Washington Township Public Schools

MEDIA

STUDIES

CURRICULUM

GRADES K-5

Scope and Sequence

Kindergarten Media Studies		
Units of Study	**Classes**	**Standards**
Media Center Orientation	6	AASL
Literature Appreciation	6	AASL
Computer Science and Digital Citizenship	4	8.1, 9.4
Coding	1	8.1
STEM Education and Makerspace	1	8.2, 9.4, SEL
Research and Information Literacy	6	9.4, AASL

First Grade Media Studies		
Units of Study	**Classes**	**Standards**
Media Center Orientation	6	AASL
Literature Appreciation	6	AASL
Computer Science and Digital Citizenship	4	8.1, 9.4
Coding	1	8.1
STEM Education and Makerspace	1	8.2, 9.4, SEL
Research and Information Literacy	6	9.4, AASL

Second Grade Media Studies

Units of Study	Classes	Standards
Media Center Orientation	5	AASL
Literature Appreciation	6	AASL
Computer Science and Digital Citizenship	3	8.1, 9.4
Coding	1	8.1
STEM Education and Makerspace	1	8.2, 9.4, SEL
Research and Information Literacy	5	9.4, AASL
Financial Literacy	3	9.1

Third Grade Media Studies

Units of Study	Classes	Standards
Media Center Orientation	6	AASL
Literature Appreciation	6	AASL
Computer Science and Digital Citizenship	4	8.1, 9.4
Coding	1	8.1
STEM Education and Markerspace	1	8.2, 9.4, SEL
Research and Information Literacy	6	9.4, AASL

Fourth Grade Media Studies

Units of Study	Classes	Standards
Media Center Orientation	6	AASL
Literature Appreciation	6	AASL
Computer Science and Digital Citizenship	4	8.1, 9.4
Coding	1	8.1
STEM Education and Makerspace	1	8.2, 9.4, SEL
Research and Information Literacy	6	9.4, AASL

Fifth Grade Media Studies

Units of Study	Classes	Standards
Media Center Orientation	4	AASL
Literature Appreciation	4	AASL
Computer Science and Digital Citizenship	5	8.1, 9.4
Coding	1	8.1
STEM Education and Makerspace	1	8.2, 9.4, SEL
Research and Information Literacy	5	9.4, AASL
Financial Literacy	4	9.1

Kindergarten

Unit of Study: Media Center Orientation	
Grade: K	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards
- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Essential Questions
- How can the library support my learning?
- How can one be a good "library citizen" and contribute to the library community?
- What are the rules and routines for the media center? Why are they so important to follow?
- How do I care for library materials?
- How do I find what I need in the library?
- How do I check out a book in the library?
- How is a library collection arranged?
- What are the jobs of the author and illustrator?

Enduring Understandings (Core Ideas)
- Rules and routines are important in any community, including a school's media center.
- Libraries have an abundance of resources that are thoughtfully and strategically organized.
- The school media center can be used for both recreational and academic reading.
- There are different ways to find a book of interest in the school library.
- It is important to take care of books so they can be enjoyed by students for years to come.

Learning Targets
- Follow the rules and procedures of the library media center
- Demonstrate ways to care for a library book
- Follow procedures to check out a library book
- Listen to and discuss a story
- Identify the parts of a book
- Locate the call number for an Everyone book

Suggested Learning Activities
- Read aloud and discuss a book like *Mr. Wiggles!*, or *What Happened to Marion's Book* on how to care for library books.
- Discuss what it means to be part of a group or team. How can students be a part of the library team or community? Discuss respect. Possible books: *Clark the Shark, Quiet*

Down Loud Town
- Read aloud short stories (*Flotsam* by David Weisner) and have students practice how to pair/share picture books with partners on carpet. Review the parts of a book (cover, title page, spine).
- Locate the Everyone (E) section of the library and demonstrate how to properly choose books using a shelf marker.
- Use Google Slides to teach students the procedures for book check out. Read *Manners with a Library Book*.
- Discuss the roles of the author and illustrator. Learn the [Author/Illustrator song](#).

Assessment
- Teacher observations
- Student reflection sheets
- Performance based assessments

Resources
- Items to keep away from library books and to use with library books - Examples: markers, glue, scissor, bookmarks, etc.
- Examples of books in poor condition
- Various mentor texts and read alouds
- [Author/Illustrator song](#)
- Google Slide presentations
- Suggested read alouds:
  - *Mr. Wiggle's Book* by Paula Craig and Carol Thompson
  - *Clark the Shark* by Bruce Hale
  - What Happened to Marion's Book by Book Berg
  - *Flotsam* by David Weisner
  - *Quiet Down Loud Town* by Alastair Heim
  - *Manners with a Library Book*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.

- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: K	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.
- V.C.1. Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What is the difference between an author and an illustrator? - What are the different elements that make up a fiction story? - How can I take turns to retell a story? - Who are the characters in a story? - What is the setting in a story?	- An author writes a book and an illustrator draws the pictures or illustrations. - Fiction books may be based upon real events, but they are made-up stories. - There are different genres of fiction, each with its own characteristics and elements. - Fiction writing is intended to entertain an audience.

Learning Targets
- Identify the author and illustrator of fictional stories
- Identify the elements of fictional stories: character, setting, and events
- Retell a familiar fiction story
- Identify the parts of a book: title, author, illustrator, cover, spine
- Draw and write the characters and setting in a fiction story

Suggested Learning Activities
- Identifying the Author and Illustrator: Read a book aloud to the class. Talk about who wrote the book (author) and who illustrated it (illustrator). Show the cover of the book and point out the author and illustrator's names. Use a book such as *The Pigeon Finds a Hot Dog!* to show examples. Have students draw a picture of their favorite part of the book and label it with the author and illustrator's names.
- Identifying Elements of a Fictional Story: Read aloud *Corduroy* by Don Freeman and discuss the main character (Corduroy), the setting (the department store), and the events (Corduroy's adventure). Use a story map template to identify characters, setting, and events. Have students draw a picture of Corduroy, the store, and one event from the story.
- Retelling a Familiar Fiction Story: Read the story of *The Three Little Pigs*. Discuss the main events in the story. Use retelling story sticks to act out the story. Students can use the sticks to help retell the story in their own words.
- Identifying the Parts of a Book: Read aloud *Pete the Cat: I Love My White Shoes* by James Dean and Eric Litwin. Show the book cover and point out the title, author, illustrator, cover, and spine. Use a video like [The Parts of a Book](#) to reinforce learning. Students can play Parts of a Book Memory game with a partner.
- Drawing and Writing Characters and Setting: Read aloud *Where the Wild Things Are* by Maurice Sendak and discuss the main character (Max) and the setting (the land of the Wild Things). Have students draw Max and the Wild Things in the setting. Provide a drawing and writing template for them to describe their drawings with simple sentences.
- Exploring Different Fictional Stories: Read aloud *Madeline* by Ludwig Bemelmans
- and discuss the character (Madeline), setting (Paris), and events (Madeline's adventure). Have students compare this story to one they've previously read. Use a story comparison chart for them to draw and write about similarities and differences in the characters, settings, and events.

Assessment
- Teacher observations
- Class discussions

Resources
- [The Parts of a Book](#)
- Parts of a Book Memory game
- Character story sticks
- Drawing template or whiteboards and markers
- Suggested read alouds:
  - *The Pigeon Finds a Hot Dog!*
  - *Corduroy*
  - *The Three Little Pigs*
  - *Pete the Cat: I Love My White Shoes*
  - *If You Give a Mouse a Cookie*
  - *Madeline*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.

- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA
- 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.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Computer Science and Digital Citizenship

Grade: K	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How can I take care of my digital tool? - What are the different parts of a digital tool? - How can I use a digital tool safely and kindly? - Why is it important to be a good digital citizen?	- Digital tools can help us learn and play. - Using technology involves being responsible and respectful. - It's important to protect personal information when using technology.

Learning Targets
- Demonstrate proper handling of digital tools
- Identify the parts of a digital tool
- Follow basic instructions using a digital tool
- Explain why it is important to keep personal information private
- Identify ways to be kind and respectful online
- Understand the importance of asking permission before sharing information online

Suggested Learning Activities
- Demonstrate how to access Learning.com by clicking on ClassLink> Learning.com.
    - Computational Thinking: Patterns
    - Computer Fundamentals: An Icon-ic Concert - Part 1
    - Computer Fundamentals: An Icon-ic Concert - Part 2
    - Computer Fundamentals: An Icon-ic Practice
    - Communicating with Data: Sharing the Stars
    - Databases: Classifying Data
    - Computer Fundamentals: Access Websites and Scroll
    - Introduction to Online Safety: Protecting Your Privacy
    - Introduction to Computer Fundamentals
    - Getting Started Online: Color the Usernames
    - Getting Started Online: Parts of a Password
    - Getting Started Online: Pearl's Private Password
    - Getting Started Online: What Should Pearl Say
    - Meaning of Online: Agree to the AUP
    - Meaning of Online: Have Fun Online
    - Meaning of Online: Vocabulary Interactive Practice
    - Meaning of Online: The Curious Crystals
    - Online Privacy: Help Is on the Way!
    - Online Privacy: Keep it Safe and Private
    - Online Privacy: Personal Information
    - Online Privacy: Trusted Adults
    - Online Privacy: Vocabulary Interactive Practice

Assessment
- Teacher observations
- Learning.com reports

Resources
- Learning.com Kindergarten Unit Activities

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.

- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: Coding

Grade: K	Suggested Timeframe: 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do following directions help us in our daily activities and in coding? - How can we use computers to store and work with different types of information, like numbers and words? - What happens when we give computers a series of steps to follow, and why is it important for those steps to be precise? - How can we break down a big task into smaller steps to make it easier to complete, and how does this help us with coding?	- Individuals develop and follow directions as part of daily life. - Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images). - Computers follow precise sequences of steps that automate tasks. - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. - People work together to develop programs for a purpose, such as expressing ideas or addressing problems. - The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Learning Targets
- Follow steps carefully
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create a simple project using Scratch Jr.

Suggested Learning Activities
- Demonstrate how to access Learning.com> Computational Thinking: Patterns. Students complete online video assignment and questions.
- Explain that coding is like giving instructions to a computer to make it do what we want. Display the ScratchJr. interface on a projector or hold up a tablet. Explain that it is a fun place where you can make your own stories and games by giving instructions to characters. Point out the main features:
  - The stage (where the story happens)
  - The characters (who can move and act)
  - The coding blocks (used to give instructions)
- Demonstrate how to add a character by using the plus sign. Show how to move the character by using the blue blocks. Drag a blue block to the white area at the bottom. Press the green flag to show how the character will follow the directions we give them.
- Students will practice by opening up the app and pressing the plus sign to add a character. Then they will practice dragging a blue block to the bottom and press the green flag to see the character move. Time permitting, students can continue adding blocks and pressing the green flag to see the character move more.

Assessment
- Teacher observations
- Class discussion

Resources
- iPads
- Learning.com> Computational Thinking: Patterns for Kindergarten
- Scratch Jr.

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
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- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.

- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
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- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: K	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4 Identify constraints and their role in the engineering design process.

Essential Questions	**Enduring Understandings (Core Ideas)**
- Why are exploration and creation an important part of learning? - How can a makerspace change our learning experience? - How does failure get us closer to our goal?	- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. - Limitations (constraints) must be considered when engineering designs. - Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. - Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Suggested Learning Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.
- Demonstrate how there is more than one correct way to solve a problem.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- [STEM Vocabulary Anchor Chart](#)
- [Construction Zone and Creation Station](#)
- [Maker Mindset teacher resource](#)
- Puzzles, Legos, blocks, etc.
- Read aloud suggestions:
  - *Not A Stick?* By Antoinette Portis
  - *Turkey Trouble* by Wendy Silvano
  - *The Littlest Reindeer* by Wendi Dougherty
  - *Snowballs* by Lois Ehlert
  - *Have You Thanked an Inventor Today?* By Patrice McLaurin
  - *Mae Among the Stars* by Roda Ahmed
  - *The Earth Book* by Todd Parr
  - *The Three Little Pigs*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.

- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy

Grade: K	**Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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.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.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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.A.2. Learners act on an information need by identifying possible sources of information.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What kind of books do I need to answer my questions? - Where can I find information to answer my questions? - How can I share what I learned with others?	- Books, people, and digital resources can teach us new things. - Asking questions helps us learn more about the world. - Sharing information with others is fun and helps us connect.

Learning Targets
- Identify books and digital resources as sources of information
- Ask questions about a familiar topic
- Share information with others through talking, drawing, or acting
- Use simple graphic organizers to represent information

Suggested Learning Activities

- Introduction to Books and Digital Resources: Read *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page. Discuss how the book provides information about animals. Show students how to use a child-friendly digital resource like PebbleGo to find more information about one of the animals from the book.
- Asking Questions About a Familiar Topic: Read *The Very Hungry Caterpillar* by Eric Carle. Ask students to think of questions they have about caterpillars. Write the questions on chart paper and explore a nonfiction book or digital resource to find answers.
- Using Graphic Organizers: Read *From Seed to Plant* by Gail Gibbons. Use a simple graphic organizer (e.g., a flow chart) to show the stages of a plant's growth. Have students draw their own version of the stages of a plant's growth.
- Finding Information from People: Invite a guest speaker, or watch a video of a person with an interesting job or hobby. Have students share what they learned through drawing or talking.
- Sharing Information Through Drawing: Read *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle. Discuss the different animals in the book. Use PebbleGo as a class to learn more. Have students draw an animal from the book and share one fact they learned about it.
- Creating a Class Book: Read *The Little Red Hen* by Paul Galdone. Discuss the process of making bread as described in the story. Have each student draw a step in the process of making bread, creating a class book. Students take turns presenting their pages to the class.

Assessment

- Assess student work samples
- Class discussions
- Teacher observations

Resources

- Selection of print and digital nonfiction library books
- PebbleGo
- Suggested read alouds:
    - *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page
    - *The Very Hungry Caterpillar* by Eric Carle
    - *From Seed to Plant* by Gail Gibbons
    - *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle
    - *The Little Red Hen* by Paul Galdone

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

First Grade

Unit of Study: Media Center Orientation	
Grade: 1	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards
- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How can the library media center support my learning? - How can one be a good "library citizen" and contribute to the library community? - What are the rules and routines for the media center? Why are they so important to follow? - How do I care for library materials? - How do I find what I need in the library? - How is a library collection arranged? - Why are fiction books, information books, and resource books organized separately in the library?	- Rules and routines are important in any community, including a school's media center. - Libraries have an abundance of resources that are thoughtfully and strategically organized. - The school media center can be used for both recreational and academic reading. - There are different ways to find a book of interest in the school library. - It is important to take care of books so they can be enjoyed by students for years to come.

Learning Targets
- Follow the rules and procedures of the library media center
- Demonstrate ways to care for a library book
- Follow procedures to check out a library book
- Listen to and discuss a story
- Identify the parts of a book
- Locate the call number for an Everyone book
- Understand that E books are organized in ABC order by their call number
- Identify the difference between fiction and nonfiction books

Suggested Learning Activities
- Read aloud and discuss stories on how to care for library books
- Read aloud back to school stories and students will practice how to pair/share with

partners on carpet. Review the parts of a book (cover, title page, spine)
- Locate the Everybody (E) section of the library and demonstrate how to properly choose books by interest. Model picture walk reading of books to assist with student choice.
- Using ABC skills, students will learn how the Everybody section is organized by the author's last name. Students can participate in a scavenger hunt and practice ABC skills through sorting activities.
- Read aloud stories and have students demonstrate the role of the illustrator by drawing the characters and setting in a new story. Have students create a problem and solution for a story.
- Read aloud fiction and nonfiction books on the same animal and have students discuss the differences. Students will practice sorting books and share reasons why books are fiction or nonfiction.

Assessment
- Teacher observations
- Class discussions

Resources
- Anchor charts
- Items to keep away from library books and to use with library books - Examples: markers, glue, scissor, bookmarks, etc.
- Examples of books in poor condition
- Fiction and nonfiction book sorts
- Spine label for sorting
- Media center labeling and signage
- Anchor charts - fiction/nonfiction, spine labels
- Suggested read alouds:
  - *The Shelf Elf* by Jackie Mim Hopkins
  - *Give Me Back My Book* by Travis Foster
  - *The Pigeon Has to Go to School* by Mo Willems
  - *Who Would Win* series

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.

- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: 1 | **Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.
- V.C.1. Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Essential Questions
- Who are the characters in a story, and what are they like?
- Where and when does the story take place? How does the setting affect the characters?
- How do authors use words to describe characters and settings?
- How can I retell a story using complete sentences?

Enduring Understandings (Core Ideas)
- The library media center provides access to many different kinds of literature at all reading levels.
- An author writes a book and an illustrator draws the pictures or illustrations.
- Characters in stories have unique personalities and traits.
- The setting of a story influences the characters and events.
- Authors use descriptive language to create vivid images of characters and settings.
- Retelling stories helps us understand and remember important details.

Learning Targets
- Locate basic parts of a book: cover, spine, title page, and barcode
- Identify title, author, and illustrator
- Identify main characters and their key traits
- Describe the setting of a story and explain how it affects the characters
- Retell stories using complete sentences, including details about characters and setting
- Use descriptive language to describe characters and settings

Suggested Learning Activities
- Character Focus: Read aloud *The Day You Begin* by Jacqueline Woodson. Discuss the main character's feelings and how she overcomes challenges. Create a character feelings chart.
- Setting Exploration: Read aloud *Bear Wants More* by Karma Wilson and Jane Chapman. Explore the setting of the forest and how it affects Bear's actions and interactions with other characters. Talk about the different parts of the forest where Bear goes and how each part (e.g., the meadow, the stream) plays a role in the story. Create a setting map of the forest from the book. Have students draw and label key parts of the forest and where different events in the story take place. Use a large piece of paper or a setting map template for this activity.
- Descriptive Language: Read aloud *Owl and Pussycat* by Edward Lear. Focus on the author's use of descriptive language to create a whimsical setting. Encourage students to write their own descriptive sentences about a magical place.
- Retelling Stories: Read aloud *The Gingerbread Man*. Have students retell the story from different characters' perspectives.
- Character Comparison: Read aloud *Frog and Toad Are Friends* by Arnold Lobel. Compare and contrast Frog and Toad's personalities and actions. Create a Venn diagram to show similarities and differences.

Assessment
- Teacher observation
- Student retellings
- Drawing and writing samples
- Class discussions

Resources
- Suggested read alouds:
    - *The Day You Begin* by Jacqueline Woodson
    - *Bear Wants More* by Karma Wilson and Jane Chapman
    - *Owl and Pussycat* by Edward Lear
    - *The Gingerbread Man*
    - *Frog and Toad Are Friends* by Arnold Lobel

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.

- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA
- 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.

Unit of Study: Computer Science and Digital Citizenship

Grade: 1	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.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.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How can we use digital tools to learn and play? - How can we stay safe online? - What does it mean to be a good digital citizen?	- Digital tools have different parts that work together to accomplish tasks. - We can use digital tools for various purposes, including learning, playing games, and creating things. - There are important safety rules to follow when using technology online. - Being a good digital citizen means being respectful and responsible online.

Learning Targets
- Demonstrate proper handling of digital tools
- Identify the parts of a digital tool
- Follow basic instructions using a digital tool
- Explain why it is important to keep personal information private
- Identify ways to be kind and respectful online
- Understand the importance of asking permission before sharing information online

Suggested Learning Activities
- Demonstrate how to access Learning.com by clicking on ClassLink>
  Learning.com.
    - Computer Fundamentals: An Icon-ic Concert - Part 1
    - Computer Fundamentals: An Icon-ic Concert - Part 2
    - Computer Fundamentals: An Icon-ic Practice
    - Tech & Communities: Identifying Communities
    - Tech & Communities: Musical Community
    - Digital Citizenship: Safe and Secret Passwords Practice
    - Digital Citizenship: The Grand Keyboard
    - Introduction to Online Safety: Protecting Your Privacy
    - Communicating with Data: Sharing the Stars
    - Computer Fundamentals: Data Storage
    - Databases: Classifying Data
    - Computational Thinking: Directions

Assessment
- Teacher observations
- Learning.com reports

Resources
- Learning.com First Grade Unit Activities

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: Coding

Grade: 1	Suggested Timeframe: 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.

Essential Questions	Enduring Understandings (Core Ideas)
- How do following directions help us in our daily activities and in coding? - How can we use computers to store and work with different types of information, like numbers and words? - What happens when we give computers a series of steps to follow, and why is it important for those steps to be precise? - How can we break down a big task into smaller steps to make it easier to complete, and how does this help us with coding?	- Individuals develop and follow directions as part of daily life. - Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images). - Computers follow precise sequences of steps that automate tasks. - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. - People work together to develop programs for a purpose, such as expressing ideas or addressing problems. - The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Learning Targets
- Follow steps carefully to complete tasks in everyday life and while coding
- Identify and describe different types of information that we can be stored and used on a computer
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create a simple project using Scratch Jr.

Suggested Learning Activities
- Demonstrate how to access Learning.com> Computational Thinking: Directions. Students complete online video assignment and questions.
- Explain coding as giving a tablet instructions to make something happen. Show a very simple Scratch Jr. project where a character moves and makes a sound. Explain that coding means putting steps together and fixing mistakes if things don't work right.
- Show how to start a new project in Scratch Jr. on a tablet.

- Creating a Simple Project:
  - Pick a Character: Choose a character (sprite) from the library.
  - Make It Move: Drag a block to make the character move in a simple direction.
  - Add a Sound: Drag a block to make the character say a word or phrase.
  - Play It: Tap the play button to see if the character moves and talks as expected.
  - Fixing Problems: If something doesn't work, like the character not moving or not talking, explain it's okay and we need to check our steps.
- Reflection: Ask students what they learned about coding and fixing mistakes. Discuss how following steps carefully can help in coding and in other activities.

Assessment
- Teacher observations
- Class discussions

Resources
- Learning.com> Computational Thinking: Directions for First Grade
- Scratch Jr.

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat

concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: 1	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4 Identify constraints and their role in the engineering design process.

Essential Questions	**Enduring Understandings (Core Ideas)**
- Why are exploration and creation an important part of learning? - How can a makerspace change our learning experience? - How does failure get us closer to our goal?	- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. - Limitations (constraints) must be considered when engineering designs. - Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. - Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Suggested Learning Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.
- Demonstrate how there is more than one correct way to solve a problem.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- [STEM Vocabulary Anchor Chart](#)
- [Construction Zone and Creation Station](#)
- [Maker Mindset teacher resource](#)
- Puzzles, Legos, blocks, etc.
- Read aloud suggestions:
  - *What To Do With A Box?* By Antoinette Portis
  - *Unlike Other Monsters* by Audrey Vernick
  - *The Little Scarecrow Boy* by Margaret Wise Brown
  - *The Wish Tree* by Kyo Maclear
  - *Bear Snores On* by Karma Wilson
  - *Blast Off Into Space Like Mae Jemison* by Caroline Moss
  - *I Can Save the Earth* by Allsion Inches
  - *The Three Billy Goats Gruff*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.

- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy

Grade: 1	**Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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.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.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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.A.2. Learners act on an information need by identifying possible sources of information.
- IV.A.3. Learners act on an information need by making critical choices about information sources to use.
- IV.B.1. Learners gather information appropriate to the task by seeking a variety of sources.
- IV.B.4. Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions
- How can I find answers to my questions using different sources?
- What are some different types of resources that can help me learn more about a topic?
- How can I share what I've learned in a clear and interesting way?

Enduring Understandings (Core Ideas)
- Books, digital resources, and people provide different types of valuable information.
- Asking specific questions helps us discover detailed information about a topic.
- Organizing and sharing information helps reinforce our understanding and allows us to communicate effectively with others.

Learning Targets
- Identify and use books and digital resources to find information
- Ask questions to explore and understand a topic
- Share information through various methods like drawing, talking, or creating a simple presentation
- Organize information using simple tools like graphic organizers

Suggested Learning Activities

- Exploring Sources of Information: Read National Geographic *Little Kids First Big Book of Why* by Amy Shields. Discuss how the book answers different questions. Show students how to use a child-friendly digital resource like PebbleGo to find similar information. Have students choose a question from the book to explore further using PebbleGo.
- Formulating and Asking Questions: Read *The Berenstain Bears' Big Question* by Stan and Jan Berenstain. Discuss how asking questions helps the characters learn new things. Have students come up with their own questions about a familiar topic (e.g., their favorite animal). Use a simple question chart to record the students' questions and explore answers using books or digital resources.
- Using Graphic Organizers: Read *A Seed Is Sleepy* by Dianna Hutts Aston. Create a simple graphic organizer to show the stages of a seed's growth. Have students fill in their own graphic organizer with details from the book. Have students draw or write about one stage of growth and present it to the class.
- Finding Information from an Interview: Review a script of a practice interview. Partners use the script to interview each other. Have students draw a picture or write a sentence about something they learned from their interview and share it with the class.
- Creating Simple Presentations: Read *My First Book of Planets* by Bruce Betts. Have students work in pairs to create a simple presentation (using drawings or props) about one planet from the book. Each pair presents their planet to the class, sharing one interesting fact they learned.
- Collaborative Project: Read *If You Give a Mouse a Cookie* by Laura Numeroff. Discuss the steps the mouse takes and how the book provides a sequence of events. Have students work in groups to create a simple class book about a process or sequence (e.g., how to make a sandwich). Each group presents their part of the class book, discussing what they learned and how they illustrated their section.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Participation in group activities

Resources
- Selection of print and digital nonfiction library books
- PebbleGo
- Selected read alouds:
  - *National Geographic Little Kids First Big Book of Why* by Amy Shields
  - *The Berenstain Bears' Big Question* by Stan and Jan Berenstain
  - *A Seed Is Sleepy* by Dianna Hutts Aston
  - *My First Book of Planets* by Bruce Betts
  - *If You Give a Mouse a Cookie* by Laura Numeroff

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.

- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

Second Grade

Unit of Study: Media Center Orientation	
Grade: 2	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How can the library support my learning? - How can one be a good "library citizen" and contribute to the library community or team? - What are the rules and routines for the media center? Why are they so important to follow? - How do I care for library materials? - How do I check out a book in the library media center? - How do I find what I need in the library? - How is a library collection arranged? - Why are fiction books, information books, and resource books organized separately in the library? - How do I choose a "just right" book?	- Rules and routines are important in any community, including a school's media center. - Libraries have an abundance of resources that are thoughtfully and strategically organized. - The school media center can be used for both recreational and academic reading. - There are different ways to find a book of interest in the school library. - It is important to take care of books so they can be enjoyed by students for years to come.

Learning Targets
- Follow the rules and procedures of the library media center
- Demonstrate ways to care for a library book
- Choose a library book based on interest and a "just right" fit
- Follow procedures to check out a library book
- Listen to and discuss a story
- Create a call number for an Everyone book
- Demonstrate how to choose a book from the shelves using ABC order
- Understand the layout of the library and locate materials

Suggested Learning Activities
- Read aloud and discuss a book like *Give Me Back My Book!* on how to care for library books.
- Discuss what it means to be part of a team. How can students be a part of the library team?
- Read aloud short stories and have students practice how to pair/share with partners on carpet. Review the parts of a book (cover, title page, spine).
- Locate the Everyone (E) section of the library and demonstrate how to properly choose books using a shelf marker.
- Use Google Slide to teach students how to use self checkout.
- Read aloud *Goldisocks and the Three Libearians*. Model how to choose a "just right" book. Have students practice choosing a "just right" book from the shelves.
- Read aloud fiction and nonfiction books about the same topic (for example, animal books) and have students discuss the differences. Students will practice sorting books and share reasons why books are fiction or nonfiction. Locate nonfiction sections in the media center with signs and have students choose based on interest, while reviewing shelf rules.
- Students practice writing call numbers for books in the Everyone section by writing an E for Everyone and then the first three letters of the author's last name.
- Read an ABC book like *Alpha's Bet* to demonstrate how Everyone books are organized on the library shelves. Students practice putting call numbers in ABC order.
- Students work with a partner to go on an Everyone Book Hunt, placing the shelf marker with a call number (ex. E Jon) on the correct spot on the Everyone shelf.
- Explain that nonfiction books are organized using numbers in the call number. Numbers mean nonfiction! Read *Everything in Its Place* and have students notice the different call numbers on their favorite nonfiction books. Use the Dewey Rap to help deepen understanding.
- Model how to complete simple searches in Destiny, pointing out the book's availability and call number. Students practice locating specific books on the library shelves.

Assessment
- Teacher observations
- Student reflection sheets
- Performance based assessments

Resources
- Items to keep away from library books and to use with library books -ex. markers, glue, scissor, bookmarks, etc.
- Examples of books in poor condition
- Fiction and nonfiction book sorts
- Call number matching game

- Media center labeling and signage
- Destiny
- Google Slides- fiction/nonfiction, library organization, call numbers, self checkout
- [Dewey Rap](#)
- Suggested read alouds:
  - *Give Me Back My Book!* by Travis Foster and Ethan Long
  - *Goldisocks and the Three Libearians* by Jackie Mims Hopkins
  - *Alpha's Bet* by Amy Krouse Rosenthal
  - *Everything in Its Place*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native

language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: 2	Suggested Timeframe: 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions
- What are the different elements that make up a fiction story?
- Who are the characters in the story and how do they change?
- What is the setting in a story?
- How does the character solve the problem in a fictional story?
- What are the different genres in the library's collection?
- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings (Core Ideas)
- The library media center provides access to many different kinds of literature at all reading levels.
- An author writes a book and an illustrator draws the pictures or illustrations.
- Fiction books may be based upon real events, but they are made-up stories.
- There are different genres of fiction, each with its own characteristics and elements.
- Reading for pleasure or information has life-long applications.
- Reading is a process by which we construct meaning about the information being communicated by an author.

Learning Targets
- Locate basic parts of a book: cover, spine, title page, and barcode
- Identify title, author, and illustrator
- Identify story elements: character, setting, and plot
- Express which authors and books interest them
- Use books for different purposes
- Develop attentive listening and viewing skills while enjoying and understanding stories
- Identify the characteristics of various genres
- Understand the reason behind the Caldecott award
- Recognize the Caldecott Medal on books

Suggested Learning Activities
- Read aloud and discuss books that relate to special events, cultural celebrations,Week of Respect, Book Fair, etc. Have students locate the different parts of the book. Point out the title, author, and illustrator. Discuss the different story elements. Have students Pair and Share connections they make.
- Expand knowledge of genres by selecting and reading books of diverse voices and genres (historical fiction, science fiction, realistic fiction, fantasy, mystery, etc). Use library signs to locate different types of books.
- Demonstrate how to choose materials based on personal interests and reading level.
- Introduce the Caldecott Award by viewing past winners. View videos of authors and illustrators. Have students vote on which books they think should win.

Assessment
- Teacher observation
- Class discussion
- Performance based assessment

Resources
- Caldecott Medal Google Slide
- Suggested read alouds:
    - *The Incredible Book Eating Boy*
    - *Enemy Pie*
    - *Pumpkin Jack*
    - *Where the Sidewalk Ends*
    - *Big*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.

- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA
- 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.

Unit of Study: Computer Science and Digital Citizenship

Grade: 2	**Suggested Timeframe**: 3 classes

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.
- 8.1.2.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.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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.

Essential Questions	Enduring Understandings (Core Ideas)
- How do digital tools help us do things faster and easier? - How can we use digital tools to learn and play? - How can we stay safe online? - What are the rules for being a good digital citizen? - What is a digital footprint? - How can technology help us connect with others? - What is data?	- Individuals use computing devices to perform a variety of tasks accurately and quickly.Computing devices interpret and follow the instructions they are given literally. - A computing system is composed of software and hardware. - Describing a problem is the first step toward finding a solution when computing systems do not work as expected. - Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. - Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. - Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools). - Individuals collect, use, and display data about individuals and the world around them.

Learning Targets
- Identify basic parts of a computer and their functions
- Explain why it is important to keep personal information private
- Identify ways to be kind and respectful online
- Understand the concept of a digital footprint and how online actions can have consequences

Suggested Learning Activities
- Demonstrate how to access Learning.com by clicking on ClassLink> Learning.com.
  - Digital Citizenship: The Mysterious Map
  - Digital Citizenship: Into the Trees
  - Digital Citizenship: Netiquette Vocabulary
  - Digital Citizenship: Be Kind Online
  - Digital Citizenship: Fort in the Forest
  - Digital Citizenship: Fill in the Blanks
  - Digital Citizenship: Footprints and Identity

- ○ Cyberbullying: The Legendary Shellphone Part 1
- ○ Cyberbullying: The Legendary Shellphone Part 2
- ○ Cyberbullying: Awareness and Response
- ○ Data Literacy: Discovering Data
- ○ Communicating with Data: Sharing the Stars
- ● Demonstrate how to access Typing.com account. Students will practice self-paced typing lessons geared to their current ability.

Assessment
- ● Teacher observations
- ● Performance based assessments
- ● Learning.com reports
- ● Typing.com reports

Resources
- ● Learning.com Second Grade Unit Activities
- ● Typing.com Teacher Guide

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- ● Provide ample opportunities for creative behavior.
- ● Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- ● Show appreciation for creative efforts.
- ● Respect unusual questions, ideas, and solutions.
- ● Encourage students to test their ideas.
- ● Provide opportunities and give credit for self-initiated learning.
- ● Avoid overly detailed supervision and too much reliance on prescribed curricula.
- ● Allow time for reflection.
- ● Resist immediate and constant evaluation.
- ● Avoid comparisons to other students.

Struggling Learners

- ● Assist students in getting organized.
- ● Give short oral directions.
- ● Use drill exercises.
- ● Give prompt cues during student performance.
- ● Let students with poor writing skills use a computer.
- ● Break assignments into small segments and assign only one segment at a time.
- ● Demonstrate skills and have students model them.
- ● Give prompt feedback.
- ● Use continuous assessment to mark students' daily progress.
- ● Prepare materials at varying levels of ability.
- ● Provide more hands-on activities.
- ● Allow students to work with a partner.

English Language Learners

- ● Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- ● Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as

pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: Coding

Grade: 2	**Suggested Timeframe**: 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do following directions help us in our daily activities and in coding? - How can we use computers to store and work with different types of information, like numbers and words? - What happens when we give computers a series of steps to follow, and why is it important for those steps to be precise? - How can we break down a big task into smaller steps to make it easier to complete, and how does this help us with coding? - Why is it important to work with others when creating a program, and how can teamwork help us solve problems or share ideas? - How do we plan and organize a program by setting goals and figuring out the steps we need to take, and what do we do if we make mistakes?	- Individuals develop and follow directions as part of daily life. - Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images). - Computers follow precise sequences of steps that automate tasks. - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. - People work together to develop programs for a purpose, such as expressing ideas or addressing problems. - The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Learning Targets
- Follow steps carefully to complete tasks in everyday life and while coding
- Identify and describe different types of information that we can be stored and used on a computer
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create a simple project using Scratch Jr.

Suggested Learning Activities
- Begin with a brief discussion about coding. Explain that coding is like giving instructions to a computer to make it do what we want. Show a short, simple Scratch Jr. project on the projector or screen. Explain that today, students will create their own project.
- Introduce basic coding concepts: sequences (a series of commands) and debugging (finding and fixing mistakes).
- Demonstrate how to start a new project in Scratch Jr.
- Show students how to drag and drop different blocks (commands) to create a sequence. Explain what each block does (e.g., movement, sounds, looks).
- Allow students to explore the app on their tablets for a few minutes, encouraging them to try out different blocks and see what they can create.
- Students will then create a project where a character (sprite) moves across the screen and says something.
- Steps:
  - Choose a Sprite: Select a character from the Scratch Jr. library.
  - Add a Movement Block: Drag a movement block (e.g., "move right") to the workspace.
  - Add a Sound Block: Add a block that makes the sprite say something.
  - Test the Sequence: Run the project to see if the sprite moves and talks as expected
- Explain Debugging: Discuss what to do if something doesn't work as expected (e.g., the sprite doesn't move or doesn't say anything).
- Debug Together: Have a few students share their projects. Work through any problems together as a class.
- Reflection: Ask students what they learned about coding and fixing mistakes. Discuss how following steps carefully can help in coding and in other activities.

Assessment
- Teacher observations
- Class discussions

Resources
- Scratch Jr.

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
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- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.

- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
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- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
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- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

● Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.
INTERDISCIPLINARY CONNECTIONS
NJSLS Career Readiness, Life Literacies, and Key Skills ● 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: 2	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4 Identify constraints and their role in the engineering design process.
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- Why are exploration and creation an important part of learning? - How can a makerspace change our learning experience? - How does failure get us closer to our goal?	- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. - Limitations (constraints) must be considered when engineering designs. - Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. - Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Suggested Learning Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.

- Demonstrate how there is more than one correct way to solve a problem.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- [STEM Vocabulary Anchor Chart](#)
- [Construction Zone and Creation Station](#)
- [Maker Mindset teacher resource](#)
- Puzzles, Legos, blocks, etc.
- Read aloud suggestions:
  - *Be a Maker Book* by Katie Howes
  - *Room on the Broom* by Julia Donaldson
  - *Balloons Over Broadway* by Melissa Sweet
  - *The Gingerbread Man is Loose in School* by Laura Murray.
  - *Snowflake Bentley* by Jacqueline Briggs Martin
  - *Whoosh!* By Chris Barton.
  - *You Should Meet Mae Jemison* by Laurie Calkhoven.
  - *Michael Recycle* by Ellie Bethel
  - *Goldilocks and The Three Bears*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
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- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy

Grade: 2	**Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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.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.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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.A.2. Learners act on an information need by identifying possible sources of information.
- IV.A.3. Learners act on an information need by making critical choices about information sources to use.
- IV.B.1. Learners gather information appropriate to the task by seeking a variety of sources.
- IV.B.4. Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions
- What kind of books do I need to answer my questions?
- How do I interpret information to develop new understandings?
- What skills and strategies are needed to gather information effectively, solve problems, and conduct research?
- How can the parts of a book help me find what I need?
- Why is it important to use credible or trusted sources of information?

Enduring Understandings (Core Ideas)
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Information is shared or conveyed in a variety of formats and sources.
- Digital tools and media resources provide access to vast stores of information that can be searched.
- Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Learning Targets
- Use nonfiction books to find information
- Use PebbleGo to locate reliable information on a specific topic
- Find nonfiction materials of interest to use for recreational reading
- Select a nonfiction book based on purpose, interest, and reading level
- Identify the text features in a nonfiction book

Suggested Learning Activities

- Describe what it means to have reliable information. Read a book like *What If You Had…?* by Sandra Markle to spark interest about animal facts. Use text features to highlight different information. What new information did you learn? Partners Pair and Share. Highlight where to find more animal books in the nonfiction section of the library. List specific call numbers for students to explore when checking out books.
- Demonstrate how to navigate PebbleGo by going to ClassLink and choosing PebbleGo. How can we find more information about an animal from *What If You Had…?* Practice using search terms to find information. Also demonstrate how to select categories to find the information we need. As a class, write down new facts that we learned on a class Notes document. Point out how to give credit to the resource by clicking on "Cite" at the bottom of PebbleGo. Copy and paste it to our Notes.
- Partners will work together to research a cat or dog of their choice. Demonstrate as a whole class how to click on ClassLink> PebbleGo> Animals> Pets> Cats or Dogs. Display the [Show What You Know WS](). Explain that partners will work together to locate and record the specific information needed. Then they can illustrate their research. When all students have finished their research, the class can go on a Gallery Walk to enjoy reading and learning about the cats and dogs their classmates chose to research. Point out nonfiction call numbers for pets and how they differ from wild animals when it is time to look for books.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations

Resources
- Selection of print and digital nonfiction library books
- PebbleGo
- *What If You Had…?* book series by Sandra Markle

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.

- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Financial Literacy

Grade: 2	**Suggested Timeframe**: 3 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. Saving money is a habit that can be developed.
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What is the difference between a want and a need? - How do emotions affect the way people spend money? - Why is it important to save money? - What are the different forms of money? - What can we do to make the world a better place?	- There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. - External factors can influence the items that an individual wants or needs. - There are actions an individual can take to help make this world a better place. - Money comes in different values, forms and uses. - A budget is a plan that helps an individual obtain his/her financial goals. - Saving money is a habit that can be developed. - There are ways to keep the things we value safely at home and other places. - People save money for various reasons including emergencies, short-term goals, and long-term goals.

Learning Targets
- Describe the difference between a want and a need
- Explain how emotions affect the way people spend money
- Identify why saving money is important
- Name the different forms of money
- Brainstorm ways to help make the world a better place

Suggested Learning Activities
- Use a book like *Learn About Money* on Capstone Interactive to introduce the unit. What do we already know about money? Use PebbleGo- All About Money to learn more.
- Read aloud and discuss a book like *A Chair for My Mother* to understand how saving up for a special item involves understanding both needs and emotional motivations. Have students share their own experiences of saving or spending based on their feelings or needs.
- Read aloud a book like *The Berenstain Bears' Trouble with Money* to learn about different forms of money and understand the importance of saving. Students play a game like Learn to Count Money on ABCYA to practice using different forms of money.
- Read aloud a book like *Last Stop on Market Street* focusing on the characters' observations and interactions with their community. Discuss how the characters contribute to their community and the impact of their actions. Partners brainstorm simple ways students can volunteer or help others in their own communities.

Assessment
- Teacher observations
- Student reflection sheets
- Class discussion

Resources
- PebbleGo- All About Money
- Capstone Interactive- *Learn About Money*
- *Money Matters* (Epic)
- Learn to Count Money on ABCYA
- Suggested read alouds-
  - *A Chair for My Mother*
  - *The Berenstain Bears' Trouble with Money*
  - *Last Stop on Market Street*

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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.CT.3: Use a variety of types of thinking to solve problems.

NJSLS Social Studies
- 6.1.2.EconET.1: Explain the difference between needs and wants.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Identify the consequences associated with one's actions in order to make constructive choices

Third Grade

Unit of Study: Media Center Orientation	
Grade: 3	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Essential Questions
- How can the library support my learning?
- How can one be a good "library citizen" and contribute to the library community?
- What are the rules and routines for the media center? Why are they so important to follow?
- How do I care for library materials?
- How do I find what I need in the library?
- How is a library collection arranged?
- Why are fiction books, information books, and resource books organized separately in the library?
- What is the process for finding books using the OPAC (Destiny)?
- How do I choose a "just right" book?

Enduring Understandings (Core Ideas)
- Rules and routines are important in any community, including a school's media center.
- Libraries have an abundance of resources that are thoughtfully and strategically organized.
- The school media center can be used for both recreational and academic reading.
- There are different ways to find a book of interest in the school library.
- Using our OPAC (Destiny) to search for, organize and share library resources.
- It is important to take care of books so they can be enjoyed by students for years to come.

Learning Targets:

- Follow library rules and procedures
- Demonstrate proper book care
- Understand the layout of the library and locate materials
- Use technology hardware responsibly
- Use Destiny to search for books of interest
- Understand how to find fiction books in the library

Suggested Lessons / Activities (6 classes)

- Read a book about having good manners like, *The Interrupting Chicken* and review rules and procedures.
- Students will work in small groups to complete a Library Scavenger Hunt to review library rules and procedures.
- Locate the Everyone (E) section of the library and demonstrate how to properly choose books using a shelf marker.
- Locate the Nonfiction section of the library and explain that nonfiction books are organized by subject. Show students how to use shelf labels and library signage to locate topics of choice.
- Use Google Slides to demonstrate how to use self checkout.
- Review 5 Finger Rule for finding a "Just Right Book".
- Review how to take care of technology
- Use interactive TV to introduce and review the features Destiny Discover and how to locate a call number.
- Review fiction call numbers and locate the Everyone (E) books, fiction chapter books (FIC) and paperback books (PB).
- Dewey Decimal system overview
- Review nonfiction call numbers
- Fiction library search
- Nonfiction library search

Assessment

- Teacher observation
- Student reflection sheets
- Performance based assessments

Resources

- Google Slides or Canva
- Library signage
- Interactive TV
- Student devices
- Destiny
- Scavenger Hunt
- Suggested read alouds:
  - *The Interrupting Chicken* by David Ezra Stein
  - *We're Going on a Book Hunt* by Pat Miller
  - *The Great Dewey Hunt* by Toni Buzzeo

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the

development of appropriate plans.the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: 3	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How does the character solve the problem in a fictional story? - What are the different genres in the library's collection? - How can literature help me to understand my place in the world? - How does literature affect my personal growth?	- The library media center provides access to many different kinds of literature at all reading levels. - There are different genres of fiction, each with its own characteristics and elements. - Reading for pleasure or information has life-long applications. - Reading is a process by which we construct meaning about the information being communicated by an author.

Learning Targets
- Identify story elements: character, setting, and plot
- Express which authors and books interest them
- Use books for different purposes
- Develop attentive listening and viewing skills while enjoying and understanding stories
- Identify key elements of different genres
- Recognize the Caldecott Medal on books

Suggested Learning Activities

- Read aloud and discuss books that relate to special events, cultural celebrations,Week of Respect, Book Fair, etc. Have students locate the different parts of the book. Point out the title, author, and illustrator. Discuss the different story elements. Have students Pair and Share connections they make.
- Expand knowledge of genres by selecting and reading books of diverse voices and genres (historical fiction, science fiction, realistic fiction, fantasy, mystery, etc). Use library signs to locate different types of books.
- Demonstrate how to choose materials based on personal interests and reading level.

Assessment

- Teacher observations
- Class discussions
- Performance based assessments

Resources

- Suggested read alouds:
  - *The Invisible Boy* by Trudy Ludwig
  - *Because* by Mo Willems
  - *The Day We Learned to Fly* by Jacqueline Woodson
  - *Martin's Big Words* by Doreen Rappaport
  - *A Pocketful of Colors* by Amy Guglielmo and Jacqueline Tourville

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.

- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA
- 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.

Unit of Study: Computer Science and Digital Citizenship

Grade: 3	**Suggested Timeframe**: 4 lessons

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.CS1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 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.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do computing devices form a system? - How do hardware and software work together? - How do you troubleshoot computers? - What are an individual's responsibilities for using digital tools? - What is the difference between a physical and wireless path? - How do I stay safe when I am using digital devices? - How can students safely and ethically use	- Computing devices may be connected to other devices to form a system as a way to extend their capabilities. - Software and hardware work together as a system to accomplish tasks (e.g. sending, receiving, processing, and storing units of information). - Shared features allow for common troubleshooting strategies that can be effective for many systems. - Information needs a physical or wireless

the internet responsibly? ● What are the fundamentals of computer programming? ● How can you organize, display and present data?	path to travel to be sent and received. ● Distinguishing between public and private information is important for safe and secure online interactions. ● The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently ● Data can be organized, displayed, and presented to highlight relationships. ● The type of data being stored affects the storage requirements. ● Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. ● Many factors influence the accuracy of inferences and predictions.

Learning Targets
- Identify different types of educational technology tools, such as computers, tablets, and interactive whiteboards
- Understand how educational technology can enhance their learning experiences
- Demonstrate basic skills in using educational technology tools, such as navigating websites and using educational apps
- Recognize the importance of responsible and safe use of educational technology
- Collaborate with peers using educational technology tools to complete a group project or activity

Suggested Learning Activities
- Review how to access Learning.com by clicking on ClassLink> Learning.com.
  - Identifying Computer Devices
  - Software Fundamentals: Windows and Controls
  - Software Fundamentals: Toolbars and Menus
  - Troubleshooting Basics for Online video. Students work in pairs to discuss ways to troubleshoot their computers and network.
  - Safety & Digital Citizenship: Acceptable Use Policies
  - Software Fundamentals: Computer Rules Skit
  - Digital Citizenship Quest for the Cookie
- Demonstrate how to access Typing.com account. Students will practice self-paced typing lessons geared to their current ability.

Assessment
- Teacher observations
- Performance based assessments
- Learning.com reports
- Typing.com reports

Resources
- Learning.com Third Grade Unit Activities
- Typing.com Teacher Guide

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

Unit of Study: Coding

Grade: 3	**Suggested Timeframe**: 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.AP.1: Compare and refine multiple logarithms for the same task and determine which is the most appropriate.
- 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 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.
- 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.

Essential Questions
- What happens when we give computers a series of steps to follow, and why is it important for those steps to be precise?
- How can we break down a big task into smaller steps to make it easier to complete, and how does this help us with coding?
- Why is it important to work with others when creating a program, and how can teamwork help us solve problems or share ideas?
- How do we plan and organize a program by setting goals and figuring out the steps we need to take, and what do we do if we make mistakes?

Enduring Understandings (Core Ideas)
- Computers follow precise sequences of steps that automate tasks.
- Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.
- People work together to develop programs for a purpose, such as expressing ideas or addressing problems.
- The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Learning Targets
- Follow steps carefully to complete tasks in everyday life and while coding
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create simple programs and solve programming problems

Suggested Learning Activities
- Begin with a brief discussion about coding. Explain that coding is like giving instructions to a computer to make it do what we want.
- Students use class code to access the Kodable Lessons.
- Students will complete the 'Getting Started with Kodable' to practice using the Kodable drag and drop feature.
- Allow students to explore Kodable to create and solve programming problems.
- Reflection: Ask students what they learned about coding and fixing mistakes. Discuss how following steps carefully can help in coding and in other activities.

Assessment
- Teacher observations
- Class discussion
- Report from Kodable

Resources
- Kodable
- Student Devices

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.

- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: 3	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Essential Questions	**Enduring Understandings (Core Ideas)**
● Why are exploration and creation an important part of learning? ● How can a makerspace change our learning experience? ● How does failure get us closer to our goal?	● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. ● Limitations (constraints) must be considered when engineering designs. ● Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. ● Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Instructional Best Practices/Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.

- Demonstrate how there is more than one correct way to solve a problem.
- Listen to an anchor text that embraces the spirit of STEM Education in order to springboard and anchor this Unit of Study. *Anchor Text Suggestion: *The Most Magnificent Thing* by Ashley Spires.
- Actively engage in a set of Makerspace Stations.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- [STEM Vocabulary Anchor Chart](#)
- Puzzles, Legos, blocks, etc.
- Additional Choices for Suggested STEM Anchor Texts & Related STEM Challenges: [STEM Activities for Kids Inspired by Picture Books | Kodable Blog](#)
- EDP Reflection Questions: Design+Process+Reflection+Questions.pdf
- Makerspace Station Suggestions
- [Makerspace Student Contract](#)
- [Makerspace Self-Reflection Checklist](#)
- Read aloud suggestions:
  - *The Most Magnificent Thing* by Ashley Spires
  - *Ada Twist Scientist* by Andrea Beaty

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.

- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
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- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
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- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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 (e.g., W.4.7, 8.2.5.ED.6).

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy

Grade: 3	**Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.A.2. Learners act on an information need by identifying possible sources of information.
- IV.A.3. Learners act on an information need by making critical choices about information sources to use.
- IV.B.1. Learners gather information appropriate to the task by seeking a variety of sources.
- IV.B.4. Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What kind of books/resources do I need to answer my questions? - How do I interpret information to develop new understandings? - What skills and strategies are needed to gather information effectively, solve problems, and conduct research? - Why is it important to use credible or trusted sources of information?	- Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. - Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. - Specific situations require the use of

| | relevant sources of information. |
| | ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |

Learning Targets
- Use nonfiction books to find information
- Use PebbleGo to locate reliable information on a specific topic
- Understand the importance of using reliable and trustworthy sources for research
- Summarize and paraphrase text to avoid plagiarism
- Use research skills to gather information and create a presentation in Google Slides or Canva

Suggested Learning Activities

- Describe what it means to have reliable information. Discuss different sources of information for research.
- Discuss plagiarism, paraphrasing to avoid plagiarism and citing sources.
- Demonstrate how to navigate PebbleGo Next. Practice using search terms to find information. Also demonstrate how to select categories to find the information we need. As a class, write down new facts that we learned on a class Notes document. Point out how to give credit to the resource by clicking on "Cite" at the bottom of PebbleGo. Copy and paste it to our Notes.
- Explain that partners will work together to locate and record the specific information needed. Then the students can collaborate in Google Slides or Canva to create a visual presentation of their research.
- Students will present research to the class.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations

Resources
- Nonfiction books
- PebbleGo Next
- Britannica School
- Google or Canva slides on information literacy

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
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- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

Fourth Grade

Unit of Study: Media Center Orientation	
Grade: 4	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Essential Questions
- How can the library support my learning?
- How can one be a good "library citizen" and contribute to the library community?
- What are the rules and routines for the media center? Why are they so important to follow?
- How do I care for library materials?
- How can I utilize Destiny Discover to identify and locate resources in the Media Center?
- What clues and tools will help me browse for the books I want to read?
- How are books organized in the media center?
- How can I use alphabetical order to locate fiction books of interest in the media center?
- How are fiction call numbers created?
- How are nonfiction call numbers created?

Enduring Understandings (Core Ideas)
- Rules and routines are important in any community, including a school's media center.
- Libraries have an abundance of resources that are thoughtfully and strategically organized.
- The school media center can be used for both recreational and academic reading.
- There are different ways to find a book of interest in the school library.
- It is important to take care of books so they can be enjoyed by students for years to come.

Learning Targets
- Follow the rules and procedures of the library media center
- Choose a library book based on interest and a "just right" fit
- Demonstrate ways to care for a library book
- Listen actively to a story and share conversations with peers
- Follow procedures to check out a library book
- Log into Destiny Online Catalog using a username and password
- Change profile settings

- Add/delete items on a favorites list
- Locate and choose picture books, chapter books, and nonfiction books

Suggested Learning Activities

- Read a book about the importance of reading books, like *Patrick Picklebottom and the Penny Book* and review rules and procedures.
- Students will work in small groups to complete a Library Scavenger Hunt to review library rules and procedures.
- Locate the Everyone (E) section of the library and demonstrate how to properly choose books using a shelf marker.
- Locate the Nonfiction section of the library and explain that nonfiction books are organized by subject. Show students how to use shelf labels and library signage to locate topics of choice.
- Use Google Slides to demonstrate how to use self checkout.
- Review 5 Finger Rule for finding a "Just Right Book".
- Review how to take care of technology
- Use interactive TV to introduce and review the features Destiny Discover and how to locate a call number.
- Review fiction call numbers and locate the Everyone (E) books, fiction chapter books (FIC) and paperback books (PB).
- Dewey Decimal system overview
- Review nonfiction call numbers
- Fiction library search
- Nonfiction library search
- Login to their Destiny Discover account, change profile picture, set up personal profile preferences (favorite genre, interests, etc)
- Label the title, author and call number of fiction in a book's record
- Maintain a favorites and holds list
- Compare fiction and nonfiction call numbers
- Explore the Media Center by going on a scavenger hunt for fiction call numbers

Assessment

- Teacher observations
- Student reflection sheets
- Performance based assessments

Resources

- Google Slides or Canva
- Interactive TV
- Student Devices
- Destiny Discover
- Anchor charts
- Examples of books in poor condition
- Fiction and nonfiction book sorts
- Spine label for sorting
- Media center labeling and signage
- Anchor charts - fiction/nonfiction, spine labels
- Suggested read alouds:
  - *Patrick Picklebottom and the Penny Book* by Jay Miletsky

○ *Mind Your Manners B.B. Wolf* by Judy Sierra

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.

- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: 4	**Suggested Timeframe**: 6 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What are the different genres in the library's collection? - How does literature affect my personal growth?	- The library media center provides access to many different kinds of literature at all reading levels. - There are different genres of fiction, each with its own characteristics and elements. - Reading for pleasure or information has life-long applications. - Reading is a process by which we construct meaning about the information being communicated by an author.

Learning Targets
- Use books for different purposes
- Develop attentive listening and viewing skills while enjoying and understanding stories
- Identify the characteristics of various genres
- Listen to booktalks and stories and make choices of books that interest students

Suggested Learning Activities
- Read aloud and discuss books that relate to special events, cultural celebrations,Week of Respect, Book Fair, etc. Have students locate the different parts of the book. Point out the title,

author, and illustrator. Discuss the different story elements. Have students Pair and Share connections they make.
- Expand knowledge of genres by selecting and reading books of diverse voices and genres (historical fiction, science fiction, realistic fiction, fantasy, mystery, etc). Use library signs to locate different types of books.
- Demonstrate how to choose materials based on personal interests and reading level.

Assessment
- Teacher observations
- Class discussions
- Performance based assessments

Resources
- Suggested read alouds:
  - *Each Kindness* by Jacqueline Woodson
  - *When Martin Luther Jr. Wore Roller Skates* - Capstone eBook
  - *Counting on Katherine* by Helaine Becker
  - *Soaring in Style* by Jennifer Lane Wilson

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.

- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA
- 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.

Unit of Study: Computer Science and Digital Citizenship

Grade: 4	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.CS1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 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.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do computing devices form a system? - How do hardware and software work together? - How do you troubleshoot computers? - What are an individual's responsibilities for using What is the difference between a physical and wireless path? - How do I stay safe when I am using digital devices? - How can students safely and ethically use	- Computing devices may be connected to other devices to form a system as a way to extend their capabilities. - Software and hardware work together as a system to accomplish tasks (e.g. sending, receiving, processing, and storing units of information). - Shared features allow for common troubleshooting strategies that can be effective for many systems.

the internet responsibly? ● What are the fundamentals of computer programming? ● How can you organize, display and present data?	● Information needs a physical or wireless path to travel to be sent and received. ● Distinguishing between public and private information is important for safe and secure online interactions. ● The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently ● Data can be organized, displayed, and presented to highlight relationships. ● The type of data being stored affects the storage requirements. ● Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. ● Many factors influence the accuracy of inferences and predictions.

Learning Targets
- Identify different types of educational technology tools, such as computers, tablets, and interactive whiteboards
- Understand how educational technology can enhance their learning experiences
- Demonstrate basic skills in using educational technology tools, such as navigating websites and using educational apps
- Recognize the importance of responsible and safe use of educational technology
- Collaborate with peers using educational technology tools to complete a group project or activity

Suggested Learning Activities
- Review how to access Learning.com by clicking on ClassLink> Learning.com.
  - Computer Fundamentals: Skill Check Level 4
  - Software Fundamentals: Technology Devices
  - Troubleshooting Basics for Online video. Students work in pairs to discuss ways to troubleshoot their computers and network.
  - Safety & Digital Citizenship: Acceptable Use Policies
  - Online Safety: Safety and Digital Citizenship Introduction Video
  - Online Safety: Safekeeping Personal Information
  - Digital Citizenship: Following the Right Footprints
- Demonstrate how to access Typing.com account. Students will practice self-paced typing lessons geared to their current ability.

Assessment
- Teacher observations
- Performance based assessments
- Learning.com reports
- Typing.com reports

Resources
- Learning.com Fourth Grade Unit Activities
- Typing.com Teacher Guide

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
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- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

Unit of Study: Coding

Grade: 4	**Suggested Timeframe:** 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.AP.1: Compare and refine multiple logarithms for the same task and determine which is the most appropriate.
- 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 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.
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- What happens when we give computers a series of steps to follow, and why is it important for those steps to be precise? - How can we break down a big task into smaller steps to make it easier to complete, and how does this help us with coding? - Why is it important to work with others when creating a program, and how can teamwork help us solve problems or share ideas? - How do we plan and organize a program by setting goals and figuring out the steps we need to take, and what do we do if we make mistakes?	- Computers follow precise sequences of steps that automate tasks. - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. - People work together to develop programs for a purpose, such as expressing ideas or addressing problems. - The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Learning Targets
- Follow steps carefully to complete tasks in everyday life and while coding
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create simple programs and solve programming problems

Suggested Learning Activities
- Begin with a brief discussion about coding. Explain that coding is like giving instructions to a computer to make it do what we want.
- Students use class code to access the Kodable Lessons.
- Allow students to explore Kodable to create and solve programming problems.
- Reflection: Ask students what they learned about coding and fixing mistakes. Discuss how following steps carefully can help in coding and in other activities.

Assessment
- Teacher observations
- Class discussion
- Report from Kodable

Resources
- Kodable
- code.org
- Student Devices

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations

and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
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- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
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- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: 4	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Essential Questions	**Enduring Understandings (Core Ideas)**
- Why are exploration and creation an important part of learning? - How can a makerspace change our learning experience? - How does failure get us closer to our goal?	- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. - Limitations (constraints) must be considered when engineering designs. - Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. - Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Instructional Best Practices/Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.

- Demonstrate how there is more than one correct way to solve a problem.
- Listen to an anchor text that embraces the spirit of STEM Education in order to springboard and anchor this Unit of Study. *Anchor Text Suggestion: *The Boy Who Harnessed the Wind* by William Kamkwamba & Bryan Mealer
- Actively engage in a set of Makerspace Stations.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- [STEM Vocabulary Anchor Chart](#)
- Puzzles, Legos, blocks, etc.
- Additional Choices for Suggested STEM Anchor Texts & Related STEM Challenges: [STEM Activities for Kids Inspired by Picture Books | Kodable Blog](#)
- EDP Reflection Questions: Design+Process+Reflection+Questions.pdf
- Makerspace Station Suggestions
- [Makerspace Student Contract](#)
- [Makerspace Self-Reflection Checklist](#)
- Read aloud suggestions:
  - *The Boy Who Harnessed the Wind* by William Kamkwamba & Bryan Mealer

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
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- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
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- Use drill exercises.
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- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
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English Language Learners

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- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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 (e.g., W.4.7, 8.2.5.ED.6).

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills

- Identify the consequences associated with one's actions in order to make constructive choices
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy	
Grade: 4	**Suggested Timeframe:** 6 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

AASL
- IV.A.2. Learners act on an information need by identifying possible sources of information.
- IV.A.3. Learners act on information need by making critical choices about information sources to use.
- IV.B.3. Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.
- VI.A.1. Learners follow ethical and legal guidelines for gathering and using information, technology and media to learn.
- VI.A.2. Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology and media
- V1.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context and appropriateness for need.
- VI.B.1. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.
- VI.B.2. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do I interpret information to develop new understandings? - What skills and strategies are needed to gather information effectively, solve problems, and conduct research? - Why is it important to use credible or trusted sources of information?	- Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. - Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. - Specific situations require the use of relevant sources of information. - Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Learning Targets
- Describe what copyright is and how to prevent breaking the law
- Describe how to prevent plagiarizing information
- Paraphrase information obtained from a book or database
- Evaluate websites

Suggested Learning Activities

- Copyright presentation, discussion and written answers to questions about it.
- Plagiarism presentation, discussion and written scenarios.
- Paraphrasing presentation, discussion and written paragraphs
- Evaluating website presentation, discussion and assignment.
- Research a topic, take notes, use lessons learned to ethically create and present a final product.using Google Slides or Canva.

Assessment
- Assess student work
- Class discussions
- Teacher observations

Resources
- Selection of nonfiction library books
- PebbleGo
- Encyclopedia Britannica
- Google or Canva slides on information literacy, copyright, plagiarism, paraphrasing and website evaluation

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.

- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

Fifth Grade

Unit of Study: Media Center Orientation	
Grade: 5	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2. Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How can the library support my learning? - How can one be a good "library citizen" and contribute to the library community? - What are the rules and routines for the media center? Why are they so important to follow? - How do I care for library materials? - How do I find what I need in the library? - How is a library collection arranged? - Why are fiction books, information books, and resource books organized separately in the library? - How do I choose a "just right" book? - What is the process for finding books using the OPAC (Destiny)?	- Rules and routines are important in any community, including a school's media center. - Libraries have an abundance of resources that are thoughtfully and strategically organized. - The school media center can be used for both recreational and academic reading. - There are different ways to find a book of interest in the school library. - Using our OPAC (Destiny) to search for, organize and share library resources. - It is important to take care of books and technology resources so they can be enjoyed by students for years to come.

Learning Targets

- Follow library rules and procedures
- Demonstrate proper book care
- Understand the layout of the library and locate materials
- Use technology hardware responsibly
- Use advanced features of the OPAC (Destiny) to search for, organize and share library materials
- Understand and use the Dewey Decimal System

Suggested Learning Activities

- Discuss library rules and procedures. Familiarize students with the library media center layout. Have students recall how to use Destiny to search for books. Review the process of book exchange.
- Review how to take care of books and technology. Model how to log into library account.
- Review fiction call numbers and Destiny website. Complete Fiction Library Search WS.
- Recall that nonfiction books are organized using numbers in the call number. Groups compete in the Dewey Relay.

Assessment

- Teacher observations
- Student reflection sheets
- Performance based assessments

Resources

- Examples of books in poor condition
- Media center labeling and signage
- Google Slides- library organization, call numbers, self checkout
- [Dewey Rap](#)

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat

concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others

- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Utilize positive communication and social skills to interact effectively
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit of Study: Literature Appreciation

Grade: 5	**Suggested Timeframe:** 4 classes

Primary Performance Expectations/Standards

AASL
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2. Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.

Essential Questions	**Enduring Understandings (Core Ideas)**
● What are the different genres in the library's collection? ● How does literature affect my personal growth?	● The library media center provides access to many different kinds of literature at all reading levels. ● There are different genres of fiction, each with its own characteristics and elements. ● Reading for pleasure or information has life-long applications.

Learning Targets
- Use books for different purposes
- Develop attentive listening and viewing skills while enjoying and understanding stories
- Identify the characteristics of various genres
- Listen to booktalks and stories and make choices of books that interest students

Suggested Learning Activities
- Read aloud and discuss books that relate to special events, cultural celebrations,Week of Respect, Book Fair, etc. Have students locate the different parts of the book. Point out the title, author, and illustrator. Discuss the different story elements. Have students Pair and Share connections they make.
- Expand knowledge of genres by selecting and reading books of diverse voices and genres (historical fiction, science fiction, realistic fiction, fantasy, mystery, etc). Use library signs to locate different types of books.
- Demonstrate how to choose materials based on personal interests and reading level.

Assessment
- Teacher observation
- Class discussion

Resources
- Library books
- Google slides, videos, choice boards

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans

INTERDISCIPLINARY CONNECTIONS

NJSLS for ELA

- 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.

Unit of Study: Computer Science and Digital Citizenship

Grade: 5	**Suggested Timeframe**: 5 classes

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.CS1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 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.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Essential Questions	Enduring Understandings (Core Ideas)
- How do computing devices form a system? - How do hardware and software work together? - How do you troubleshoot computers? - What are an individual's responsibilities for using What is the difference between a physical and wireless path? - How do I stay safe when I am using digital devices? - How can students safely and ethically use the internet responsibly? - What are the fundamentals of computer programming? - How can you organize, display and present data?	- Computing devices may be connected to other devices to form a system as a way to extend their capabilities. - Software and hardware work together as a system to accomplish tasks (e.g. sending, receiving, processing, and storing units of information). - Shared features allow for common troubleshooting strategies that can be effective for many systems. - Information needs a physical or wireless path to travel to be sent and received. - Distinguishing between public and private information is important for safe and secure online interactions. - The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently - Data can be organized, displayed, and presented to highlight relationships. - The type of data being stored affects the storage requirements. - Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. - Many factors influence the accuracy of inferences and predictions.

Learning Targets

- Show understanding of computing systems by completing videos and activities
- Define networks and Internet
- Show understanding of protecting personal information by completing online resources
- Understand impacts of computing by describing how computing technologies have impacted how people work meeting diverse needs and wants of users

Suggested Learning Activities

- Review how to access Learning.com by clicking on ClassLink> Learning.com.
  - Hardware Fundamentals: Mobile Devices
  - Hardware fundamentals: Network Basics
  - Troubleshooting Basics for Online video. Students work in pairs to discuss ways to troubleshoot their computers and network.
  - Safety & Digital Citizenship intro. Video, DigitalCitizenship: Vocabulary Video practice, Bean There Done That assignment, Unpacking hacking assignment
  - Discuss how technology has improved the accessibility and usability to address needs & wants group assignment
- Demonstrate how to access Typing.com account. Students will practice self-paced typing lessons geared to their current ability.

Assessment
- Teacher observations
- Performance based assessments
- Learning.com reports
- Typing.com reports

Resources
- Learning.com Fifth Grade Unit Activities
- [Typing.com](#) [Teacher Guide](#)

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
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- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to

ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Unit of Study: Coding

Grade: 5	**Suggested Timeframe**: 1 class, ongoing

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.1.5.AP.1: Compare and refine multiple logarithms for the same task and determine which is the most appropriate.
- 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 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.
- 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.

Essential Questions	**Enduring Understandings (Core Ideas)**
- How do you create a program? - How are algorithms used in coding? - How can you use computer programming to complete a task? - How is computer programming useful in real life?	- Different algorithms can achieve the same result. - Programming languages provide variables, which are used to store and modify data. - A variety of control structures are used to change the flow of program execution. - Programs can be broken down into smaller parts to facilitate their design, implementation, and review. - Programs can also be created by incorporating smaller portions of programs that already exist. - Individuals develop programs using an iterative process involving design, implementation, testing and review.

Learning Targets
- Follow steps carefully to complete tasks in everyday life and while coding
- Use programming language to store and modify data
- Break down large tasks into smaller, more manageable tasks
- Practice finding and fixing mistakes
- Create a project using code

Suggested Learning Activities
- Students will use various online lessons such as Code.org, tutorials, and activities to:
  - Learn about different algorithms and programming languages - Computational Thinking Algorithms
  - Learn about the flow of programs
  - Break down problems into small chunks - Computational Thinking Modeling

      ○   Develop programs, test, and review

Assessment
- Teacher observations
- Class discussions
- Completed courses

Resources
- Learning.com
- Code.org courses C&D
- Hour of code extension activities
- Google Interland

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.

- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Unit of Study: STEM Education and Makerspace

Grade: 5	**Suggested Timeframe**: 1 class, ongoing rotation of makerspace stations

Primary Performance Expectations/Standards

NJSLS Computer Science and Design Thinking
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

Essential Questions
- Why are exploration and creation an important part of learning?
- How can a makerspace change our learning experience?
- How does failure get us closer to our goal?

Enduring Understandings (Core Ideas)
- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
- Limitations (constraints) must be considered when engineering designs.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Brainstorming can create new, innovative ideas.

Learning Targets
- Identify the rules and procedures for makerspace stations to be effective
- Work together to design, problem solve, collaborate, tinker, and create
- Collaborate with peers and use teamwork to solve real world problems

Instructional Best Practices/Activities
- Use the STEM anchor chart to introduce the acronym and the meaning for each part (Science, Technology, Engineering, and Mathematics).
- Review with students how a makerspace is a physical space where tools and materials are available for building and creating.
- Identify that a makerspace is a community of makers, inventors, tinkerers, builders, and learners.
- Review how everyone's ideas are valuable and have insight and all learners can contribute ideas that will benefit others.
- Identify how to use a growth mindset.
- Discuss teamwork rules and how peers are resources that you can collaborate with and learn from.
- List how appropriate behavior will lead to a more positive experience in makerspace stations.

- Demonstrate how there is more than one correct way to solve a problem.
- Listen to an anchor text that embraces the spirit of STEM Education in order to springboard and anchor this Unit of Study. *Anchor Text Suggestion: *Our Table* by Peter Reynolds
- Actively engage in a set of Makerspace Stations.

Assessment
- Assess student work samples
- Class discussions
- Teacher observations
- Student reflection sheets

Resources
- STEM Vocabulary Anchor Chart
- Puzzles, Legos, blocks, etc.
- Additional Choices for Suggested STEM Anchor Texts & Related STEM Challenges: STEM Activities for Kids Inspired by Picture Books | Kodable Blog
- EDP Reflection Questions: Design+Process+Reflection+Questions.pdf
- Makerspace Station Suggestions
- Makerspace Student Contract
- Makerspace Self-Reflection Checklist
- Read aloud suggestions:
  - *Our Table* by Peter Reynolds

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UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

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Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.
- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 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 (e.g., W.4.7, 8.2.5.ED.6).

NJ SEL Competencies
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills

- Identify the consequences associated with one's actions in order to make constructive choices
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Research and Information Literacy

Grade: 5	**Suggested Timeframe:** 5 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

AASL
- IV.A.2. Learners act on an information need by identifying possible sources of information.
- IV.A.3. Learners act on information need by making critical choices about information sources to use.
- IV.B.3. Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.
- VI.A.1. Learners follow ethical and legal guidelines for gathering and using information, technology and media to learn.
- VI.A.2. Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology and media
- V1.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context and appropriateness for need.
- VI.B.1. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.
- VI.B.2. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others.

Essential Questions
- How do I interpret information to develop new understandings?
- What skills and strategies are needed to gather information effectively, solve problems, and conduct research?
- Why is it important to use credible or trusted sources of information?

Enduring Understandings (Core Ideas)
- Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
- Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
- Specific situations require the use of relevant sources of information.
- Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Learning Targets
- Describe what copyright is and how to prevent breaking the law
- Describe how to prevent plagiarizing information
- Paraphrase information obtained from a book or database
- Evaluate websites

Suggested Learning Activities

- Copyright presentation, discussion and written answers to questions about it.
- Plagiarism presentation, discussion and written scenarios.
- Paraphrasing presentation, discussion and written paragraphs
- Evaluating website presentation, discussion and assignment.
- Research a topic, take notes, use lessons learned to ethically create and present a final product.

Assessment
- Assess student work
- Class discussions
- Teacher observations

Resources
- Selection of nonfiction library books
- PebbleGo
- Encyclopedia Britannica
- Google or Canva slides on information literacy, copyright, plagiarism, paraphrasing and website evaluation

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

Struggling Learners

- Assist students in getting organized.
- Give short oral directions.
- Use drill exercises.
- Give prompt cues during student performance.
- Let students with poor writing skills use a computer.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Give prompt feedback.
- Use continuous assessment to mark students' daily progress.
- Prepare materials at varying levels of ability.
- Provide more hands-on activities.
- Allow students to work with a partner.

English Language Learners

- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.
- Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials.
- When possible, use pictures, photos, and charts.
- Write key terms on the board; as they are used, point to them.
- Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.
- Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.
- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.
- Integrate students' cultural background into class discussions.
- Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
- Use video tutorials.

Special Needs Learners

- Use concrete examples to introduce concepts.
- Make learning activities consistent.
- Use repetition and drills spread over time.
- Provide work folders for daily assignments.

- Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.
- Break assignments into small segments and assign only one segment at a time.
- Demonstrate skills and have students model them.
- Encourage students to function independently.
- Give students extra time to both ask and answer questions while giving hints to answers.
- Give simple directions and read them over with students.
- Shorten the number of items on exercises, tests, and quizzes.
- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

ISTE
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

NJ SEL Competencies
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

Unit of Study: Financial Literacy	
Grade: 5	**Suggested Timeframe**: 4 classes

Primary Performance Expectations/Standards

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.CP1: Identify the advantages of maintaining a positive credit history.
- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax".
- 9.1.5.EG2: Describe how tax monies are spent.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.EG.5: Identify sources of consumer protection and assistance.
- 9.1.5.F1.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g. "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g. save, spend, donate).
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Essential Questions	Enduring Understandings (Core Ideas)
- How can we give back to things that matter to us? - Why is your credit history important? - Why do we have to pay taxes? - What is an economic system? - How are we protected as consumers? - Where can we save our money? - How is our financial health affected by our traits and spending choices? - How do we know if financial information is accurate or truthful? - How do we create a budget? - How does saving money impact our lives? - How does financial risk affect us?	- You can give back in areas that matter to you. - There are benefits to having a positive credit history. - Taxes are collected on a variety of goods and services at the local, state, and federal levels. - There is a broader economic system that influences your financial goals. - There are agencies, laws and resources to protect individuals as consumers. - People can choose to save money in many places such as home in a piggy bank, bank or credit union. - An individual's financial traits and habits affect his/her finances. - Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing. - Not all financial information is accurate or truthful. - There are specific steps associated with creating a budget. - Saving money can impact an individual's ability to address emergencies and accomplish their short and long-term goals. - Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Learning Targets
- List ways you can give back to your community
- Explain how a positive credit history has advantages
- Describe how the economy affects your financial goals
- Explain what taxes are and what is the money used for
- Identify financial institutions such as banks, credit unions, and credit card companies
- Understand how financial habits affect your finances
- Create a budget

Suggested Learning Activities
- Civic Responsibility - Discussion, groups: ideas on ways to give back to class, school, community
- Credit profile-Credit history discussion, youth.handsonmoney.org (Credit and You)
- Economic and Government influences - Discuss consumer protection, Tax VideoTaxes: So Many! - U.S. Government for Kids!
- Financial Institutions - youth.handsonmoney.org (You and Your Money)
- Financial Psychology - Discuss how financial traits affect finances and how spending choices have consequences.

- Planning and Budgeting - youth.handsonmoney.org, (Budgeting)
- Risk Management and Insurance - Group discussion

Assessment
- Teacher observations
- Class discussions
- Written activities

Resources

- https://youth.handsonbanking.org/
- Financial Literacy for Kids
- Videos
- Budget

UNIT MODIFICATIONS FOR SPECIAL POPULATION STUDENTS

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- Provide more hands-on activities.
- Allow students to work with a partner.

Learners with a 504

- Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

INTERDISCIPLINARY CONNECTIONS

NJSLS Career Readiness, Life Literacies, and Key Skills
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

NJSLS Social Studies
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

NJ SEL Competencies
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize and identify the thoughts, feelings, and perspectives of others
- Identify the consequences associated with one's actions in order to make constructive choices