Randolph Township Schools
Randolph Elementary Schools
Library Media Grades 2/3 Curriculum

"Knowledge will bring you the opportunity to make a difference."
~ Claire Fagin ~

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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. The second and third 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. Students will engage in learning through lens of scientists, sustainability, and environmental activists. Students will have opportunities to explore and create code, as well as investigate software and online tools; simultaneously developing an appreciation for print and digital resources as problem solving tools while developing a love literature.

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

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
7 weeks	I	Our Community
8 weeks	II	Exploring Science in our World
7 weeks	III	Global Citizenship
7 weeks	IV	Sustainability
7 weeks	V	Making My Mark

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Unit I: Our Community

TRANSFER: Understand that a working knowledge of the rules and expectations of your community can help you become an active participant.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS: **Career Readiness, Life Literacies, and Key Skills** 8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology 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 **Computer Science and Design Thinking** 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process	Efficiency helps sustain availability and allows us to maximize time for accomplishing goals.	• What does it take to be an efficient learner? • Why is it important to make good use of resources, including time?
	Digital communications and resources allow us to share perspectives with one another.	• Why is it important to understand another person's perspective? • How do we communicate?
	Positive reading experiences allow us to see the world from other perspectives.	• What strategies can be utilized to determine if a book is just right? • What good comes from sharing perspectives? • How do we create a positive reading life?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
	Both online and offline community norms for Library Media enable us to engage in effective learning.	Employ book selection strategies to select print and digital media. Demonstrate an understanding of class expectations when engaging in online communities.

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9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems 9.4.2.CI.2 Demonstrate originality and inventiveness in work 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content 9.4.2.TL.5 Describe the difference between real and virtual experiences 9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet 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	Efficient use of technology hardware can help to simplify tasks. Positive personal participation impacts lager online communities.	Demonstrate care for shared resources. Identify norms for online behavior based on personal reflection of past experiences and school expectations. Develop an understanding of safe learning communities for different content areas. Identify technology tools by name. Utilize technology tools e.g.: mouse, track pad, keyboard, monitor, power button. Identify examples of positive and negative online behaviors. Demonstrate a working knowledge of maintaining a positive digital footprint. Reflect upon impact of personal observations, interactions, and experiences with others online.

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Unit I: Our Community

Compare and contrast how digital tools have changed social interactions 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences **English Language Arts** RL.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Online communities allow us to share perspectives and create new learnings.	Utilize online communication tools appropriately. Participate and share ideas in an online community. Identify and reflect upon benefits and enhancement of use of online learning communities.

RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.
 	
RL.3.3
Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
 	
CASEL Competencies
 	
Self-Awareness
   • Identifying Emotions
   • Self-Confidence
Self-Management
   • Self-Discipline
	Personal feelings and actions have an impact on how we interact with the world.	Recognize how personal feelings impact behaviors.
		
		Identify ways that digital communities allow for social interactions with positive outcomes.
		
		Foster positive relationships in an online community.
		
		Synthesize information and communications to develop new and improved ideas about one's community and the world.

• Organizational Skills
Responsible Decision Making
  • Ethical Responsibility
  • Reflecting
  • Identifying Problems
  • Analyzing Situations
	Having rules for device free time at home allows for less distracted engagement.	Identify how learners feel when others are distracted by devices.
		
		Articulate feelings for when others are distracted by devices.
		
		Recognize the ways in which digital devices can be distracting.
		
		Determine appropriate times for using and not using a device.
		
		Self-monitor for when a device free break is needed.

	Information and resources can be organized.	Utilize a system to locate and obtain information. Hone search strategies to find appropriate resources. Demonstrate an understanding of search strategies to locate resources.
	KEY TERMS: circulation, borrow, return, overdue, non-fiction, fiction, print, digital, mouse, keyboard, monitor, Destiny, shelf marker, e-book, keyword,	

Unit I: Our Community

	subject, "Just Right" books, Makerspace, Microsoft TEAMS, online, internet, posting, virtual, digital footprint, apps, efficient, perspective, search, key terms	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating rules for device free time at home
- Employing strategies to select books that are "just right"
- Creating a digital artifact that allows students to reflect through the year: e.g., online journal or folder in OneDrive to house Library Media materials
- Searching Destiny to identify and retrieve a resource

KEY LEARNING EVENTS AND INSTRUCTION:

- Log in to computers to access online resources and digital platforms
- Search Destiny for books and eBooks by utilizing key terms to find an appropriate resource
- Access and navigate Microsoft TEAMS and/or Seesaw to communicate with an online community
- Tour Library Media Center and Microsoft TEAMS to develop an understanding of how to access resources
- Apply various strategies to select "just right" books for pleasure or informational reading
- Utilize shelf markers and arrangement as a tool to access texts
- Demonstrate Library Media behaviors, book care and borrowing procedures
- Develop class chart of norms and expectations for utilizing and communicating on Microsoft TEAMS
- Reflect upon online behaviors and experiences
- Utilize tools to self-monitor distracting behaviors and need for technology free breaks

SUGGESTED TIME ALLOTMENT	**7 weeks**
SUPPLEMENTAL UNIT RESOURCES	Computers with Internet Connectivity
	Digital citizenship teaching resources from CommonSenseMedia.org

Unit I: Our Community

	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

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Unit II: Global Citizenship

TRANSFER: Create an understanding of diverse perspectives and use this knowledge to understand others across the globe.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS: **Career Readiness, Life Literacies, and Key Skills** 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	Solving problems requires teamwork, listening and a solid understanding of available resources.	• How can the design process help solve problems in the world? • How can technology facilitate problem solving?
	Digital citizenship requires ethical, responsible decision making.	• How can digital citizens participate responsibly in varied online communities?
	Experiencing diverse cultures and perspectives helps citizens develop empathy and expand cultural social perspectives of the world.	• How can understanding others help decision making? • How does having empathy aid in problem solving?
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	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:**
	The design process helps students solve problems collaboratively.	Identify a problem through attentive reading. Collaborate to design a realistic solution to the problem.

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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.ITH.2 Explain the purpose of a product and its value. 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.	Reflecting on work helps prepare us for future endeavors.	Work collaboratively to plan and build a functional prototype that addresses needs and constraints. Persevere to solve a problem. Accept both failure and successful project completion. Reflect on project outcomes.
Computer Science and Design Thinking 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2 Demonstrate originality and inventiveness in work. 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem 9.4.2.CT.2 Identify possible approaches and resources to execute a plan	Digital citizens evaluate how to engage with information and others online.	Explain the importance of respecting digital content of others. Understand and apply digital citizenship principles when using the internet. Identify and reason what information should be kept private versus information that might be made public. Explain what a digital footprint is and how one is created.

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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 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	Individuals from different cultures may have different points of view and experiences.	Read to understand diverse ideas and perspectives. Reason with the ideas and perspective of others. Articulate how culture shapes people's perspectives in communities and across the world.
	Authors use various techniques to engage a reader.	Identify ways authors engage readers in various texts. Compare and contrast the way information is shared in a variety of contexts.
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 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	Coding is a set of languages used to communicate solutions to everyday problems with technology.	Collaborate with peers to create a simple program with a simple code such as Scratch. Understand that coding is a type of language that we use to communicate with technology. Persevere when faced with a challenge and persist to try again.

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9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts	High quality literature is assessed and judged on a set of criteria.	Critically review and categorize literature.
9.4.5.TL.1 Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content 9.4.2.TL.5 Describe the difference between real and virtual experiences **English Language Arts** RL.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.	**KEY TERMS:** Novel Engineering, planning, diverse, online, offline, balance, culture, perspective, text features, communicate, informational, coding, robotics, Makerspace, teamwork, ethical, collaboration, resources, criteria, problem, digital citizen, critically review, empathy, persevere, culture, Scratch	

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RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **CASEL Competencies** Social Awareness • Perspective-taking • Empathy • Appreciating diversity • Respect for others Responsible Decision Making • Identifying problems • Analyzing situations • Solving problems		

Unit II: Global Citizenship

Relationship Skills • Communication • Social engagement • Relationship building • Teamwork		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Identify information that is safe to share online (e.g.; sort various types of information)
- Work collaboratively to solve a problem identified in a story (e.g.; Novel Engineering)
- Solve a problem through coding (e.g.; Scratch coding project)

KEY LEARNING EVENTS AND INSTRUCTION:

- Participate in solving Novel Engineering problems, utilizing the design process
- Reflect on Novel Engineering process and outcomes
- Participate in creating a positive digital school community through positive behaviors and self-reflection
- Read books and cultivate diverse perspectives through discussion with peers
- Identify ways author engages readers in various texts (e.g., discussing layout or features of a website or book) through techniques such as color, layout, style, ADA compliance, title or font
- Identify books as fiction or nonfiction based on knowledge of characteristics of texts
- Solve real world problems through participation in Hour of Code events
- Categorize literature and increase critical awareness by evaluating illustrations and text (e.g., Caldecott and Newbury)

SUGGESTED TIME ALLOTMENT	**8 weeks**
SUPPLEMENTAL UNIT RESOURCES	Novel Engineering book suggestions: https://www.novelengineering.org/books/
	Common Sense Media Resources: commonsensemedia.org
	Coding Websites: code.org. scratch.mit.edu, abcya, etc
	Books about diverse characters/places: i.e:
	• *Owen and Mzee* by Isabella Hatkoff

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	• *The Proudest Blue* by Ibtihaj Muhammad

Unit III: Global Citizens Explore Science in our World

TRANSFER: Investigate wonders of the world through curiosity and visual exploration.

STANDARDS / GOALS:	ENDURING UNDERSTANINGS	ESSENTIAL QUESTIONS
NJSLS **Computer Science and Design Thinking** 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.IC.1: Compare how individuals live and work before and after the implementation of new technology. 8.2.2.ED.4 Identify constraints and their role in the engineering design process. 8.2.2.ITH.3 Identify how technology impacts or improves life.	Global citizens care deeply about one another and their environment.	• Why is it important to become responsible caretakers of our world? • How does studying the lives and practices of scientists help global citizens understand the wonders of the world?
	Global citizens seek knowledge and engage in sustained inquiry to guide informed decisions.	• How can global citizens use digital and print resources to investigate and research topics? • How do citizens build knowledge, think critically, and share new ideas with others?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
	Scientists are naturally curious about the world.	Study a variety of scientists to identify the qualities that all scientists have in common.

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8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks. **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.IML.2 Represent data in a visual format to tell a story about the data. 9.4.2.IML.3 Use a variety of sources to find information about topics such as climate change, with guidance and support from adults. 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content.	Scientists use the scientific method to investigate their curiosities. Global citizens develop an appreciation for the earth, its resources and those that live there.	Understand that human actions impact the world, specifically the environment and its communities. Identify and explain the steps of the engineering design process. Compare the steps a scientist uses in inquiry and the design process. View images of natural phenomenon to deepen curiosity on the wonders of the world. Explore images on the effects of human interference in the natural world. Use print and digital text and or video to investigate a science topic. Collaborate with fellow citizens to develop a list of questions to investigate.

Unit II: Global Citizenship

9.4.2.TL.5 Describe the difference between real and virtual experiences. **English Language Arts** RL.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Global citizens share their findings with fellow citizens to convince them to make changes to benefit the world.	Collaborate with fellow citizens to identify a problem that needs to be solved. Collaborate with fellow citizens to demonstrate new learning and understanding with others. Represent an idea with graphics and words.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	**KEY TERMS:** social scientist, methods, tools, database, resources, information, design process	

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W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **CASEL Competencies** Self-Awareness • Identifying Emotions • Self-Confidence • Empathy Self-Management • Self-Discipline		

Unit II: Global Citizenship

• Organizational Skills
Responsible Decision Making
 	
    • Ethical Responsibility
    • Reflecting
    • Identifying Problems
    • Analyzing Situations		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrate use of a tool or method that would be used by a social scientist
- Share learning and understanding of insights, e.g.; Padlet museum, Flipgrid or class presentation

KEY LEARNING EVENTS AND INSTRUCTION:

- Read a book to gain knowledge about a scientist's life and work
- Record thinking and information about a topic to build background and create questions for further inquiry
- Immerse students in tools and methods utilized by scientists
- Read, gather, and respond to information of interest on a selected topic of interest
- Develop questions and use evidence from resources to support new learning
- Seek out additional resources to address unaddressed questions
- Create a project to demonstrate learning and understanding of a self-selected topic
- Become a teacher as thinking is taken public and shared with others
- Articulate learning process and reflect on it

SUGGESTED TIME ALLOTMENT	**7 weeks**
SUPPLEMENTAL UNIT RESOURCES	• Age appropriate databases such as WorldBook, PebbleGo and CultureGrams • Books about scientists from the following list: • KG – *Joan Procter, Dragon Doctor* by Patricia Valdez • 1st – *The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath* by Julia Finley Mosca

	2nd – *The Girl Who Thought in Pictures: The Story of Temple Grandin* by Julia Finley Mosca 3rd – *Whoosh! Lonnie Johnson's Super Soaking Stream of Inventions* by Chris Barton 4th – *The Boy Who Drew Birds: The Story of John James Audubon* by Jacqueline Davies 5th – *Life in the Ocean: The Story of Oceanographer Sylvia Earle* by Claire A. Nivola

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Unit IV: Sustainability

TRANSFER: Persevere and work together when facing big issues that affect our planet and its communities.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.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 sequence and simple loops	Citizens can make changes to increase sustainability in the world.	• How can citizens advocate for change? • How can individual contributions combine to influence major change in the world?
	Real world problems can be solved with coding.	• How can coding help solve real world problems? • What steps can a coder take to fix or debug a problem?
	Citizens should be aware of their own and other's behavior when online.	• How can my behavior impact the feelings of others? • How do positive and negative interactions influence our feelings and actions?
	Change happens when ideas are shared.	• How can we share our ideas? • Why should ideas be shared?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
	Citizens use different computing tools to communicate ideas with others.	Create a document and utilize the functions of store, copy, search, retrieve, modify, and delete data using a computing device.

Unit IV: Sustainability

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.3 Describe basic hardware and software problems using accurate terminology 8.1.2.DA.2 Store, copy, search, retrieve, modify, and delete data using a computing device 8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology 8.2.2.ETW.3 Describe or model the system used for recycling technology. 8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment. 8.2.2.ITH.3 Identify how technology impacts or improves life. **Career Readiness, Life Literacies and Key Skills**	Self-advocacy is a skill that enables students to know their strengths and weaknesses and utilize them to help others. Coding is a language that allows us to create solutions with technology. Sustainability is important for maintaining balance for a healthy environment.	Understand that a computing system is composed of software and hardware. Develop self-awareness skills to address personal needs and communicate them to others. Understand what cyberbullying can look like and how it can make people feel. Identify ways to respond to mean words online. Describe a problem as the first step toward finding a solution. Solve a problem with a unique set of code. Describe or model the system used for recycling technology. Explain how the disposal of or reusing a product affects the local and global environment.

Unit IV: Sustainability

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives 9.4.2.CI.2 Demonstrate originality and inventiveness in work 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem 9.4.2.CT.2 Identify possible approaches and resources to execute a plan 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g.; inductive, deductive).	Hydroponics is the cultivation of plants without using soil and allows for conservation of water.	Define hydroponics. Evaluate and discuss the benefits of a hydroponic system. Observe a hydroponic system. Discussing growth through innovative forms. Create and maintain a hydroponic system if possible.
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.6 Identify respectful and responsible ways to communicate in digital environments 9.4.2.DC.7	**KEY TERMS:** online, offline, pause, balance, positive impact, negative impact, sustainable, resources, planet, organisms, action, environment, geography, solar panels, energy, hydroponics, cultivation, recycle, renewable	

Describe actions peers can take to positively impact climate change 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals 9.4.2.IML.2 Represent data in a visual format to tell a story about the data 9.4.2.TL.2 Create a document using a word processing application 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts **English Language Arts** RL.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2		

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details.
 	
RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.
 	
RL.3.3
Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
 	
W.3.4
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 	
W.3.6
With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 	
W.3.7
Conduct short research projects that build knowledge about a topic.
 	
CASEL Competencies
 	
Self-Awareness
   • Identifying Emotions
   • Accurate Self Perception		

• Recognizing Strengths
• Self Confidence
Social Awareness
    • Perspective-taking
    • Empathy
    • Appreciating Diversity
    • Respect for Others
Responsible Decision Making
    • Identifying Problems
    • Analyzing Situations
    • Solving Problems
    • Ethical Responsibility
Relationship Skills
    • Communication
    • Social Engagement
    • Relationship Building
    • Teamwork		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing a coding project (e.g., code animated word in Scratch or design a 3D object in TinkerCad.
- Creating an action plans for when cyberbullying occurs (e.g., STOP acronym)
- Identify methods of supporting sustainability of resources
- Evaluating a current recycling or hydroponics system for impact

KEY LEARNING EVENTS AND INSTRUCTION:

- Identify strategies for responding to cyberbullying
- Utilize databases, texts, and monitored internet research to learn about recycling, reusing and hydroponics
- Observe and discuss a live hydroponics system
- Create a Word document to share or communicate learning with others

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Unit IV: Sustainability

• Choose a key word or concept from unit and promote awareness through creating a coding or 3D printing project • Advocate for enhancements to sustainability of resources • Explore various methods of sustainable food sources and the impact they can have on their environments	
SUGGESTED TIME ALLOTMENT	**7 weeks**

SUPPLEMENTAL UNIT RESOURCES	• Access to hydroponics
	• Subscription databases such as WorldBook and CultureGrams
	• TinkerCad and Scratch software
	• Common Sense Media Resources: commonsensemedia.org
	• Books to support sustainability and hydroponics including:
	    ○ *The Boy Who Harnessed the Wind* by William Kamkwamba
	    ○ *One Plastic Bag* by Miranda Paul
	    ○ *The Water Princess* by Susan Verde and Georgie Badiel
	• eBook series, *Caring for Our Planet*

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Unit V: Making My Mark

TRANSFER: Communicate ideas and demonstrate understanding through creative design process.		
STANDARDS / GOALS:	**ENDURING UNDERSTANDINGS**	**ESSENTIAL QUESTIONS**
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.3 Create programs with sequences and simple loops to accomplish tasks	Giving credit to others' work is a sign of respect.	• Why and how do we give credit to others for their work and contributions?
	Being diligent online helps us protect our personal identity.	• How can I keep my private information safe? • How can I recognize altered images online? • Why is there false information on the internet?
8.1.2.AP.4 Break down a task into a sequence of steps 8.1.2.IC.1	Sharing ideas and understandings connects us.	• How can we share our ideas with others? • How do we connect with others and their ideas?
Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:**
	Copyright is a way to give credit to others.	Explain how giving credit a sign of respect for people's work is. Learn how to give credit in schoolwork for content they use from the internet.
8.1.2.NI.4 Explain why access to devices must be secured	Citizens reason with mediums to determine if the information presented is accurate and true.	Identify characteristics of untrue information

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Unit V: Making My Mark

Career Readiness, Life Literacies and Key Skills 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives 9.4.2.CI.2 Demonstrate originality and inventiveness in work 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 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	Using unique, memorable, and strong passwords helps to protect your privacy and personal identity online. Communicating personal ideas and learnings to others helps us solidify our thinking and influence the thinking of others.	Recognize that photos and videos can be altered digitally. Identify different reasons why someone might alter a photo or video. Analyze altered photos and videos to try to determine the purpose. Define the term "password" and describe a password's purpose. Understand why a strong password is important. Practice creating a memorable and strong password. Identify a concept to share with others. Brainstorm and reason with a big idea associated with the concepts. Select a medium to communicate a big idea.

		Teach others the importance of the chosen idea and present project.
9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g.: social, academic, athletic) **English Language Arts** RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**KEY TERMS:** safe, communication, website, artifact, makerspace, credit, copyright, photo, alter, password, protect, unique, memorable, Word	

Unit V: Making My Mark

SL.3.5
Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 	
CASEL Competencies
Self-Awareness
    • Identifying emotions
Social Awareness
    • Perspective-taking
    • Empathy
    • Respect for others
Relationship Skills
    • Communication
Responsible Decision Making
    • Analyzing situations\
    • Ethical Responsibility		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Giving credit for information attributed to others
- Identifying altered photos
- Creating passwords that are both memorable and safe
- Teaching others a concept learned over the year

KEY LEARNING EVENTS AND INSTRUCTION:

- Discuss why credit is given and practice attributing work
- Observe altered photos and recognize reasons why people put altered images on the internet
- Analyze what makes passwords safe and effective to develop a set of guidelines for strong passwords and practice creating one password
- Reflect upon big ideas and key learnings covered throughout the year
- Choose an idea, concept, or problem to investigate and share with others

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Unit V: Making My Mark

• Consider aspects of an idea, concept, or problem to aid in selecting an angle for sharing information with others • Create a project to share point of view on a self-selected topic • Become a teacher by sharing out ideas and project to an audience	
SUGGESTED TIME ALLOTMENT	**7 weeks**
SUPPLEMENTAL UNIT RESOURCES	Books that spark discussion on reflection and sharing such as • *The Fantastic Flying Books of Mr.Morris Lessmore* by William Joyce • *The Three Questions* by John Muth • *What do you do with an idea?* by Kobi Yamada Common Sense Media Resources: commonsensemedia.org Makerspace supplies

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APPENDIX A

Library Media Crosswalk Grades 2-3

Library Media Unit	September	October	November	December	January	February	March	April	May	June
Our Community	7 Weeks									
Global Citizenship		8 Weeks								
Being A Social Scientist					7 Weeks					
Sustainability							7 Weeks			
Making My Mark									7 Weeks	