

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 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:	2nd Grade
---------------------	----------------------	----------------------------------	-----------

	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Folklore, Fables, and Meaning	Duration of first trimester
<u>Topic/Unit #2</u>	Award Winning Books	Duration of second trimester
<u>Topic/Unit #3</u>	Databases and Research	Duration of third trimester

Topic/Unit 1 Title	Folklore, Fables, and Meanings	Approximate Pacing	Duration of first trimester
STANDARDS			
NJSLS			
<p>NJSLS ENGLISH LANGUAGE ARTS</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>AASL</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
<p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). <p>(Students will learn about folktales from around the world and compare and contrast similar stories).</p>	
Computer Science and Design Thinking NJSLS Standards:			

<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p> <p>(While comparing fables/folklore from around the world, students will notice and discuss the technology used in different cultures).</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings The elements of fables and folktales. Glossaries, dictionaries and thesaurus explain word meaning and use.</p> <p>Essential Questions 1. What are fables/folklore and where do I find them? 2. Where are sources that explain the meanings of words?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● <i>The difference between fables and folklore</i> ● <i>The reason we look up words</i> ● <i>The different books available to look up words</i> 	<p>With guidance and support from adults, students will begin to learn:</p> <ul style="list-style-type: none"> ● <i>What fables and folktales are</i> ● <i>Location and use of fables and folklore</i> ● <i>Location and use of glossaries, dictionaries and thesaurus (print and online)</i>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Identifying fables and folklore interactive quiz Identifying glossaries in books Using a dictionary and thesaurus to find the meaning of a given word</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Word of the week dictionary and thesaurus activity Compare and contrast fables on Venn Diagram</p>

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Using pictures in a Venn Diagram to compare and contrast fables and folklore Using a visual dictionary to find words</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Label the anchor chart for folklore and fable elements ABC order word find game</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Books to be placed in categories: fables, folklore, others. Categorizing glossaries, dictionaries and thesaurus. Venn Diagrams Dictionary Word</p>	
<p>Supplemental materials: Suggested titles: The Lion and the Mouse by Jerry Pinkney, The Crane Maiden by Miyoko Matsutani, Alexandra RockEater by Dorothy Van Woerkom, Once in a Wood: Ten Tales from Aesop by Eve Rice Book and digital resources http://aesopfables.com/ Trimester Holiday/Special Events</p>	
<p>Modifications for Learners</p>	
<p>See appendix</p>	

Topic/Unit 2 Title	Award Winning Books	Approximate Pacing	Duration of second trimester
STANDARDS			
NJSLS			
<p>NJSLS ENGLISH LANGUAGE ARTS</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>AASL</p> <p>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.)</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills NJSLS:	
<p>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.</p> <p>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</p>		<p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>(Students will use Google Classroom to discuss the books chosen in our mock Caldecott).</p>	

<p>that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p>		
<p>Computer Science and Design Thinking NJSL Standards:</p>		
<p>• 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>(Students will use the website Bookopolis to see how others have discussed books).</p>		
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>		
<p>Enduring Understandings The Caldecott Award is an award given each year to the artist of an American picture book for children. It is acceptable to disagree with the award decisions.</p> <p>Essential Questions 1. What is the Caldecott Award and what are titles that have won it? 2. How did the award get its name?</p>		
<p>STUDENT LEARNING OBJECTIVES</p>		
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>	
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • <i>Who gets to vote on the award</i> • <i>The voting process</i> • <i>Why there are book awards</i> • <i>Who are book awards named after and why</i> 	<p><i>With guidance and support from adults, students will begin to learn:</i></p> <ul style="list-style-type: none"> • <i>How a book is chosen for the Caldecott award, including past and current winners</i> • <i>How the award began and was named</i> 	

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Mock Caldecott award nomination form
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Think, Pair, Share Write simple reviews Categorize books on student made rating system
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Verbally give review Work in teams to review books
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Identification and use of Caldecott winners Reactions to Caldecott winners and other Whiton library owned favorites.
RESOURCES	
<p>Core instructional materials: Treasure hunts to locate Caldecott award and honor winners on the shelf. Checking covers of borrowed materials to identify Caldecott and honor winners; share titles/favorite illustration with class Produce a diorama, advertisement or skit related to a Caldecott book or a favorite book other than a Caldecott. Whiton online catalog searches for Caldecott related books Storytimes with Caldecott, e.g. My Friend Rabbit and Yo! Yes? and favorite non award winning books, e.g. The Pumpkin Runner, A Toad for Tuesday and Snowshoe Thompson.</p>	
<p>Supplemental materials: Caldecott award winning books and other favorites. Randolph Caldecott's Picture Books</p>	

Whiton online catalog http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal Trimester Holiday/Special Events
Modifications for Learners
See appendix

Topic/Unit 3 Title	Databases and Research	Approximate Pacing	Duration of third trimester
STANDARDS			
NJSLS			
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question</p> <p>AASL</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>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.)</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills NJSLS:	
<p>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.</p> <p>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.</p>		<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>(During one of our research topics, students will identify a job they would like to do as an adult and present the information they found about the job).</p>	
Computer Science and Design Thinking NJSLS Standards:			

<p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>(Students will use their choice of program to create visual information for their research).</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings Students will understand that the library has online resources that are interactive and informative. They will successfully find information in a digital format to expand their studies or pursue a personal interest.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What online resources does the library have, and how do I use them 2. What websites can I visit to learn more about my interests or classroom studies? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • How to navigate a database • How to use keywords to search • Answer basic questions on their topic 	<p><i>With guidance and support from adults, students will begin to learn:</i></p> <ul style="list-style-type: none"> • Access and use an online encyclopedia • Select and use applications effectively and productively
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Create a book, illustrated fan, or google slide of your findings</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Use of Encyclopedia Britannica and/or other district provided database, related to classroom studies Use graphic organizers to collect facts</p>
<p>Alternative Assessments (Any learning activity or assessment)</p>	<p>Work in groups or pairs Use text to speech functions in all applications to create presentation of facts</p>

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Record facts from database on graphic organizer
RESOURCES	
<p>Core instructional materials:</p> <p>Navigate an online encyclopedia to find subject related information. Produce an illustrated fan, google slide, or book with at least 2 important facts on the subject.</p>	
<p>Supplemental materials: Pebble Go or other district database Google Slides Paper, pencils, crayons Trimester Holiday/Special Events</p>	
Modifications for Learners	
See appendix	