



West Windsor-Plainsboro Regional School District Media Center/ Library: Grade 1

Unit 1: Library Skills	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, Grade 1	
Summary and Rationale	
Unit 1 reintroduces the students to the Media Center and the Media Specialist. Students will learn how to use the media center as a resource for their learning. As the year progresses, students will develop book selection strategies including how to choose age appropriate books, how to use shelf markers to select books, and the importance of maintaining the order of the collection. Book care will be reviewed and reinforced. The skills in this unit are foundational to becoming lifelong learners.	
Recommended Pacing	
5 days	
<u>AASL Standards</u>	
CPI #	Cumulative Progress Indicator (CPI)
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.D.1	Learners participate in an ongoing inquiry-based process by continually seeking knowledge.
1.D.3	Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
1.D.4	Learners participate in an ongoing inquiry-based process by using reflection to guide informed decisions.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
3.D.2	Learners actively participate with others and learning situations by recognizing learning as a social responsibility.
4.A.2	Learners act on an information need by identifying possible sources of information.
4.A.3	Learners act on an information need by making critical choices about the information sources to use.
5.A.1	Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
5.D.2	Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.
5.D.3	Learners develop through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
6.3.4.A.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The Media Center belongs to everybody in the school and we are all responsible for taking care of it. • Media Centers have various resources that are used for recreation and information. • Reading developmentally appropriate books allows students to become successful learners. • All Media Centers work under the same principles and methods for book selection. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can I be a responsible citizen in the Media Center? • How can the Media Center help me? • How do I use the Media Center and its resources? • How and why do I choose an appropriate book? • How do I take care of Media Center books? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> • Library procedures are essential for a safe and productive learning environment. • There are various resources that can be used for recreation and learning. • Materials checkout, return, and renewal procedures. • That library books are in a specific order on the shelves and a specific location in the library. • That library materials need to be cared for because they belong to the school community. <p>Students will able to:</p> <ul style="list-style-type: none"> • Make responsible choices in the Media Center. • Develop skills necessary to become effective library users and lifelong learners. • Check out, return and/or renew library materials on a weekly basis. • Care for borrowed books. • Select books that are age and interest appropriate. • Utilize shelf markers appropriately when selecting books. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p>Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>	
Resources	
Core Text:	

- A Fine, Fine School; Library Lion; Never Let a Ghost Borrow Your Library Book; Library Dragon; Whatever Happened to Marion's Book; The Incredible Book Eating Boy, Library Lily, Goldie Socks and the Three Libearians
- [Don't let the Pigeon Touch the Books](#) Video
- [Sammy the Shelf Marker](#) video
- [Shelf Marker Song](#)
- [Five Finger Rule Video](#) (1:53)
- Another [Five Finger Rule Video](#) (1:34)
- 5 Finger Rule poster: <http://wwpstaff.sharpschool.com/common/pages/DisplayFile.aspx?itemId=13923057>
- 5 Finger Rule bookmarks: <http://wwpstaff.sharpschool.com/common/pages/DisplayFile.aspx?itemId=13923053>

Unit 2: Fiction	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, Grade 1	
Summary and Rationale	
Unit 2 extends the concept of Fiction. Students will be exposed to various types of fiction books, additional parts of books, and the location of fiction sections (Everybody, I Can Read, and Fiction) in the Media Center.	
Recommended Pacing	
5 days	
AASL Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.D.3	Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.B.2	Learners adjust their awareness of the Global Learning Community by evaluating a variety of perspectives during learning activities.
2.B.3	Learners adjust their awareness of the Global Learning Community by representing diverse perspectives during learning activities.
2.D.2	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by demonstrating interest in other perspectives during learning activities.
3.B.1	Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
4.B.4	Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
5.D.3	Learners develop through experience and reflection by Open-mindedly accepting feedback for positive and constructive growth.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.

Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Fiction stories are made up stories from the author’s imagination. ● Fiction books have specific parts. ● Fiction books are located in specific sections in the media center. ● Reading longer texts requires additional reading strategies. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is fiction? ● What are the parts of a fiction book? ● Where is age-appropriate fiction located in the Media Center? ● How do we approach reading longer texts? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> ● The term fiction means stories are made up. ● That fiction books have specific parts (title, author, illustrator, cover, spine, title page, publisher copyright date, spine label, barcode). ● That fiction books are located in specific places in the Media Center (Everybody, I Can Read, and Fiction sections) based on their length/text structure. ● As we begin reading longer texts, we need to utilize additional reading strategies. <p>Students will able to:</p> <ul style="list-style-type: none"> ● Define the term fiction. ● Identify title, author, illustrator, cover, spine, title page, publisher, and copyright date of a book. ● Locate the Everybody, I Can Read, and Fiction sections in the Media Center. ● Describe the differences among Everybody, I Can Read, and Fiction books. ● Practice introductory strategies for reading longer texts. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p>Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>	
Resources	
<p>Core Text:</p> <ul style="list-style-type: none"> ● Various Picture Books, such as Parts by Tedd Arnold, Library Doors by Toni Buzzeo. ● Various I Can Read books, such as the Yasmin, Katie Woo and Pedro series. ● Example Fiction books, such as Dory Fantasmagory. ● Epic Plus and other websites/apps. ● Millie Waits for the Mail (for introducing spine labels as addresses). 	

Unit 3: Non-Fiction and Research

Content Area: Media Center / Library

Course & Grade Level: Media Center / Library, Grade 1

Summary and Rationale

Unit 3 expands on the concept of non-fiction. Students will be exposed to non-fiction, and introduced to the location of the non-fiction section in the Media Center and online resources. Students will learn to acknowledge their use of nonfiction resources in an age appropriate manner.

The American Library Association defines "information literacy" as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. (<https://literacy.ala.org/information-literacy/>). Information literacy skills are foundational to becoming lifelong learners.

Recommended Pacing

4 days

AASL Standards

CPI #	Cumulative Progress Indicator (CPI)
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
3.A.1	Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understandings.
4.A.1	Learners act on an information need by determining the need to gather information.
4.B.1	Learners gather information appropriate to the task by seeking a variety of resources.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
6.A.1	Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning
6.A.2	Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.
6.B.1	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.
6.B.2	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for intellectual property of others

New Jersey Student Learning Standards for English Language Arts Companion Standards

CPI #	Cumulative Progress Indicator (CPI)
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.AP.4	Break down a task into a sequence of steps.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
1.2-4.2.1.DCI-2	Asking questions, making observations, and gathering information are helpful in thinking about problems.
M.MATH.12.A.MP 7	Look for and make use of structure.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Non-fiction books teach us about real things. The Dewey Decimal System arranges non-fiction books by subject, and each subject is given a number. It is important to credit other people's information when sharing research. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is non-fiction? How can we tell the difference between fiction and non-fiction? Where are non-fiction resources located in the Media Center? How does the Dewey Decimal System help us in the Media Center? How do we give credit for using other people's information? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> That non-fiction books are created to educate and inform. The spine label on a book has a call number which indicates the book's location in the library. This is referred to as the book's address. That informational books are located in the non-fiction section in the library. That non-fiction books are organized by subject. That the same system for organizing non-fiction books is used in schools and public libraries. That it is important to acknowledge where we find the information we use. <p>Students will able to:</p> <ul style="list-style-type: none"> Describe the purpose of non-fiction books. Locate the non-fiction section in the library. Describe how they know whether a book is fiction or nonfiction. Use Media Center supports (posters, signs, shelf labels, spine labels) to help them find non-fiction books of interest. Navigate digital tools such as PebbleGo to access information. Identify where they find the information they use in an age appropriate format. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	

Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text:

- [Fiction/ Non-fiction Jeopardy](#)
- PebbleGo
- BrainPop Jr.: [Reading Nonfiction](#)
- National Geographic Kids books
- Do You Really Want to Meet a Polar Bear? By Marcie Aboff
- Pebble Plus books

Unit 4: Poetry	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, Grade 1	
Summary and Rationale	
Unit 4 introduces the concept of poetry. Students will be exposed to various types of poetry and how they can evoke an emotional response. Students will be introduced to writing poetry.	
Recommended Pacing	
4 days	
AASL Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.B.3	Generating products that illustrate learning.
1.D.1	Learners participate in an ongoing inquiry-based process by continually seeking knowledge.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
5.A.1	Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RI.1.2	Identify the main topic and retell key details of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.AP.4	Break down a task into a sequence of steps.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Poetry is a form of writing that creates an image and evokes emotion. ● Poetry is structured differently than other types of fiction/nonfiction. ● There are many different types of poetry. 	

Unit Essential Questions
<ul style="list-style-type: none"> • What is poetry? • How do different poems make you feel? • How is writing a poem different from writing a story?
Objectives
<p>We are learning to/that:</p> <ul style="list-style-type: none"> • Identify differences between poems and stories. • There are many different types of poetry. • That poems are written to evoke mental images and emotions. <p>Students will able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to explain or draw visualizations of poems they read or hear. • Describe how a poem makes them feel. • Participate in poetry writing.
Evidence of Learning
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
<p>Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>
Resources
<p>Core Text:</p> <ul style="list-style-type: none"> • PebbleGo • Funny Kids Poetry iOS app • A Child’s Garden of Poetry (video) • Between the Lions poetry animation clips • Poetry books such as Shel Silverstein, Jack Prelutsky, Silver Seeds, Button Up, All the Small Poems, Hi Koo • Poetry illustration Google slides lesson to go with A Stick is an Excellent Thing • “My Neighbor’s Dog is Purple” by Jack Prelutsky

Unit 5: Celebrating through Reading

Content Area: Media Center / Library

Course & Grade Level: Media Center / Library, Grade 1

Summary and Rationale

This unit encourages students to understand and respect different cultures' holidays, traditions, and celebrations. Media Center driven events, such as Author Day, Read Across New Jersey Week and Book Fairs, encourage a lifelong love of reading. The Media Center is a rich resource for learning about holidays, traditions, and celebrations and participating in special learning events/experiences.

Recommended Pacing

10 days

AASL Standards

CPI #	Cumulative Progress Indicator (CPI)
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.C.1	Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
2.A.1	Learners contribute a balanced perspective when participating in a learning community by articulating an awareness of the contributions of a range of learners.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.C.2	Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
2.D.2	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by demonstrating interest in other perspectives during learning activities.
2.D.3	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by reflecting on their own place within the global learning community.
3.B.2	Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

New Jersey Student Learning Standards for English Language Arts Companion Standards

CPI #	Cumulative Progress Indicator (CPI)
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Reading is a fun, enjoyable, informative lifelong activity. ● Holidays are part of most cultures. ● It is important to understand and respect a wide variety of cultures, traditions, and celebrations. ● Learning about the holidays, celebrations, and experiences of different cultures makes us more globally-aware citizens. ● Authors write the books that we read. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do we celebrate holidays, traditions, and special events? ● How do we celebrate holidays, traditions, and special events? ● Where and how do we find resources about holidays, traditions, and special events? ● What is Author Day? ● What is a book fair? ● What is Read Across New Jersey Week? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> ● That holidays and traditions are important to most cultures. ● That celebrations and special learning events/experiences of different cultures create acceptance and a sense of belonging within the school culture and community. ● That they can find information about holidays, traditions, celebrations, and special learning events/experiences using print and digital media. ● An author is a real person who goes through a process to create books. ● Authors visit us to share their knowledge and experience about the process of creating books and to introduce writing as an accessible profession. ● The book fair is a bookstore that visits the school and students may select and purchase books there. ● Read Across New Jersey Week is a celebration of important diverse contributions to children's literature. <p>Students will able to:</p> <ul style="list-style-type: none"> ● Demonstrate awareness, understanding, and respect for a variety of holidays, traditions, and celebrations. ● Participate in special learning events/experiences. ● Describe how an author uses the writing process to create a book. 	

- Select and purchase books for their personal interests at the Book Fair, applying skills they have learned in the Media Center.
- State an opinion about what they like to read and why.
- Participate in school-wide reading celebrations and initiatives.

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text:

- Various picture books, such as:
 - (Halloween) The Bumpy Little Pumpkin, Chumpkin, Big Pumpkin, Crankenstein, The Little Old Lady Who Wasn't Afraid of Anything
 - (Thanksgiving) One is a Feast for a Mouse, Bear Says Thanks, I Know an Old Lady Who Swallowed a Pie, This is the Turkey, Balloons Over Broadway
 - (December) Dream Snow, How Santa Got His Job, Rabbit's Gift, The Hanukkah Mice
 - (January) Squirrel's New Year's Resolutions, Martin's Big Words, Young Martin Luther King
 - (Winter/Snow) Biggest Best Snowman, Snowmen at Night, All You Need for a Snowman, The Snowy Day, The Hat, The Mitten
 - (February) The Substitute Groundhog, Who Will See Their Shadows This Year?, Lion Dancer: Ernie Wan's Chinese New Year, The Runaway Wok, Young George Washington, Young Abraham Lincoln, Froggy's First Kiss
 - (100th Day) 100 School Days
 - (Spring) Muncha! Muncha! Muncha!
 - (Tooth Fairy) Tooth Fairy Wars, Tooth Fairy's First Night
- Videos such as
 - [They Were the Pilgrims](#) (YouTube)
 - [Squirrel's New Year's Resolution](#) (YouTube)
 - [Oh Happy Kwanzaa](#) (start at .20)
 - [Sesame Street: Kwanzaa](#)
 - [Sesame Street-Telly Plays the Dreidel](#)
- Epic Plus
- Book Fair Day by Lynn Plourde
- Scholastic Book Fair YouTube video, Scholastic Book Fair App.
- NJEA/NEA Read Across New Jersey resources.
- Visiting author websites and books.

Unit 6: Identity and Equity	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, Grade 1	
Summary and Rationale	
Recognizing that children need to balance physical, social, emotional and academic needs, this unit will help to maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child. Unit 6 will introduce students to the concept of identity and encourage an exploration of self to cultivate a diverse and inclusive community where all students are welcomed, valued, respected, and celebrated.	
Recommended Pacing	
4 days	
AASL Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.D.3	Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
2.A.1	Learners contribute a balanced perspective when participating in a learning community by articulating an awareness of the contributions of a range of learners.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.B.2	Learners adjust their awareness of the Global Learning Community by evaluating a variety of perspectives during learning activities.
2.B.3	Learners adjust their awareness of the Global Learning Community by representing diverse perspectives during learning activities.
2.C.1	Learners exhibit empathy with and tolerance for diverse ideas by engaging in informed conversation and active debate.
2.C.2	Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
2.D.1	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by seeking interactions with a range of learners.
2.D.2	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by demonstrating interest in other perspectives during learning activities.
2.D.3	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by reflecting on their own place within the global learning community.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● We all have inner and outer identities. ● Understanding similarities and differences can help us accept others and ourselves. ● Recognizing the needs of others helps us to build empathy. ● We all have the ability to help others, even in small ways. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Do our visible features tell the whole story of a person? ● Why is it important to learn about others? ● How can I be a good friend in different situations? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> ● That we all have similarities and differences. ● That our differences give us unique perspectives that should be respected. ● That learning about others can broaden our own perspective and build empathy. ● To identify ways to help others as part of a caring community. <p>Students will able to:</p> <ul style="list-style-type: none"> ● Describe their inner and outer identities. ● Make connections to characters and situations in stories. ● Acknowledge differences and develop ways to accept them. ● Discuss ways to help others as caring community members. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p>Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>	
Resources	
Core Text:	
<ul style="list-style-type: none"> ● Reading To Make A Difference by Lester L. Laminack & Katie Kelly ● Red, A Crayon Story by Michael Hall ● Three Hens and a Peacock by Lester Laminack ● Skin Again by bell hooks ● Sparkle Boy by Leslea Newman 	

- I See You by Michael Genhart
- Maddi's Fridge by Lois Brandt
- Be Kind by Pat Zietlow Miller

Unit 7: Makerspace	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, Grade 1	
Summary and Rationale	
Unit 7 expands the concept of Makerspaces. Makerspaces provide hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, engineering, and tinkering. Makerspaces provide materials and resources to foster learning through collaboration, iteration, and inquiry.	
Recommended Pacing	
8 days	
<u>AASL Standards</u>	
CPI #	Cumulative Progress Indicator (CPI)
1.C.3	Learners adapt, communicate, and exchange learning products with others in a cycle that includes acting on feedback to improve.
3.A.2	Learners identify collaborative opportunities by developing new understandings through engagement and a learning group.
3.A.3	Learners identify collaborative opportunities by deciding to solve problems informed by group interaction.
3.B.2	Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
5.B.1	Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection.
5.B.2	Learners construct new knowledge by persisting through self-directed pursuits by tinkering and making.
5.C.3	Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem.
5.D.1	Learners develop through experience and reflection by iteratively responding to challenges.
5.D.2	Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.
5.D.3	Learners develop through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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.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
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)

8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
K-2-ETS1-1	Before beginning to design a solution, it is important to clearly understand the problem.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Problem solving requires creativity, determination, and collaboration. ● Many problems can have a variety of solutions. ● Failure is part of the learning process. ● Electronic devices only act as they are programmed: they do not think or act on their own. ● Coding is written in a language that devices can execute. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What skills are needed to solve problems? ● What can I do if my design doesn't work? ● What resources are available to guide my design process? ● Can a device think or act on its own? ● How are programs created? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> ● Solve problems using the Design Thinking Process. ● Work effectively as part of a team ● Accept failure as part of the learning process and persevere. ● Coding is an authentic real life problem solving skill. ● That devices act only upon instructions that may need to be changed as errors are found or programs are improved. ● Vocabulary terms: device, code, program, programmer, algorithm <p>Students will able to:</p> <ul style="list-style-type: none"> ● Identify a problem. ● Problem solve through communication and collaboration. ● Design and execute an algorithm. ● Reflect on the effectiveness and efficiency of their design and revise as needed. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p>Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>	
Resources	
Core Text:	
<ul style="list-style-type: none"> ● Unplugged ● Coding cards 	

- Coding a Human
- iPad - Code Karts, Coding Safari, Box Island, SpriteBox, Lightbot Jr.
- BeeBots/app
- Legos
- Keva planks
- Brain flakes
- Be A Maker; What Do You Do With an Idea?, Rosie Revere, Engineer; Iggy Peck, Architect;
- NC State Engineering Design Process:
<https://www.engr.ncsu.edu/wp-content/uploads/2017/01/design-process-new.pdf>