Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 1 Media Center Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts Literacy

Curriculum Scope and Sequence			
Content Area	Library Media Center	**Course Title/Grade Level:**	1st Grade

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	**Library Media Center Rules and Procedures**	**Duration of First Trimester**
Topic/Unit #2	**Identifying the Parts of a Book**	**Duration of Second Trimester**
Topic/Unit #3	**Collaborative Book Reviews**	**Duration of Third Trimester**

Topic/Unit 1 Title	Library Media Center Rules and Procedures		Approximate Pacing	Duration of First Trimester

STANDARDS

NJSLS

NJSLS ENGLISH LANGUAGE ARTS
NJSLS.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
AASL:
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 your own inquiry process.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. **Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.** **CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.** **Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.**	**9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.** **9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them** **(During the first visits to the library students will discuss how books are like treasures. Students will play an interactive game to go over book care rules and ways to keep books safe at home or in school).**
Computer Science and Design Thinking NJSLS Standards:	
• 8.2.2.ETW.2: Identify the natural resources needed to create a product.	

(Students will learn how books are made by watching a video from a publishing company narrated by a popular author).	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understanding: Showing respectful behavior and using time wisely helps make the library a good place for learning. Both books and digital devices need to be used appropriately.

Essential Questions:
1. What are the rules and procedures for borrowing books from the library?
2. How can I find connections in the library to what I learn about in my classroom?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *In group settings share connections to materials and among materials, verbally or through writing, drawing or making.* ● *Students take turns showing where borrowed materials/found information were in the library.* ● *Using the alphabet to locate items/information on the shelf, in books and databases.*	*With guidance and support from adults, students will begin to learn:* ● Comprehend and follow guidelines for library/resource use ● Begin to understand that materials in the library are organized by a specific system ● Begin to understand the scope of the library collection

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Student behavior demonstrates understanding.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Partner work Think, Pair, Share Kahoot! Quiz

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Modeling steps to use a shelf marker** **Modeling steps to check out a book** **Modeling steps to return a book**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Verbal quiz and demonstration of:** **shelf marker skills** **book check out** **book return**

RESOURCES

Core instructional materials:
"ABC Searching" lesson from Common sense education (K2)
Author and/or illustrator websites, e.g. Donald Crews, Kevin Henkes, Mo Willems, Jan Brett
World Almanac for Kids, Encyclopedia Britannica, PebbleGo.

Supplemental materials:
Shelf marker video.
Classroom news.
Suggested books: Bigmama's and other books by Donald Crews as well as other related nonfiction, e.g. family, farms, trains
Book characters.
Author and/or illustrator websites.
Online searches, i.e. fingerplays.
Bookmarks.
Imagination and creative thinking.
Trimester Holiday/Special Events

Modifications for Learners

See appendix

Topic/Unit 2 Title	Identifying the Parts of a Book	Approximate Pacing	Duration of Second Trimester

STANDARDS
NJSLS

NJSLS ENGLISH LANGUAGE ARTS

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to late key facts or information in a text.

AASL:
1.1.2. Use prior and background knowledge and context for new learning.
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.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. **Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.** **CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.** **Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.**	**9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).** **(Students will work in pairs or groups to create a 'parts of a book' poster. They will decide on what materials they need and how to go about making the poster).**
Computer Science and Design Thinking NJSLS Standards:	
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.	

(Students will use a database to find award winning authors, such as Mo Willems, Jacqueline Woodson, and Dav Pilkey).	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings
Some parts of the book tell who made the book, when it was made, how to use the book and what it is about.
Personal narratives tell something that happened in someone's life.
How information gives directions for doing an action or making a product.
To be considered for the Theodor Seuss Geisel Award a book must be an American easy reader
EssentialQuestions
1. What are parts of a book?
2. How do I find and identify personal narratives and howto books? (* subj. To change based on
rev. 1st grade curriculum)
3. What is the Theodor Seuss Geisel award?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *Find contents, copyright and author's note if included in the book.* ● *Given a personal narrative or a how to book summary, identify the book as a personal narrative or a howto.* ● *Recognize the symbol which identifies a book as a Theodor Seuss Geisel award winning book.*	*With guidance and support from adults, students will begin to learn:* ● *To locate the table of contents, copyright, author's note, etc.* ● *Elements of personal narratives and how to books* ● *How a book is chosen for the Geisel award, including past and current winners*

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Parts of a book labeling worksheet**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Partner work Think, Pair, Share Kahoot! Quiz**

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Verbal answers and point to parts of a book on a giant poster** **Point to award on book cover and identify it** **Identify type of book after being read aloud**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Verbal quiz and demonstration of:** **Identifying personal narratives and how-to books** **Scavenger hunt to find books with awards on them** **Identifying the parts of a book**

RESOURCES

Core instructional materials:
Storytime, fiction and nonfiction, identification of parts, genres, award symbols.
Student identification of book parts/genres using their borrowed items.
Library resource connections for topics of personal narratives and how-to books being written in classrooms.
Resources then may become part of a book talk, story time or displayed for borrowing.

Supplemental materials:
Any book of student interest for parts identification.
Personal narrative and howto books at grade level/student interest.
Geisel award and honor winners http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward
Trimester Holiday/Special Events

Modifications for Learners

See appendix

Topic/Unit 3 Title	Collaborative Book Reviews	Approximate Pacing	Duration of Third Trimester

STANDARDS
NJSLS

NSLS ENGLISH LANGUAGE ARTS

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.

AASL

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.)

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.

1.3.4 Contribute to the exchange of ideas within the learning community.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. **Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.** **CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.** **Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.**	**9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).** **(Students will create a visual image to show what types of books they have read this year).**

Computer Science and Design Thinking NJSLS Standards:	
8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. **(Students will use various programs to create their visual display of the books they have read).**	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
Enduring Understandings: By browsing different areas of the library and using books and digital devices, some things I can find are stories, facts, songs, things to make and do, poetry and riddles. There are rules for using books carefully; there are rules for staying safe when using a digital device. When others are sharing information about their learning I need to be a respectful and thoughtful listener. **Essential Questions** 1. What are different genres of books? 2. What do I think/how do I feel about the book/digital information I'm using and why?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● *Book genres* ● *How to speak about a book* ● *How to listen to others* ● *How to understand feedback* ● *How to elaborate on a point of view*	*With guidance and support from adults, students will begin to learn:* ● *Identify basic elements of different kinds of stories* ● *Use reason to support thoughts and opinions* ● *Stay safe online.*

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	**Students present or write a book review on their favorite book**

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Students use varied materials in house and/or for borrowing.** **Students present/listen respectfully.** **Journal, written and/or drawn, of library collection items used.**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Scavenger hunt for books of a certain genre** **Think, Pair, Share** **Kahoot! Quiz**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Guess the genre** **3 point book review**

RESOURCES
Core instructional materials: **The collection, print and digital.** **Book review templates** **Library catalog review system**
Supplemental materials: **"Going Places Safely" lesson from Common Sense education (K2)** **Bookopolis** **Trimester Holiday/Special Events**
Modifications for Learners
See appendix