



# West Windsor-Plainsboro Regional School District Media Center/ Library: Grade 3

<b>Unit 1: Library Skills</b>	
<b>Content Area: Media Center / Library</b>	
<b>Course &amp; Grade Level: Media Center / Library, Grade 3</b>	
<b>Summary and Rationale</b>	
Unit 1 reviews the roles of the Media Center and Media Specialist with students. Students will be exposed to expectations for the media center and how the media center is a resource for their learning. Students will review 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. Unit 1 also builds on the concept of library use and book selection strategies, as introduced in Kindergarten, First and Second Grades. These are all valuable and transferable lifelong skills. Unit 1 reinforces the use of the online library catalog and digital library resources.	
<b>Recommended Pacing</b>	
6 days	
<a href="#"><u>AASL Standards</u></a>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.2	Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
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.
4.A.1	Learners act on an information need by determining the need to gather information.
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.
4.B.1	Learners gather information appropriate to the task by seeking a variety of sources. Collecting information representing diverse perspectives.
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.A.3	Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments .
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Media Center rules are necessary to help it function efficiently and safely.</li> <li>● Media Centers have numerous resources that are used for recreation and education.</li> <li>● The Media Center is an integral part of the school community and we are all responsible for taking care of it and its resources.</li> <li>● Reading developmentally appropriate books allows students to become successful learners.</li> <li>● An online library catalog allows students to search for, locate, and retrieve materials efficiently.</li> <li>● All Media Centers work under the same principles and methods for selection and location of resources.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I use the Media Center and its resources responsibly?</li> <li>● What is the purpose of a catalog and why do Media Centers need them?</li> <li>● How do I use an online catalog?</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● There are rules and procedures specific to the Media Center that help us make safe, effective, and responsible choices.</li> <li>● There are various resources in the Media Center and online that can be used for recreation and learning.</li> <li>● How to care for books</li> <li>● There are proper procedures for selecting, checking out, returning and/or renewing Media Center materials.</li> <li>● That library books are in a specific order on the shelves and location in the library.</li> <li>● A book’s call number designates its location in the Media Center.</li> <li>● The online library catalog is a tool to help us search for print and digital materials in the Media Center.</li> </ul> <p><b>Students will able to:</b></p> <ul style="list-style-type: none"> <li>● Follow Media Center rules and procedures to make appropriate choices.</li> <li>● Develop skills necessary to become effective library users and lifelong learners.</li> <li>● Utilize shelf markers to select a book from the shelf and replace it correctly if necessary.</li> <li>● Select, check out, return and/or renew library materials on a regular basis.</li> <li>● Take care of the library books they check out and take home.</li> <li>● Identify the parts of a call number and what they mean.</li> <li>● Access the online library catalog and ebook resources.</li> <li>● Select and use appropriate search strategies.</li> <li>● Use the self checkout system independently and accurately as appropriate.</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> <b>Formative Assessment</b>	

<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
<b>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. <a href="#">Accommodations</a></b>
<b>Resources</b>
<b>Core Text:</b> <ul style="list-style-type: none"> <li>● Shelf Markers</li> <li>● 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</li> <li>● 5 Finger Rule poster: <a href="http://wwpstaff.sharpschool.com/common/pages/DisplayFile.aspx?itemId=13923057">http://wwpstaff.sharpschool.com/common/pages/DisplayFile.aspx?itemId=13923057</a></li> <li>● I-PICK <a href="https://expectmiraculous.com/2015/08/30/using-the-i-pick-strategy-in-the-library">https://expectmiraculous.com/2015/08/30/using-the-i-pick-strategy-in-the-library</a></li> <li>● Online catalog</li> <li>● Ebook resources</li> <li>● Local collections</li> </ul>

<b>Unit 2: Research Skills</b>	
<b>Content Area: Media Center / Library</b>	
<b>Course &amp; Grade Level: Media Center / Library, Grade 3</b>	
<b>Summary and Rationale</b>	
Unit 2 supports student understanding of the research process through learning specific skills such as locating information, avoiding plagiarism, and age-appropriate citation.	
<b>Recommended Pacing</b>	
2 days	
<b><a href="#">AASL Standards</a></b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
4.A.1	Learners act on an information need by determining the need to gather information.
4.A.2	Learners act on an information need by identifying possible sources of information.
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.A.3	Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently 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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	

CPI #	Cumulative Progress Indicator (CPI)
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
8.1.2.E.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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>The media center offers access to print and digital resources for research.</li> <li>It is important to acknowledge other people’s information when sharing research.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do we locate information for research?</li> <li>How do we conduct research responsibly as digital citizens?</li> <li>How do we acknowledge using other people’s information?</li> <li>What is plagiarism and how do we avoid it?</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b></p> <ul style="list-style-type: none"> <li>That the research process is an important lifelong skill.</li> <li>How to locate and use print and digital non-fiction resources in the media center for research.</li> <li>That it is important to put information in our own words and acknowledge the original source.</li> </ul> <p><b>Students will able to:</b></p> <ul style="list-style-type: none"> <li>Access print and digital library resources appropriately to find information relevant to a chosen subject</li> <li>Identify where they find their information in an age appropriate format.</li> <li>Explain why we cannot copy directly from another author’s work.</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p><b>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. <a href="#">Accommodations</a></b></p>	
<b>Resources</b>	
<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Big 6 and Super 3</a></li> <li>The Super 3: Information Skills for Young Learners by Michael B. Eisenberg and Laura Eisenberg Robinson</li> <li>PebbleGo Next</li> <li>Do You Really Want to Meet a Polar Bear? by Marcie Aboff</li> <li>The Pirates of Plagiarism by Lisa Downey</li> <li><a href="https://www.youtube.com/watch?v=Pyk8881tLE">https://www.youtube.com/watch?v=Pyk8881tLE</a> Don’t Plagiarizzle</li> </ul>	

<b>Unit 3: Reading Celebrations</b>	
<b>Content Area: Media Center / Library</b>	
<b>Course &amp; Grade Level: Media Center / Library, Grade 3</b>	
<b>Summary and Rationale</b>	
Unit 3 addresses media center driven events that encourage a lifelong love of reading, such as Author Day and Book Fairs.	
<b>Recommended Pacing</b>	
3 days	
<b><a href="#">AASL Standards</a></b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.8.IML.3 :	Identify the impact of the creator on the content, production, and delivery of information
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Reading is a fun, enjoyable, informative lifelong activity.</li> <li>● Authors go through the writing process to create the books that we read.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is Author Day?</li> <li>● What is a book fair?</li> </ul>	
<b>Objectives</b>	
<b>We are learning to/that:</b>	
<ul style="list-style-type: none"> <li>● An author is a real person who goes through a process to create books.</li> </ul>	

- 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.

**Students will able to:**

- 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 the skills they have learned in the Media Center.
- 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:**

- Scholastic Book Fair YouTube video
- Visiting author websites and books.



<b>Unit 4: Take Action</b>	
<b>Content Area: Media Center / Library</b>	
<b>Course &amp; Grade Level: Media Center / Library, Grade 3</b>	
<b>Summary and Rationale</b>	
Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges and to contribute proactively toward a more peaceful, just, inclusive, and secure world. Texts in this unit demonstrate the power in taking a stand on important issues. This unit helps students discover the power in their own words and actions as they demonstrate that change can begin with one class or one person.	
<b>Recommended Pacing</b>	
3 days	
<a href="#"><u>AASL Standards</u></a>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 in the text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	

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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● We all have the power to make change.</li> <li>● Recognizing the needs of others helps us to build empathy.</li> <li>● We all have the ability to help others, even in small ways.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why is it important to think about problems in our community?</li> <li>● How can I make a difference in my community or the world?</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● We have power in our own words and actions to make change.</li> <li>● Everyone can make a difference, however small.</li> <li>● To identify ways to help others as part of a caring community.</li> </ul> <p><b>Students will able to:</b></p> <ul style="list-style-type: none"> <li>● Identify a problem or concern in their community.</li> <li>● Identify ways they can take action to address this problem or concern.</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p><b>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. <a href="#">Accommodations</a></b></p>	
<b>Resources</b>	
<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>● Reading To Make A Difference by Lester L. Laminack &amp; Katie Kelly</li> <li>● Say Something by Peter Reynolds</li> <li>● The Water Princess by Susan Verde</li> <li>● The Youngest Marcher by Cynthia Levinson</li> <li>● Sometimes People March by Tessa Allen</li> </ul>	

<b>Unit 5: Makerspace</b>	
<b>Content Area: Media Center / Library</b>	
<b>Course &amp; Grade Level: Media Center / Library, Grade 3</b>	
<b>Summary and Rationale</b>	
Unit 5 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.	
<b>Recommended Pacing</b>	
6 days	
<a href="#"><u>AASL Standards</u></a>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

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.
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Problem solving requires creativity, determination, and collaboration.</li> <li>● Many problems can have a variety of solutions.</li> <li>● Failure is part of the learning process.</li> <li>● Electronic devices only act as they are programmed: they do not think or act on their own.</li> <li>● Coding is written in a language that devices can execute.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What skills are needed to solve problems?</li> <li>● What can I do if my design doesn't work?</li> <li>● What resources are available to guide my design process?</li> <li>● Can a device think or act on its own?</li> <li>● How are programs created?</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● Solve problems using the Design Thinking Process.</li> <li>● Work effectively as part of a team</li> <li>● Accept failure as part of the learning process and persevere.</li> <li>● Coding is an authentic real life problem solving skill.</li> <li>● That devices act only upon instructions that may need to be changed as errors are found or programs are improved.</li> <li>● Vocabulary terms: device, code, program, programmer, algorithm</li> </ul> <p><b>Students will able to:</b></p> <ul style="list-style-type: none"> <li>● Identify a problem.</li> <li>● Problem solve through communication and collaboration.</li> <li>● Design and execute an algorithm.</li> <li>● Reflect on the effectiveness and efficiency of their design and revise as needed.</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p><b>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. <a href="#">Accommodations</a></b></p>	
<b>Resources</b>	
<b>Core Text:</b>	
<ul style="list-style-type: none"> <li>● Unplugged</li> </ul>	

- 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>