

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

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

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**Randolph Township Schools  
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**Mission Statement**

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

**Affirmative Action Statement  
Equality and Equity in Curriculum**

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

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

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

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

We believe:

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

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**Introduction**

The Randolph School District is committed to providing equitable opportunities and supporting all students in becoming life-long learners and Future Ready global citizens. The Library Media curriculum is designed with these values at the forefront. An inquiry-based learning approach is applied to each content area throughout a student's academic career, supporting all academic areas, promoting and instructing students in the areas of research, lifelong critical thinking habits, and a love of literature. The kindergarten and first grade curriculum is aligned with New Jersey Student Learning Standards of Computer Science and Design Thinking, Career Readiness, Life Literacies and Key Skills, and English Language Arts to provide a critical foundation in the areas of library, digital, and global citizenship. Further the curriculum has been developed with a focus on the fostering CASEL (Collaboration for Academic, Social, and Emotional Learning) core competencies to support students in understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establish and maintaining positive relationships, and making positive decisions. Throughout this program, students will engage in cross-curricular projects that guide them in learning and applying technological skills necessary for success as Future Ready global citizens.

All students in Randolph Township Schools will be empowered to acquire knowledge and develop communication and problem-solving skills that will serve as tools to promote their lifelong learning as confident, flexible, and resourceful thinkers. This curriculum has been designed to foster students' natural curiosity by encouraging all students, regardless of gender, economic status, or cultural heritage, to develop the ability, confidence, and motivation to succeed academically and social and emotionally.

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**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>8 weeks</b>	<b>I</b>	<b>Our Community</b>
<b>9 Weeks</b>	<b>II</b>	<b>Exploring Science in our World</b>
<b>8 weeks</b>	<b>III</b>	<b>Global Citizenship</b>
<b>8 weeks</b>	<b>IV</b>	<b>Sustainability</b>
<b>3 weeks</b>	<b>V</b>	<b>Making My Mark</b>

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**Unit I: Our Community**

<b>TRANSFER:</b> Participate fully in communities by demonstrating an understanding of common rules and expectations.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b> <b><u>Computer Science and Design Thinking</u></b></p> <p>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.</p> <p>8.1.2.CS.2 Explain the functions of common software and hardware components of computing systems.</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.</p> <p>8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide.</p> <p>8.2.2.ED.1 Communicate the function of a product or device.</p>	Caring for shared resources helps sustain their availability and allows many to enjoy them.	<ul style="list-style-type: none"> <li>• Why is it important to care for shared resources and how can I do it?</li> </ul>
	Digital tools allow us to build community while practicing internet safety.	<ul style="list-style-type: none"> <li>• How do technology tools help us connect with other individuals and ideas?</li> <li>• Why is it important to have an understanding of digital safety?</li> </ul>
	Literature allows us to connect with others and build community.	<ul style="list-style-type: none"> <li>• How can I select books that allow me to read for pleasure and make connections to my community?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Steps should be taken to ensure safe use of the internet.	<p>Explain safe use of the internet.</p> <p>Determine if a circumstance of internet use is safe.</p> <p>Express appropriate steps to follow if student feels uncomfortable when using the internet.</p>

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**Unit I: Our Community**

<p><b><u>Career Readiness, Life Literacies and Key Skills</u></b></p> <p>9.4.2.CI.2        Demonstrate originality and inventiveness in work.</p> <p>9.4.2.DC.3        Explain how to be safe online and follow safe practices when using the internet.</p> <p>9.4.2.DC.6        Identify respectful and responsible ways to communicate in digital environments.</p> <p>9.4.2.TL.1        Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>9.4.2.TL.4        Navigate a virtual space to build context and describe the visual content.</p> <p>9.4.2.TL.5        Describe the difference between real and virtual experiences.</p> <p>9.4.5.CT.1        Identify and gather relevant data that will aid in the problem-solving process.</p>	<p>Library Media has community norms to create a safe and nurturing environment.</p> <p>There are routines and procedures for successful use and sharing of computers and makerspace resources.</p> <p>Digital identities must be managed to create a positive digital footprint.</p>	<p>Select books for enjoyment by incorporating a variety of strategies.</p> <p>Manage and monitor behaviors for successful care of library media resources at school and at home.</p> <p>Search for books appropriately.</p> <p>Navigate access to online learning communities and web-based platforms.</p> <p>Demonstrate how to access class materials safely and confidently with technology tools.</p> <p>Discuss examples of positive and negative online behaviors with peers.</p> <p>Collaborate to develop classroom norms for using approved educational tools.</p>
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**Unit I: Our Community**

<p>9.4.5.DC.5          Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.DC.          Compare and contrast how digital tools have changed social interactions.</p> <p>9.4.5.DC.7          Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p><b><u>English Language Arts</u></b></p> <p>RF1.1          Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RL1.1          Ask and answer questions about key details in a text.</p> <p>RL1.2          Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>RL1.7          Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>Computer networks can be used to connect individuals to other individuals, places, information, and ideas.</p> <p>The internet enables individuals to connect with others worldwide.</p> <p>Recognize the impact of one’s feelings and thoughts on one’s own behavior.</p> <p>Libraries are organized in categories.</p>	<p>Communicate with class members virtually with confidence.</p> <p>Access information from a device at home or at school.</p> <p>Utilize a pausing strategy to determine if a website is safe or appropriate.</p> <p>Identify trusted adults at home and school to go to with concerns.</p> <p>Share feelings comfortably about online experiences.</p> <p>Identify ways that digital communities allow for social interactions with positive outcomes.</p> <p>Recognize the various sections of the library and their purpose.</p>
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<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Recognize the skills needed to establish and achieve personal and educational goals.</p> <p>Identify the parts of a book.</p>	<p>Identify that shelves are arranged in alphabetical and numerical order</p> <p>Utilize library media tools to look for materials in an orderly way.</p> <p>Locate the different parts of a book. (i.e.: spine, call number, pages, etc)</p>
<p><b><u>CASEL Competencies</u></b></p> <p>Self-Awareness</p> <ul style="list-style-type: none"> <li>Identifying Emotions</li> <li>Self-Confidence</li> </ul> <p>Self-Management</p> <ul style="list-style-type: none"> <li>Self-Discipline</li> <li>Organizational Skills</li> </ul> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> <li>Ethical Responsibility</li> <li>Reflecting</li> <li>Identifying Problems</li> <li>Analyzing Situations</li> </ul>	<p><b>KEY TERMS:</b> circulation, borrow, return, overdue, title, author, illustrator, illustrations, publisher, non-fiction, fiction, print, digital, mouse, keyboard, monitor, Destiny, shelf marker, e-book, spine, call number, keyword, subject, “Just Right” book, Makerspace, TEAMS, online, internet, posting, virtual, digital footprint</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Recognizing proper book care i.e.: creating a book care bookmark</li> <li>• Portraying good decisions to make online i.e.: creating a drawing that conveys making good choices online</li> <li>• Demonstrating appropriate library citizenship based on skills related to locating a just right book, book checkout and proper use of a book i.e.: role paying events</li> <li>• Selecting books that are “just right”</li> </ul>		

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**Unit I: Our Community**

- Identifying the parts of a book i.e.: pointing to parts

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Login to computers
- Access and navigate TEAMS
- Apply five finger rule to access “just right” books
- Tour Library Media Center and understand how to access resources
- Utilize shelf marker and discuss shelf arrangement
- Demonstrate library media behaviors, book care and borrowing procedures
- Model use of shelf markers and choose appropriate books for checkout
- Create a book cover using the parts of a book
- Understand and explain steps to take in an uncomfortable online situation
- Develop common norms and expectations for utilizing TEAMS
- Utilize a computer mouse and keyboard
- Frequent discussion around parts of book

**SUGGESTED TIME ALLOTMENT**

**8 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Computers with Internet Connectivity

CommonSenseMedia.org

Suggested Books

- *Library Skills* series from Capstone by Shannon Miller
- *What Happened to Marion’s Library Book?* by Brooke Berg
- *Goldisocks the Three Libearians* by Jackie Mims Hopkins
- *Shelf Elf* series by Jackie Mims Hopkins
- Todd Parr books
- *Penelope Popper, Book Doctor* by Toni Buzzeo

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**Unit I: Our Community**

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|  | <ul style="list-style-type: none"><li>• <i>Once Upon a Time, Online</i> by David Bedford</li></ul> |
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**Unit II: Global Citizens Explore Science in our World**

<b>TRANSFER:</b> Investigate the wonders of the world through curiosity and visual exploration.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJS</u></b> <b><u>Computer Science and Design Thinking</u></b> 8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.</p> <p>8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new technology.</p> <p>8.2.2.ED.1 Communicate the function of a product or device.</p> <p>8.2.2.ED.2 Collaborate to solve a simple problem, or to illustrate how</p> <p><b><u>Career Readiness, Life Literacies and Key Skills</u></b> 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</p>	Global citizens care deeply about one another and their environment.	<ul style="list-style-type: none"> <li>• Why is it important to become responsible caretakers of our world?</li> <li>• How does studying the lives and practices of scientists help us understand the world?</li> </ul>
	Curiosity and learning are skills we use in life to make good decisions.	<ul style="list-style-type: none"> <li>• How can we use digital and print resources to investigate and research a topic?</li> <li>• How do citizens build knowledge, think critically, and share new ideas with others?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Scientists are naturally curious about the world.	<p>Study a variety of scientists to identify the qualities that all scientists have in common.</p> <p>Understand that human actions impact the world, specifically the environment and its communities.</p>



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**Unit II: Global Citizens Explore Science in our World**

<p>Ask and answer questions about key details in a text.</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events</p> <p>RII.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RII.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Global citizens share their findings with fellow citizens in order to convince them to make changes to benefit the world.</p> <p>Presentation methods have an effect on the success of shared ideas.</p>	<p>Collaborate with fellow citizens to identify a problem that needs to be solved.</p> <p>Demonstrate new learning and understanding with others by creating a simple visual</p> <p>Represent an idea with graphics and words.</p> <p>Emphasize or highlight the most important parts of ideas to help the audience understand priorities of the topic</p>
<p>RII.5 Know and use various text features (e.g., headings, tables of contents, glossaries, - electronic menus, icons) to locate key facts or information in a text.</p> <p>R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>KEY TERMS:</b> social scientist, methods, tools, database, resources, information, global citizen, curiosity, lifelong learning, persuade, convince, collaborate, investigate, benefit, emphasize, phenomenon, engineer, importance</p>	

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**Unit II: Global Citizens Explore Science in our World**

<p>R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b><u>CASEL Competencies</u></b>          Self-Awareness              Identifying Emotions              Self-Confidence              Empathy          Self-Management              Self-Discipline              Organizational Skills          Responsible Decision Making</p>			
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**Unit II: Global Citizens Explore Science in our World**

Ethical Responsibility Reflecting Identifying Problems Analyzing Situations		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating use of a tool or method that would be used by a social scientist</li> <li>• Sharing learning and understanding of insights, e.g.; Padlet museum, Flipgrid or class presentation</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Read a book about a scientist’s life and work and record questions and information to build background</li> <li>• Immerse students in tools and methods utilized by same scientist identified in the book</li> <li>• Read, gather, and respond to information of interest</li> <li>• Develop questions and read to answer them</li> <li>• Create project to demonstrate learning and understanding of a class-selected topic</li> <li>• Emphasize or highlight the most important parts of their idea with others</li> <li>• Articulate learning process and reflect on it</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>9 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Engineering design process as described by NJSS ( <a href="#">example here</a> ) Subscription access to PebbleGo database Books about scientists from the following list: <ul style="list-style-type: none"> <li>• KG – <i>Joan Procter, Dragon Doctor</i> by Patricia Valdez</li> <li>• 1<sup>st</sup> – <i>The Doctor With an Eye for Eyes: the story of Dr. Patricia Bath</i></li> <li>• 2<sup>nd</sup> – <i>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin</i> by Julia Finley Mosca</li> <li>• 3<sup>rd</sup> – <i>Whoosh! Lonnie Johnson’s Super Soaking Stream of Inventions</i></li> </ul>	

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**Unit II: Global Citizens Explore Science in our World**

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|  | <ul style="list-style-type: none"><li>• 4<sup>th</sup> – <i>The Boy Who Drew Birds: the story of John James Audubon</i> by Jacqueline Davies</li><li>• 5<sup>th</sup> – <i>Life in the Ocean: the story of Oceanographer Sylvia Earle</i> by Claire A. Nivola</li></ul> |
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**Unit III: Global Citizenship**

<b>TRANSFER:</b> Use knowledge of different ideas and experiences to connect with others across the world.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJS</u></b> <b><u>Computer Science and Design Thinking</u></b> 8.1.2.CS.2 Explain the functions of common software and hardware components of computing systems</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network</p> <p>8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide</p> <p>8.2.2.ED.3 Select and use appropriate tools and materials to build a product using the design process.</p> <p>8.2.2.ED.4 Identify constraints and their role in the engineering process.</p> <p><b><u>Career Readiness, Life Literacies and Key Skills</u></b></p>	<p>Solving problems requires teamwork, listening and a solid understanding of available resources.</p>	<ul style="list-style-type: none"> <li>• How can I identify a problem and encourage others to help me solve it?</li> <li>• How can technology facilitate problem solving?</li> </ul>
	<p>Balancing online and offline activities is important for feeling happy and healthy.</p>	<ul style="list-style-type: none"> <li>• How can technology be both helpful and harmful?</li> <li>• What face to face activities can I do to promote great friendships?</li> </ul>
	<p>Individuals from different cultures may have different points of view and experiences.</p>	<ul style="list-style-type: none"> <li>• How can different opinions or approaches solve problems?</li> <li>• Why is it important that I understand other different people’s cultures and experiences?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>It can be fulfilling and helpful to solve problems collaboratively.</p>	<p>Work collaboratively to solve a problem identified in a story using relevant information.</p> <p>Manage resources with careful planning.</p>

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**Unit III: Global Citizenship**

<p>9.4.2.CI.1          Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2          Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.1          Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.CT.2          Identify possible approaches and resources to execute a plan.</p> <p>9.4.2.GCA:1          Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture of other individuals.</p> <p>9.4.2.IML.4          Compare and contrast the way information is shared in a variety of contexts.</p> <p>9.4.5.CT.1          Identify and gather relevant data that will aid in the problem solving process.</p> <p>9.4.5.DC.6          Compare and contrast how digital tools have changed social interactions.</p>	<p>Reflecting on work helps prepare us for future endeavors.</p> <p>A balance of online and offline activities gives you physical and mental balance.</p> <p>Individuals from different cultures may have different points of view and experiences.</p>	<p>Identify and gather relevant data that will aid in the problem-solving process.</p> <p>Persevere when faced with a challenge and try again</p> <p>Demonstrate growth from both failure and successful project completion.</p> <p>Reflect on project outcomes.</p> <p>Describe what a “good” amount of online activity looks like.</p> <p>Explain ideas for offline activities that build social connection.</p> <p>Compare other cultures to each other and our own.</p> <p>Articulate how culture shapes people’s perspectives.</p>
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**Unit III: Global Citizenship**

<p>9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.</p> <p>9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility and relevance.</p> <p>9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.</p> <p>9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic and social.</p> <p>9.4.5.TL.7 Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p><b><u>English Language Arts</u></b></p> <p>RF1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RL1.1 Ask and answer questions about key details in a text.</p>	<p>Authors use various text structures and distinct text features to organize and communicate information.</p> <p>Reading for pleasure and informational purposes are both important ways to learn about the world.</p> <p>Coding can be used to write instructions for computers or robots to follow.</p> <p>High quality literature is assessed and judged based on a set of criteria.</p>	<p>Interpret information from a variety of print and media resources.</p> <p>Compare and contrast the way information is shared in a variety of contexts.</p> <p>Differentiate major characteristics of fiction and nonfiction media, understanding that it can sometimes be tricky to tell the difference.</p> <p>Collaborate with peers to create a simple program with a simple code such as Blockly.</p> <p>Understand that coding is a type of language that we use to communicate with technology.</p> <p>Persevere when faced with a challenge and try again.</p> <p>Critically review literature for themselves.</p>
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**Unit III: Global Citizenship**

<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events</p> <p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, - electronic menus, icons) to locate key facts or information in a text.</p> <p>R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>KEY TERMS:</b>          Novel Engineering, planning, diverse, online, offline, balance, culture, perspective, text features, communicate, informational, pleasure, coding, robotics, Maker Space</p>	
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**Unit III: Global Citizenship**

<p>R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b><u>CASEL Competencies</u></b></p> <p>Social Awareness</p> <ul style="list-style-type: none"> <li>Perspective-taking</li> <li>Empathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing situations</li> <li>Solving problems</li> </ul> <p>Relationship Skills</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> </ul>		
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**Unit III: Global Citizenship**

Teamwork		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Recognizing media balance (i.e.; draw a picture of media balance)</li> <li>• Working collaboratively to solve a problem identified in a story (i.e.: Novel Engineering)</li> <li>• Explaining how culture impacts experiences (i.e.: comparing cultures with an illustration)</li> <li>• Demonstrating knowledge of text features (i.e.: text feature scavenger hunt)</li> <li>• Expressing differences between fiction and nonfiction (i.e.: sorting books or describing characteristics as a group)</li> <li>• Communicating with a Maker Space device or computer with a coded sequence</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Compare online and offline activities, discussing impact of too much online activity</li> <li>• Create Novel Engineering projects</li> <li>• Read books from diverse resources and different cultures and exploring through discussion and activities</li> <li>• Identify text features in both print and online materials as a class</li> <li>• Determine characteristics of fiction and nonfiction</li> <li>• Participate in Hour of Code events</li> <li>• Review books based on book awards and honors such as Caldecott and Newbury</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>8 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Novel Engineering book suggestions: <a href="https://www.novelengineering.org/books/">https://www.novelengineering.org/books/</a></p> <p>Common Sense Media Resources: commonsensemedia.org</p> <p>Coding Websites: code.org. scratch.mit.edu, abcya, etc</p> <p>Subscription access to PebbleGo database</p> <p>Books about diverse characters/places: i.e:</p> <ul style="list-style-type: none"> <li>• <i>Owen and Mzee</i> by Isabella Hatkoff</li> <li>• <i>The Proudest Blue</i> by Ibtihaj Muhammad</li> </ul>	

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**Unit IV: Sustainability**

<b>TRANSFER:</b> Persevere and work together when facing big issues that affect our planet and its communities		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJLS</u></b> <b><u>Computer Science and Design Thinking</u></b> 8.1.2.DA.1 Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.5 Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution</p> <p><b><u>Career Readiness, Life Literacies and Key Skills</u></b> 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.1</p>	<p>Raising awareness of issues impacting plants, animals and humans makes us more likely to become interested in helping living organisms around the world.</p>	<ul style="list-style-type: none"> <li>• How can we become more aware of issues affecting global communities?</li> </ul>
	<p>A firm understanding of sustainability allows young people to positively impact the world.</p>	<ul style="list-style-type: none"> <li>• What are some problems facing the world today and how can I help combat them?</li> <li>• How can I work collaboratively and persuade others to solve a problem?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>Individual actions can have a positive impact on the world.</p> <p>Individuals can plan and collaborate to solve global challenges.</p>	<p>Identify specific sustainable activities that can lead to a healthier planet.</p> <p>Gather information about issues and brainstorm ways to solve them.</p> <p>Describe actions peers can take to positively impact the planet.</p>

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<p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.CT.2 Identify possible approaches and resources to execute a plan.</p> <p>9.4.2.DC.7 Describe actions peers can take to positively impact climate change.</p> <p>9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.</p> <p><b><u>English Language Arts</u></b></p> <p>RF1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>Living organisms grow and survive in different areas.</p> <p>The differences in geography and practices across the globe lend themselves to different problems.</p> <p>Sustainability means using resources in a way that future animals and plants can use them.</p>	<p>Develop a personal action plan for helping the planet from home.</p> <p>Use nonfiction print and online resources to identify characteristics of different places that lend themselves to particular plant and animal features.</p> <p>Identify how different plants and animals adapt to changing environments.</p> <p>Utilize print and online resources to obtain research about different places.</p> <p>Identify differences in plants, animals and cultures that stem from geography.</p> <p>Understand that the sun is a major source of energy for people, animals and plants.</p> <p>Capturing the sun’s energy in solar panels even helps homes have energy.</p>
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<p>RII.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RII.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RII.5 Know and use various text features (e.g., headings, tables of contents, glossaries, - electronic menus, icons) to locate key facts or information in a text.</p> <p>R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>KEY TERMS:</b> online, offline, pause, balance, positive impact, negative impact, sustainable, resources, planet, organisms, action, environment, geography, solar panels, energy, persevere</p>	
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<p>SL5          Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.4          Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b><u>CASEL Competencies</u></b>          Self-Awareness              Identifying emotions              Accurate Self-Perception              Recognizing Strengths              Self Confidence</p> <p>Social Awareness              Perspective-taking              Empathy              Appreciating Diversity              Respect for others</p> <p>Responsible Decision Making              Identifying Problems              Analyzing Situations              Solving Problems              Ethical Responsibility</p> <p>Relationship Skills              Communication              Social Engagement              Relationship Building              Teamwork</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating a plan for taking breaks from online activity (i.e.: pause, breathe, finish up)</li> </ul>		

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<ul style="list-style-type: none"> <li>• Developing a personal action plan for helping the planet from home that can be shared with peers (i.e.: poster or digital image)</li> <li>• Comparing difficulty with agriculture in some places to sustainability of hydroponics (i.e.: “field trip” to hydroponic tower with following discussion)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Discuss mindfulness strategies for taking a break from technology (Pause for People lesson from Common Sense Media)</li> <li>• Work together gathering information on issues affecting the planet</li> <li>• Develop action plans for helping the planet</li> <li>• Work together utilizing online databases and print materials to compare plants and animals and cultures from different places</li> <li>• Demonstrate an understanding of sustainability of hydroponics and compare plants grown there to other places</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>8 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<ul style="list-style-type: none"> <li>• Access to hydroponics</li> <li>• Common Sense Media Resources: commonsensemedia.org</li> <li>• Books to support sustainability and hydroponics including:             <ul style="list-style-type: none"> <li>○ <i>Earth! My 1<sup>st</sup> 4.54 Billion Years</i> by Stacy McAnulty</li> <li>○ <i>Sea Bear</i> by Lindsay Moore</li> </ul> </li> <li>• eBook series, <i>Caring for Our Planet</i></li> <li>• Subscription access to PebbleGo database</li> </ul>

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**Unit V: Making My Mark**

<b>TRANSFER:</b> Communicate ideas and demonstrate understanding through creative design process.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><u><b>NJSLS</b></u> <u><b>Career Readiness, Life Literacies and Key Skills</b></u> 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work</p> <p>9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet</p> <p>9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g.: social, academic, athletic)</p> <p><u><b>English Language Arts</b></u> RL1.1 Ask and answer questions about key details in a text.</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p>	<p>Communication is more successful when the presenter has a good idea to share and an awareness of the audience.</p>	<ul style="list-style-type: none"> <li>• What would my audience appreciate?</li> <li>• What do I want to share with others?</li> </ul>
	<p>Sharing knowledge and experiences helps us connect with others.</p>	<ul style="list-style-type: none"> <li>• What are good ways to reach an audience?</li> <li>• How can sharing my knowledge impact issues such as climate change?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	<p>Researchers utilize various experiences and skills to share findings and construct a solution or share ideas.</p> <p>Digital tools can be used to display data in various ways.</p>	<p>Reflect on experiences in Library Media from the year to assess learning.</p> <p>Select an event and identify a way to share about it with others.</p> <p>Choose from a selection of digital, nondigital and MakerSpace tools to present their knowledge from the year.</p>

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<p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events</p> <p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b><u>CASEL Competencies</u></b>        Self-Awareness            Identifying emotions        Social Awareness            Perspective-taking            Respect for others        Relationship Skills            Communication        Responsible Decision Making            Analyzing situations</p>	<p><b>KEY TERMS:</b> communication, reflect, share, present, research, experiences, digital, tools, engineering, makerspace, artifact</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Sharing a product or presentation with their class i.e.: MakerSpace project or digital presentation</li> </ul>		

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**Unit V: Making My Mark**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"><li>• Research learning events and experiences from the past year and reflect on outcomes</li><li>• Develop presentation or artifact to share with class</li><li>• Communicate knowledge or findings with others</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	MakerSpace supplies and digital tools, as appropriate

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**APPENDIX A**

Library Media Crosswalk Grades K-1

<b>Library Media Unit</b>	September	October	November	December	January	February	March	April	May	June
Our Community	8 weeks									
Being A Social Scientist			9 weeks							
Global Citizenship					8 weeks					
Sustainability							8 weeks			
Making My Mark										3 weeks