts. Link to Lesson*

*I&D also covers this

ISTE Standards for Students:

1.2 Digital Citizen

1.2.a Students 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:

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

1.7 Global Collaborator

1.7.a 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)

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Student Chromebook Orientation (K-1), Chromie Chromebook Skills K, The Art of Learning to Use a Chromebook (2)*

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. Student Chromebook Orientation (K-1) BrainPop Jr. Parts of a Computer*

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. Basic Chromebook Skills (Grade 2)*

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

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

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. BrainPop Jr. Digital Etiquette

8.1.2.NI.4: Explain why access to devices need to be secured. BrainPop Jr. Digital Etiquette

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Digital Citizenship Week
2-5 Slides for DCD , BrainPop Information Privacy, BrainPop Copyright, BrainPop Cyberbullying, BrainPop Blogs, BrainPop Distance Learning, BrainPop Media Literacy, BrainPop Online Safety, BrainPop Plagiarism, BrainPop Social Media, BrainPop Online Sources*

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.*

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. BrainPop Jr. Cause and Effect, BrainPop Jr. Make Inferences, BrainPop Jr. Make Predictions

8.1.2.DA.4: Make predictions based on data using charts or graphs. BrainPop Jr. Cause and Effect, BrainPop Jr. Make Inferences, BrainPop Jr. Make Predictions

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. Hour of Code, BrainPop Jr. Sequence

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

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks. Hour of Code, BrainPop Jr. Loops

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

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. Hour of Code, BrainPop Jr. Loops*

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops. Hour of Code, BrainPop Jr. Loops*

***I&D also covers this**

[Warren QSAC Accommodations Chart:](#)

Special Education Students

- Visual and verbal descriptions of projects and assignments
- Chromebooks: speech output, which highlights and reads text on the computer screen/electronic spelling and grammar checkers.

English Language Learners:

- Use digital media and environments to communicate and work collaboratively.
- Apply tools to gather, evaluate, and use information.

Gifted Students:

- Provide opportunities for peer mentorship
- Brainstorm the types of projects they would like to explore to extend what they're learning in the classroom.