

Pequannock Township School District Curriculum Syllabus

Media / Technology- Grades K-2

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:

Kindergarten

- RL.K.1-3: Key ideas and details
- RL.K.4-6: Craft and structure
- RL.K.7 & RL.K.9: Integration of Knowledge and Ideas
- RL.K.10: Range of Reading and Level of Text Complexity
- RI.K.1-3: Key ideas and details
- RI.K.4-6: Craft and structure
- RI.K.7-9: Integration of Knowledge and Ideas
- RI.K.10: Range of Reading and Level of Text Complexity
- RF.K.1.A-D: Demonstrate understanding of the organization and basic features of print.
- RF.K.4: Read emergent-reader texts with purpose and understanding.

- W.K.1-3: Text types and purposes
- W.K.5-6: Production and distribution of writing
- W.K.7-8: Research to build and present knowledge
- SL.K.1-3: Comprehension and collaboration
- SL.K.4-6: Presentation of knowledge and ideas

Grade 1

- RL.1.1-3: Key ideas and details
- RL.1.4-6: Craft and structure
- RL.1.7 & RL.1.9: Integration of Knowledge and Ideas
- RL.1.10: Range of Reading and Level of Text Complexity
- RI.1.1-3: Key ideas and details
- RI.1.4-6: Craft and structure
- RI.1.7-9: Integration of Knowledge and Ideas
- RI.1.10: Range of Reading and Level of Text Complexity
- RF.1.4.A: Read grade-level text with purpose and understanding.
- W.1.1-3: Text types and purposes
- W.1.5-6: Production and distribution of writing
- W.1.7-8: Research to build and present knowledge
- SL.1.1-3: Comprehension and collaboration
- SL.1.4-6: Presentation of knowledge and ideas

Grade 2

- RL.2.1-3: Key ideas and details
- RL.2.4-6: Craft and structure
- RL.2.7 & RL.2.9: Integration of Knowledge and Ideas
- RL.2.10: Range of Reading and Level of Text Complexity
- RI.2.1-3: Key ideas and details
- RI.2.4-6: Craft and structure
- RI.2.7-9: Integration of Knowledge and Ideas
- RI.2.10: Range of Reading and Level of Text Complexity
- RF.2.4.A: Read grade-level text with purpose and understanding.
- W.2.1-3: Text types and purposes
- W.2.5-6: Production and distribution of writing
- W.2.7-8: Research to build and present knowledge
- SL.2.1-3: Comprehension and collaboration
- SL.2.4-6: Presentation of knowledge and ideas

Technology

- 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2: Create a document using a word processing application.
- 8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5: Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6: Identify the structure and components of a database.
- 8.1.2.A.7: Enter information into a database or spreadsheet and filter the information

- 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources
- 8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.
- 8.1.2.F.1: Use geographic mapping tools to plan and solve problems.
- 8.2.2.A.1: Define products produced as a result of technology or of nature
- 8.2.2.A.2: Describe how designed products and systems are useful at school, home and work.
- 8.2.2.A.3: Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4: Choose a product to make and plan the tools and materials needed.
- 8.2.2.A.5: Collaborate to design a solution to a problem affecting the community.
- 8.2.2.B.1: Identify how technology impacts or improves life.
- 8.2.2.B.2: Demonstrate how reusing a product affects the local and global environment.
- 8.2.2.B.3: Identify products or systems that are designed to meet human needs.
- 8.2.2.B.4: Identify how the ways people live and work has changed because of technology.
- 8.2.2.C.1: Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.2: Create a drawing of a product or device that communicates its function to peers and discuss.
- 8.2.2.C.3: Explain why we need to make new products.
- 8.2.2.C.4: Identify designed products and brainstorm how to improve one used in the classroom.
- 8.2.2.C.5: Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.6: Investigate a product that has stopped working and brainstorm ideas to correct the problem.
- 8.2.2.D.1: Collaborate and apply a design process to solve a simple problem from everyday experiences.
- 8.2.2.D.2: Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
- 8.2.2.D.3: Identify the strengths and weaknesses in a product or system.
- 8.2.2.D.4: Identify the strengths and weaknesses in a product or system.
- 8.2.2.D.5: Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.2.2.E.1: List and demonstrate the steps to an everyday task
- 8.2.2.E.2: Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
- 8.2.2.E.3: Create algorithms (a sets of instructions) using a predefined set of commands (e.g., to move a student or a character through a maze).

- 8.2.2.E.4: Debug an algorithm (i.e., correct an error).
- 8.2.2.E.5: Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Standard 1: Empowered Learner --Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b. Students build networks and customize their learning environments in ways that support the learning process.
- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Standard 2: Digital Citizen-- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b. Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 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.

Standard 3: Knowledge Constructor -- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 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.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Standard 4: Innovative Designer-- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

- 4c. Students develop, test and refine prototypes as part of a cyclical design process.
- 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Standard 5: Computational Thinker -- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- 5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 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.
- 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Standard 6: Creative Communicator-- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Standard 1- Inquire, think critically, and gain knowledge

1.1 Skills

- 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.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 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.
- 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.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and

pursuing inquiry.

- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self direction by making independent choices in the selection of resources and information. 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

Standard 2- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.

- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.

Standard 3- Share knowledge and participate ethically and productively as members of our democratic society

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

Standard 4: Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions, or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs

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
- Advancement in self paced courses in Code.org

Curriculum Resources

www.mediasmarts.ca including Family Tip Sheets to go home with students.

www.commonsensemedia.com including Family Tip Sheets to go home with students.

www.schrockguide.net

Youtube videos

Story books

Scholastic.com

Read, Write, Think

ABCYA.com

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