Pequannock Township School District Curriculum Syllabus

Media / Technology- Grades 3-5

Course Description:

The Pequannock School District Library/Information Literacy curriculum encourages and promotes the love of reading as well as providing a program of interactive experiences leading students to be information literate, effective and ethical users and producers of information and ideas, as well as lifelong learners. Our curriculum strongly supports and is aligned with The New Jersey Learning Standards as well as the standards of the American Association of School Librarians (AASL). The New Jersey Learning Standards emphasize research skills which form the backbone of information literacy. Being able to access and evaluate information is one of the most important skills students will need to have in order to be successful. Students need to be able to utilize and command a wide variety of information sources. These skills are needed in every subject and content area, but many teachers do not have advanced knowledge of these skills.

Our students are encouraged to use a wide variety of print, non-print, and electronic resources to develop critical skills in locating, accessing, selecting, evaluating, and using data to learn, think, and creatively apply new knowledge. Through a climate conducive to learning, the Media Center encourages and engages students in reading, viewing, and listening for understanding and enjoyment. By both integrating resources with the curriculum and providing a progressive program of study in effectively using library resources and technology, the Media Specialist works collaboratively to foster independent learning skills through information literacy programs that are supportive, effective, and vibrant.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

- NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2: Write informative/explanatory texts to examine and convey

complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- W.3.8,4.8,5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 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.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.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.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 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).
- W.3.4,4.4,5.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- ISTE 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE 2d: Students manage their personal data to maintain digital privacy and

security and are aware of data-collection technology used to track their navigation online.

- ISTE 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE 5a: Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- ISTE 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- ISTE 5c: Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- ISTE 5d: Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
- ISTE 6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- ISTE 6d: Students publish or present content that customizes the message and medium for their intended audiences.
- AASL 1.1.1: Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- AASL 1.1.2: Use prior and background knowledge as context for new learning
- AASL1.1.3: Develop and refine a range of questions to frame the search for new understanding
- AASL 1.1.4: Find, evaluate, and select appropriate sources to answer questions
- AASL 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- AASL 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
- AASL 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- AASL 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- AASL 1.2.3: Demonstrate creativity by using multiple resources and formats.
- AASL 1.3.1: Respect copyright/ intellectual property rights of creators and

producers.
- AASL 1.3.3: Follow ethical and legal guidelines in gathering and using information.
- AASL 1.3.5: Use information technology responsibly
- AASL 2.1.2: Organize knowledge so that it is useful.
- AASL 2.1.4: Use technology and other information tools to analyze and organize information.
- AASL 2.4.2: Reflect on systematic process, and assess for completeness of investigation.
- AASL 2.4.3: Recognize new knowledge and understanding.
- AASL 2.4.4: Develop directions for future investigations.
- AASL 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.
- AASL 3.4.1: Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- AASL 3.4.2: Assess the quality and effectiveness of the learning product.
- AASL 4.1.1: Read, view, and listen for pleasure and personal growth
- AASL 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading
- AASL 4.1.4: Seek information for personal learning in a variety of formats and genres
- AASL 4.1.5: Connect ideas to own interests and previous knowledge and experience.
- AASL 4.1.8: Use creative and artistic formats to express personal learning.
- AASL 4.2.1: Display curiosity by pursuing interests through multiple resources.
- AASL 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
- AASL 4.3.1: Participate in the social exchange of ideas, both electronically and in person.
- AASL4.3.4: Practice safe and ethical behaviors in personal electronic communication and interaction.
- AASL 4.4.6: Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
- 4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
- 5.NBT.3: Read, write, and compare decimals to thousandths.
- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.
- 8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate

findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.5.D.1: Understand the need for and use of copyrights.
- 8.1.5.D.2: Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.5.5.C.7: Work with peers to redesign an existing product for a different purpose.
- 8.2.5.E.1: Identify how computer programming impacts our everyday lives.
- 8.2.5.E.2: Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
- 8.2.5.E.3: Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
- 8.2.5.E.4: Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

Scope and Sequence

Unit 1: Digital Citizenship	Unit 1 Pacing: October and ongoing throughout the year
Unit 2: Library Skills	Unit 2 Pacing: September and ongoing throughout the year
Unit 3: Informational Literacy	Unit 3 Pacing: January-June
Unit 4: Coding/Makerspace	Unit 4 Pacing: December and ongoing
Unit 5: Literacy/Reading/Digital Storytelling/Special Units	Unit 5 Pacing: Ongoing

Assessments
Evaluation of student achievement in this course will be based on the following:

- https://www.commonsense.org/education/unit-assessments
- Teacher created assessments
- Teacher Observation

- Projects
- Rubrics
- Advancement in self paced courses in Code.org

Curriculum Resources

https://www.commonsensemedia.org/
https://www.netsmartzkids.org/
Webonauts
Tynker
Csfirst
Youtube videos
Story books
Scholastic.com
Read, Write, Think
Powtoons
Author/illustrator web sites
www.code.org

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Read with your child
- Have your child read to you
- Read to your child
- Ask questions while reading about characters, plot, setting, etc.
- View online resources for coding on coding.org
- Discuss online safety with your child
- Take part in district and school reading initiatives