

Frelinghuysen Township School District



Media Curriculum

Frelinghuysen Township School District Media Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Media Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written by: Lisa Naomi

Board of Education adoption: August, 2019

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Grade K-6

Unit 1: STEAM Activity & Fairy Tale / Fiction Study

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

English Language Arts

Language Arts

(K)

English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.

English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text.

English Language Arts (2016) RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).

English Language Arts (2016) 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.

English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

English Language Arts (2016) RL.K.9.: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding.

English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print.

English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards (K-6)

21st Century Life and Careers (2014) CRP2: Apply appropriate academic and technical skills.

21st Century Life and Careers (2014) CRP4: Communicate clearly and effectively and with reason.

21st Century Life and Careers (2014) CRP6:

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English Language Arts (2016) RF.K.4.: Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

English Language Arts (2016) W.K.1.: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (1)

English Language Arts (2016) W.K.7.: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

1st

English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.

English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

English Language Arts (2016) RL.1.4.: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

English Language Arts (2016) 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.

English Language Arts (2016) RL.1.6.: Identify who is telling the story at various points in a text.

English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.

English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print

Demonstrate creativity and innovation.

21st Century Life and Careers (2014) CRP7: Employ valid and reliable research strategies.

21st Century Life and Careers (2014) CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Careers (2014) CRP9: Model integrity, ethical leadership and effective management.

21st Century Life and Careers (2014) CRP11: Use technology to enhance productivity.

AASL Standards

(K-6)

AASL - Standards for the 21st-Century Learner AASL - 1.1.2: Use prior and background knowledge as context for new learning.

AASL - Standards for the 21st-Century Learner AASL - 1.1.4: Find, evaluate, and select appropriate sources to answer questions.

AASL - Standards for the 21st-Century Learner 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.

AASL - Standards for the 21st-Century Learner AASL - 1.1.9: Collaborate with others to broaden and deepen understanding.

AASL - Standards for the 21st-Century Learner AASL - 1.2.7: Display persistence by continuing to pursue information to gain a broad perspective.

AASL - Standards for the 21st-Century Learner AASL - 1.3.5: Use information technology responsibly.

AASL - Standards for the 21st-Century Learner AASL - 1.3.4: Contribute to the exchange of ideas within the learning community.

AASL - Standards for the 21st-Century Learner AASL - 1.4.1: Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

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including those listed under Kindergarten foundation skills.

English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.1.1.: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

English Language Arts (2016) W.1.5.: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

English Language Arts (2016) W.1.7.: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

English Language Arts (2016) W.1.8.: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

AASL - Standards for the 21st-Century Learner AASL - 1.4.4: Seek appropriate help when it is needed.

AASL - Standards for the 21st-Century Learner AASL - 2.1.1: Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

AASL - Standards for the 21st-Century Learner AASL - 2.1.4: Use technology and other information tools to analyze and organize information.

AASL - Standards for the 21st-Century Learner AASL - 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

AASL - Standards for the 21st-Century Learner AASL - 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

AASL - Standards for the 21st-Century Learner AASL - 2.2.4: Demonstrate personal productivity by completing products to express learning.

AASL - Standards for the 21st-Century Learner AASL - 3.2.1: Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

AASL - Standards for the 21st-Century Learner AASL - 3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

AASL - Standards for the 21st-Century Learner AASL - 4.1.4: Seek information for personal learning in a variety of formats and genres.

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English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.6.: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) 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.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.2.1.: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

English Language Arts (2016) W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

English Language Arts (2016) 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).

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

3rd-

English Language Arts (2016) RL.3.1.: Ask and answer

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questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (1)

English Language Arts (2016) 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.

English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)

English Language Arts (2016) RL.3.4.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts (2016) RL.3.5.: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

English Language Arts (2016) RL.3.6.: Distinguish their own point of view from that of the narrator or those of the characters.

English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts (2016) RL.3.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

English Language Arts (2016) 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.

English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.3.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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English Language Arts (2016) W.3.4.: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English Language Arts (2016) W.3.6.: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

4th-

English Language Arts (2016) RL.4.1.: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.4.2.: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

English Language Arts (2016) RL.4.3.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

English Language Arts (2016) RL.4.4.: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

English Language Arts (2016) RL.4.5.: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

English Language Arts (2016) RL.4.7.: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

English Language Arts (2016) RL.4.10.: 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.

English Language Arts (2016) RF.4.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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English Language Arts (2016) RF.4.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.4.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

English Language Arts (2016) W.4.4.: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English Language Arts (2016) W.4.7.: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

English Language Arts (2016) SL.4.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5th-

English Language Arts (2016) RL.5.1.: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.5.2.: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

English Language Arts (2016) RL.5.3.: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

English Language Arts (2016) RL.5.6.: Describe how a narrator's or speaker's point of view influences how events are described.

English Language Arts (2016) RL.5.7.: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

English Language Arts (2016) RL.5.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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English Language Arts (2016) RL.5.10.: 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.

English Language Arts (2016) RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.5.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.5.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

English Language Arts (2016) W.5.4.: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Arts (2016) SL.5.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

6th-

English Language Arts (2016) RL.6.1.: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (2016) RL.6.2.: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts (2016) RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

English Language Arts (2016) RL.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts (2016) RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

English Language Arts (2016) RL.6.7.: Compare and contrast the experience of reading a story, drama, or

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poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

English Language Arts (2016) RL.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

English Language Arts (2016) RL.6.10.: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

English Language Arts (2016) W.6.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

English Language Arts (2016) W.6.6.: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

English Language Arts (2016) SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly

Learning Outcomes

Students will understand...

- How to identify and solve a problem from a story (K-6)
- The moral of the fable read aloud. (k-6)
- How to choose appropriate books within the library (K-6)
- How to practice reading with fluency (K-6)
- How to use technology skills appropriately (K-6)
- How to create a structure to keep an item safe

Students will be able to answer....

- How do I build a strong shelter or den for animals? (k-6)
- What materials should I use to keep an item safe from impact? (K-6)
- How many tangram designs can be created in one space. (K-2)
- How many new designs can be created out of one piece of paper with various shapes. (3-6)

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<p>from a fall (K-6)</p> <ul style="list-style-type: none"> • That multiple shapes can be created from another shape. (k-6) • Various holiday traditions from around the world. (3-6) • What holiday tradition is special to their family. (K-2) • The importance of a strong shelter for animals after reading the Three Little Pigs, An Architectural Tale & “The Three Little Pigs: The True Story”. (K-6) • Various works and writing styles used by the same author. (K-6) • What process is needed to complete the scientific process. (observe, question, hypothesis, predict, test, report results) • The magnitude of what goes into planning a city or town. (3-6) • What important features they would want in their future home. (K-2) • Follow online videos to fold paper airplanes. (3-6) • Create a marble maze for Country Mouse & City Mouse (k-6) • The difference between living in the city compared to living in the country by reading Country Kid, City Kid. (3-6) • The difference between living in the city compared to living in the county by reading City Mouse, Country Mouse (k-2) • How to build a bed for Goldilocks out of given materials. (K-6) • How electricity plays an important part in their daily lives by reading “When Charlie McButton Lost Power.” (K-6) • The process of brainstorming, improving, and 	<ul style="list-style-type: none"> • What materials can I use to build the tallest freestanding tree? (K-6) • What other holiday traditions take place around the world? (3-6) • An opinion piece/drawing on personal favorite holiday tradition. (k-2) • With the use of popsicle sticks, pipe cleaners, tape, and paper how would you make a safe home for the three little pigs? (K-6) • What is my favorite book by a certain author after immersing themselves in series found in the library? (3-6) • Research the life of their chosen author in an author study. Include facts about their life, books written, age appropriateness... Use Google Slides to create an Author Study (3-6) • After reading the final book by Patricia Polacco, “Thank you, Mr. Falker” students will write/illustrate a thank you note to someone in their lives. (k-2) • How close was prediction after completing the scientific process? (3-6) • How many drops of water can a penny hold? (k-6) • What causes paper airplanes to fly further than others? (3-6) • How can you create a strong foundation the keep a structure from falling over. (K-6) • What buildings, transportation, sporting arenas, stores, restaurants, schools and so on are found in a town. What goes into planning a
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<p>reflecting on the engineering process.(k-6)</p> <ul style="list-style-type: none"> • How to brainstorm ideas to create a single piece of paper into the longest possible paper chain. (K-6) • How to complete coding tasks online. (K-6) 	<p>city? Discuss after reading, “If I Built A House.” (k-6)</p> <ul style="list-style-type: none"> • Why certain features in a home would be important in the future. (3-6) • Design the look of a home on abcya.com/makeahouse (K-2) • Use given materials to create a Box City. Include things that you would see in your own town or a town of the future. (3-6) • Research to compare and contrast the similarities and differences between country living and city living (3-6) • Type an opinion piece on which lifestyle is preferred. (3-6) • How to make a supporting structure to act as a bed for Goldilocks. (K-6) • What are the advantages of working in a group? (K-6) • What characteristics make for a good group member? (k-6) • What characteristics do not contribute to group work? (k-6) • What directions do I need to follow to code correctly to play a game. (K-6) • Why electricity needs a complete circuit to flow completely (K-6).
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Drop an egg in a box they created to keep the egg safe. Students will see if their structure kept the egg from cracking. • Create a new design out of an existing design after reading “Perfect Square”. • Use sticks of spaghetti, tape, string, one large marshmallow, and scissors to create the largest possible freestanding tree after reading “A

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	<p>Wish to Be a Christmas Tree”.</p> <ul style="list-style-type: none">• Complete an experiment to test out predictions after reading “Ada Twist, Scientist.”• Build a structure with a strong foundation to keep it safe from outside elements, such as wind.• Describe the differences and similarities between city living and country living. Write an opinion piece on which they prefer.• Test out the sturdiness of their structures using an air-zooka. Students will discuss what made houses stay safe from the wind vs. homes that did not stay standing. They will connect this to the story, “The Three Little Pigs, An Architectural Tale”.• Create their own city utilizing boxes and various materials.• Use an online tool to create their dream home design.• Design a strong bed out of various materials to hold Goldilocks.• Using cardboard, design a shoe that the Elves from “The Elves & The Shoemaker” would have created.• Using cardboard shoe boxes, tape, paint chips, cardboard scraps, and markers students will brainstorm and create their own shoe box city.• Work with a partner to create a home for the Three Little Pigs that will not get knocked over by any outside force.• Create a marble maze by using paper plates, tubes, & construction paper
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	<ul style="list-style-type: none"> • Describe their personal opinion as to their preference between city life vs. country life. • Work cooperatively in a group to create the longest paper chain out of one piece of paper. • Complete given coding tasks online. • Complete a closed circuit.
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks / 1 lesson per week/ 2 classes per week

Recommended Learning Activities

- Share the book, "Egg Drop" (K-2) & "Rachenka's Egg" by Patricia Polacco (3-6). Discuss how you can build a structure to keep an egg safe from the impact of a drop. Groups of students will receive paper towel rolls, straws, tubes, construction paper, popsicle sticks, baggies...brainstorm how to use those items to keep the egg safe. Fill in record sheet to predict which contraption

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will work or not work. After drop, update if prediction was accurate.

- Read “The Perfect Square”. Show students the illustrations. Pass out sets on tangrams to student groups. Have them use manipulatives to determine how many tangram designs can be created in the one box space. (K-2) Have students use samples from the story to create designs- for instance, what can you make with rows of snipped ribbon, shattered pieces, and torn scraps? (3-6)
- Read “The Three Little Pigs: The True Story” narrated by the Big Bad Wolf. Brainstorm how to use popsicle sticks, pipe cleaners, knex, tape, and paper to make a safe home for the three little pigs? Create the home and test out sturdiness of home by using AirZooka. (K-6) *optional book- “The Three Little Wolves and the Big Bad Pig”
- After reading various books by Patricia Polacco, students will complete an author study. They may do so using Patricia Polacco or an author of their choosing. Various series books will be provided in the library. Students will research the author online. They will use google slides to complete a report on the author. (Grades 3-6) Younger students will complete the author study by hearing books by Patricia Polacco read aloud. They will listen to , “Thank you, Mr. Falker” and then write or draw their own thank you letter to someone of their choosing. (k-2)
- Read “Ada Twist, Scientist” by Andrea Beaty. Share the steps of completing the scientific process with students. Have students begin that process by predicting how many drops of water can a penny hold. After completing the experiment check predictions. Share results. (k-6)
- Begin by reading “Country Kid, City Kid” to grades 3-6 and “City Mouse, Country Mouse” to grades k-2. Create a venn diagram to chart the differences and similarities between living in the city compared to living in the country. For students in grades K-2, Design the look of a home on abcya.com/makeahouse. For students in grades 3-6, research what area of the USA they would like to live in most. Use Google slides to report on what area they would prefer to live in and why.
- Read aloud “A Wish To Be A Christmas Tree”. Use sticks of spaghetti, tape, string, one large marshmallow, and scissors to brainstorm & create the largest possible freestanding tree after reading “A Wish to Be a Christmas Tree”. (Grades 3-6). For grades K-3, have students stack as many plastic cups possible before tipping. Compare results.
- Read aloud “Goldilocks and Just one Bear.” Compare it to the original Goldilocks story. Brainstorm how to build Goldilocks a new bed out of cupcake liners, paper, foil, tape, and scissors. Test the strength of the beds by stacking pennies on them. Compare which style bed was able to hold the most weight. (K-6)
- Read aloud “Iggy Peck, Architect”. Go over two dimensional shapes (K-2) and 3 dimensional shapes. Fill out the form “Shapes and Solids found within the library.” (3-6) Have all students use toothpicks, fruit snacks or marshmallows to create 2-D and 3-D structures. Draw and label shapes made.
- Read aloud, “If I built A House.” Discuss what buildings, transportation, sporting arenas, stores, restaurants, schools and so on are found in a town. What goes into planning a city? (K-6) Students in each grade will receive an area of a town to create for a Box City. They will design what the buildings will look like, ways of transportation, entertainment, schools...all materials

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will come together to create a whole city.

- Talk about the importance of group work, especially while completing STEM challenges. Have students watch “Shhh, we are making a plan...” on YouTube. (Grades K-2) Read aloud” 3 Hens and A Peacock” (3-6) Discuss how to be a good team member and list things that do not benefit a team. Put students in groups and challenge them to create the longest chain of paper while using only one piece of paper. Have the students in grades 3-6 complete the brainstorm page prior to beginning. Have students in grades K-2 draw out their plan prior to beginning. Measure paper chains to find out longest, shortest, and average sizes.
- Listen to the audio aloud, “When Charlie McButton Lost Power” by Suzanne Collins. Talk to the students about what activities they turn to if and when they lose energy. Explain how power runs through circuits. Have tables set up with various circuit sets. For students in grades K-2, have them work together to complete the circuit. For students in grades 3-6, have them create their own complete circuit by following the circuit direction cards.
- Complete activities on code.org. There students will follow coding directions to play games on their level once logging in.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

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- “Egg Drop” by Mini Grey
- “Rachenka’s Egg” by Patricia Polacco
- Eggs
- Paper towel rolls
- Straws
- Tubes
- Construction paper
- Popsicle sticks
- Baggies
- “The Perfect Square” by Michael Hall
- Tangrams
- “The Three Little Pigs:The True Story” by Jon Scizka
- Pipe cleaners
- Tape
- AirZooka
- “Thank You, Mr. Falker” by Patricia Polacco
- “Ada Twist, Scientist” by Andrea Beaty
- Pennies
- Eye dropper
- “Country kid, City Kid” by Julie Cummins
- “City Mouse, Country Mouse” by Maggie Rudy
- Abcya.com
- Google Slides
- “A Wish To Be A Christmas Tree” by Colleen Monroe
- Spaghetti
- String
- Marshmallows
- Plastic cups
- “Goldilocks and Just One Bear” by Leigh Hodgkinson
- Cupcake liners
- Fil
- “Iggy Peck, Architect” by Andrea Beaty
- Toothpicks
- “If I Built A House” by Chris Van Dusen
- Boxes
- “Shhh...We Are Making A Plan” audio
- “3 Hens and A Peacock” by Lester Laminack
- Rulers
- “When Charlie McButton Lost Power” read aloud
- Circuit sets
- Code.org
- knex

Leveled Texts

- Advanced: “DK Find Out! Energy”

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- Intermediate: “The Three Little Wolves and The Big Bad Pig” ; “Oscar and the Bird: A Book About Electricity” by Geoff Waring
- Beginner: “Cinderella; “Goldilocks and The Three Bears”

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Grade K-6

Unit 2: Density & Buoyancy Non-fiction Study

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

English Language Arts

(K)

English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.

English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text.

English Language Arts (2016) RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).

English Language Arts (2016) 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.

English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

English Language Arts (2016) RL.K.9.: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding.

English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print.

English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards (K-6)

21st Century Life and Careers (2014) CRP2: Apply appropriate academic and technical skills.

21st Century Life and Careers (2014) CRP4: Communicate clearly and effectively and with reason.

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English Language Arts (2016) RF.K.4.: Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

English Language Arts (2016) W.K.1.: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (1)

English Language Arts (2016) W.K.7.: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

1st

English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.

English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

English Language Arts (2016) RL.1.4.: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

English Language Arts (2016) 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.

English Language Arts (2016) RL.1.6.: Identify who is telling the story at various points in a text.

English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.

English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print

21st Century Life and Careers (2014) CRP6: Demonstrate creativity and innovation.

21st Century Life and Careers (2014) CRP7: Employ valid and reliable research strategies.

21st Century Life and Careers (2014) CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Careers (2014) CRP9: Model integrity, ethical leadership and effective management.

21st Century Life and Careers (2014) CRP11: Use technology to enhance productivity.

AASL Standards

(K-6)

AASL - Standards for the 21st-Century Learner AASL - 1.1.2: Use prior and background knowledge as context for new learning.

AASL - Standards for the 21st-Century Learner AASL - 1.1.4: Find, evaluate, and select appropriate sources to answer questions.

AASL - Standards for the 21st-Century Learner 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.

AASL - Standards for the 21st-Century Learner AASL - 1.1.9: Collaborate with others to broaden and deepen understanding.

AASL - Standards for the 21st-Century Learner AASL - 1.2.7: Display persistence by continuing to pursue information to gain a broad perspective.

AASL - Standards for the 21st-Century Learner AASL - 1.3.5: Use information technology responsibly.

AASL - Standards for the 21st-Century Learner AASL - 1.3.4: Contribute to the exchange of ideas within the learning community.

AASL - Standards for the 21st-Century Learner AASL - 1.4.1: Monitor own information-seeking processes for effectiveness and progress, and adapt as

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including those listed under Kindergarten foundation skills.

English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.1.1.: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

English Language Arts (2016) W.1.5.: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

English Language Arts (2016) W.1.7.: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

English Language Arts (2016) W.1.8.: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

necessary.

AASL - Standards for the 21st-Century Learner AASL - 1.4.4: Seek appropriate help when it is needed.

AASL - Standards for the 21st-Century Learner AASL - 2.1.1: Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

AASL - Standards for the 21st-Century Learner AASL - 2.1.4: Use technology and other information tools to analyze and organize information.

AASL - Standards for the 21st-Century Learner AASL - 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

AASL - Standards for the 21st-Century Learner AASL - 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

AASL - Standards for the 21st-Century Learner AASL - 2.2.4: Demonstrate personal productivity by completing products to express learning.

AASL - Standards for the 21st-Century Learner AASL - 3.2.1: Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

AASL - Standards for the 21st-Century Learner AASL - 3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

AASL - Standards for the 21st-Century Learner AASL - 4.1.4: Seek information for personal learning in a variety of formats and genres.

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English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.6.: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) 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.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.2.1.: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

English Language Arts (2016) W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

English Language Arts (2016) 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).

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

3rd-

English Language Arts (2016) RL.3.1.: Ask and answer

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questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (1)

English Language Arts (2016) 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.

English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)

English Language Arts (2016) RL.3.4.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts (2016) RL.3.5.: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

English Language Arts (2016) RL.3.6.: Distinguish their own point of view from that of the narrator or those of the characters.

English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts (2016) RL.3.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

English Language Arts (2016) 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.

English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.3.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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English Language Arts (2016) W.3.4.: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English Language Arts (2016) W.3.6.: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

4th-

English Language Arts (2016) RL.4.1.: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.4.2.: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

English Language Arts (2016) RL.4.3.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

English Language Arts (2016) RL.4.4.: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

English Language Arts (2016) RL.4.5.: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

English Language Arts (2016) RL.4.7.: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

English Language Arts (2016) RL.4.10.: 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.

English Language Arts (2016) RF.4.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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English Language Arts (2016) RF.4.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.4.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

English Language Arts (2016) W.4.4.: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English Language Arts (2016) W.4.7.: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

English Language Arts (2016) SL.4.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5th-

English Language Arts (2016) RL.5.1.: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.5.2.: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

English Language Arts (2016) RL.5.3.: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

English Language Arts (2016) RL.5.6.: Describe how a narrator's or speaker's point of view influences how events are described.

English Language Arts (2016) RL.5.7.: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

English Language Arts (2016) RL.5.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

English Language Arts (2016) RL.5.10.: By the end of the

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year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.5.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.5.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

English Language Arts (2016) W.5.4.: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Arts (2016) SL.5.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

6th-

English Language Arts (2016) RL.6.1.: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (2016) RL.6.2.: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts (2016) RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

English Language Arts (2016) RL.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts (2016) RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

English Language Arts (2016) RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live

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version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

English Language Arts (2016) RL.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

English Language Arts (2016) RL.6.10.: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

English Language Arts (2016) W.6.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

English Language Arts (2016) W.6.6.: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

English Language Arts (2016) SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly

Learning Outcomes

Students will understand...

- How to utilize the research section of the library (3-6)
- How to practice reading with fluency (K-6)
- How to use technology skills appropriately (K-6)
- What they would pack if they were a passenger on the Titanic. (K-2)
- How to choose appropriate books within the library (K-6)

Students will be able to answer....

- How do I create a nautical vessel and keep it afloat?
- What happened to the Titanic?
- What events could have saved the Titanic from sinking?
- What causes items to sink or float? Can they be reversed?
- Imagine they were a passenger on the Titanic. Draw and describe what

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<ul style="list-style-type: none"> • What is needed to brainstorm and create a nautical vessel to float & not sink (K-6) • What causes other items to sink or float (K-6) • The history behind the story of the Titanic by watching videos, researching online, and reading various books on the topic. (3-6) • How to complete a mock interview as a reporter or passenger (3-6) 	<p>they would pack.</p> <ul style="list-style-type: none"> • What it was like to be a passenger on the Titanic after researching the historic event.
	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Predict if items will sink or float. • Visualize the cause of the sinking of the Titanic by using ice cube trays. • Research what allows nautical vessels to be buoyant. • Create a “River Flow Chart” to explain the steps that led to the sinking of the Titanic. • Experiment to see what common items will float or sink. • Change the makeup of a sinking item to float and a floating item to sink • Work with a partner to complete a mock interview as a Titanic passenger or reporter.

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

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<ul style="list-style-type: none"> • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks

Recommended Learning Activities

- Create a KWL chart with students to keep track of previous knowledge students have of the subject, what they would like to know, and what they have learned. Add at the end of each class during closure/reflection.
- Share the book, *The Story of the Titanic for Children*". Look at illustrations throughout the book.
- Share the book, *"Titanic: The Disaster That Shocked the World"*
- Show the "New CGI of How the Titanic Sank" on youtube.
- Point out section in the library to find books on boats, the Titanic, and buoyancy.
- Share video on the Titanic using website watchknowlearn.org/thesinkingofthetitanic.
- Brainstorm and research online what enables a nautical vessel to float.
- Research online and answer questions on a flow chart showing what lead to the sinking of the Titanic.
- In groups, brainstorm and create a vessel that will float when put in a tub of water out of various materials given. (popsicle sticks, pipe cleaners, glue, tape...) Complete STEM activity to test out inventions.
- By using an ice cube tray, show students what will happen to compartments on a ship when they fill with water. Brainstorm and experiment to see how to keep water out of each compartment. Prior to the experiment have them predict how many cubes will need to be filled for it to sink.
- Have students act as a newspaper reporter to interview a surviving Titanic passenger. Then switch roles. Have each student create a word processed newspaper article with their interview.
- Give groups of students items to predict if they will sink or float. Once predictions have been made, test each item out. Check predictions. Allow students in grades 3-6 to research what ingredients contribute to density and buoyancy.
- Have students manipulate the objects to see if they can get a sinking item to float or a floating item to sink. Write down prediction and actual observation.

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- Imagine you are a passenger on the Titanic. Have students draw and describe what important items they will pack and bring on their trip.
- Share video “Kids Want to Know: What makes something float or sink?” on Youtube. Discuss what adds to something being buoyant and dense.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Kids Want to Know: What makes something float or sink?” on Youtube.
- website watchknowlearn.org/thesinkingofthetitanic
- Share the book, The Story of the Titanic for Children”
- Share the book, “Titanic: The Disaster That Shocked the World”
- Show the “New CGI of How the Titanic Sank” on youtube.
- popsicle sticks, pipe cleaners, glue, tape, ice cube trays
- Newspaper interview

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- River flow chart
- Titanic interview form

Leveled Texts

- Advanced: “Experiments with Water”; “On Board the Titanic” by Shelley Tanka
- Intermediate: Magic Tree House: The Night on the Titanic; Magic Tree House: Titanic Research Guide
- Beginner: “Floating & Sinking” by Amy S. Hansen; “What Floats in a Moat?” by Lynne Berry

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Grade K-3

Unit 3: Entrepreneurship

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards New Jersey Student Learning Standards English Language Arts (K) English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story. English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text. English Language Arts (2016) 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. English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding. English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print. English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words. English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards (K-6) 21st Century Life and Careers (2014) CRP2: Apply appropriate academic and technical skills. 21st Century Life and Careers (2014) CRP4: Communicate clearly and effectively and with reason. 21st Century Life and Careers (2014) CRP6: Demonstrate creativity and innovation. 21st Century Life and Careers (2014) CRP7: Employ valid and reliable research strategies. 21st Century Life and Careers (2014) CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. 21st Century Life and Careers (2014) CRP9: Model integrity, ethical leadership and effective management.</p>
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<p>adults in small and larger groups.</p> <p>1st</p> <p>English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.</p> <p>English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.</p> <p>English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.</p> <p>English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.</p> <p>English Language Arts (2016) W.1.5.: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>English Language Arts (2016) W.1.7.: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>English Language Arts (2016) W.1.8.: With guidance and support from adults, recall information from experiences or gather</p>	<p>AASL Standards (K-6)</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.1.2: Use prior and background knowledge as context for new learning.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>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.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.1.9: Collaborate with others to broaden and deepen understanding.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.2.7: Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.3.5: Use information technology responsibly.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.3.4: Contribute to the exchange of ideas within the learning community.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.4.1: Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 1.4.4: Seek appropriate help when it is needed.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 2.1.1: Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 2.1.4: Use technology and other information tools to analyze and organize information.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>AASL - Standards for the 21st-Century Learner</p> <p>AASL - 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>
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information from provided sources to answer a question.

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.2.1.: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

English Language Arts (2016) W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

English Language Arts (2016) W.2.7.: Participate in

AASL - Standards for the 21st-Century Learner
AASL - 2.2.4: Demonstrate personal productivity by completing products to express learning.

AASL - Standards for the 21st-Century Learner
AASL - 3.2.1: Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

AASL - Standards for the 21st-Century Learner
AASL - 3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

AASL - Standards for the 21st-Century Learner
AASL - 4.1.4: Seek information for personal learning in a variety of formats and genres.

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shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

3rd-

English Language Arts (2016) 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.

(1)

English Language Arts (2016) 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.

English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)

English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts (2016) 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.

English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) W.3.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons.

English Language Arts (2016) W.3.4.: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. English Language Arts (2016) W.3.6.: With guidance and support

from adults, use technology to produce and

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<p>publish writing as well as to interact and collaborate with others.</p> <p>English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>	
Learning Outcomes	
<p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● How to use evidence from text to deepen their understanding of a story ● How to come up with solutions to solve problems. ● The importance of hard work after reading, “Tops and Bottoms” ● How to identify and describe the characters, settings, and major events by using key details and illustrations. ● How to retell a story using sequence and key details. ● What is the main idea or central message of a text. ● How to predict the events in a story by previewing the pictures. ● How to make a great book choice. ● The importance of saving money by reading, “Rock, Brock, and the Savings Shock.” ● How to use a computer program effectively. ● How to define a good. ● How to define a service. ● How to code using code.org 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What is a “bright idea” that have? ● What solution can I come up with to solve various problems. ● How has hard work helped me to succeed? ● Who was the main character in a text? ● What was the setting? ● What are the main events that take place during a story? ● What is the main idea of a story? ● What are the key details in a text? ● What do you predict will happen in the story? ● What does it mean to be an entrepreneur? ● What are the coins in US money? ● What are expenses? ● What are the benefits of a partnership? ● How do I make a profit? ● How do I avoid a loss? ● How do I ensure to at least break even? ● How do I determine the price of an item? ● How do I complete a loan agreement? ● How will I promote and advertise my product? ● How well did my product sell at a marketplace? What can I do to improve upon my item? ● What did the characters in the story do to produce a good? A service? ● How do I code to create an animation?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments

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<ul style="list-style-type: none"> ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks

Recommended Learning Activities

- Read aloud, “What Do You Do With an Idea?” by Kobi Yamada. Brainstorm student ideas that can improve on an existing idea or something new. Fill in “Bright Idea” light bulbs with drawing/illustration of idea.
- Using code.org, create a code to move an animation or to show an idea.
- Read aloud, “Even Aliens Need Snacks” by Matthew McElligott. Brainstorm where an alien would be able to get a snack? Have students invent a snack stand that is out of this world. Students will write / illustrate where the snack stand is located and what type of alien food is served there.
- Read aloud, “Tops and Bottoms” by Janet Stevens. Discuss the importance of hard work. Brainstorm times when students succeeded due to their hard work. Complete a step-by-step drawing of Bear by using the online tutorial.
- Using blocks and popsicle sticks, design a vegetable stand that will hold the weight of a potato.
- Read aloud, “Caps for Sale” by Esphyr Slobodkina. Review what the setting, main character, and moral of the story is. Predict what a peddler is prior to the reading of the story. After reading check predictions and correctly define what a peddler is.
- Complete the picture of the peddler and his hats stacked on his head. Color in the hats as they are described in the story. Using plastic cups, see how many can be stacked prior to falling.
- Read aloud, “Rufus the Writer” by Elizabeth Bram. Prior to the reading take a picture walk to predict what the students think will happen in the story. Read the story and then compare predictions to the actual story.
- Create a button tree similar to the tree in “Rufus the Writer.” Give each student a copy of the tree to decorate with buttons to represent the leaves or fruit. To encourage additional math practice, tell students that they can draw or attach a specific amount of buttons. (For example, add 5 to your age...)
- Read aloud the story, “How the Second Grade Got \$8205.50 to Visit the Statue of Liberty” by Nathan Zimelman. Discuss the triumphs and set-backs the characters in the book faced and how they overcame the obstacles.
- Complete math activities on abcya.com
- Read aloud, “Rock, Brock, and the Savings Shock” by Sheila Bair. Discuss the importance of

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saving money. Log onto abcya.com(kindergarten & 1st- learning coins; 2nd & 3rd- Money Bingo)

- Create piggy banks out of recycled materials (i.e., pringles cans, cerel boxes, milk jugs, mason jars...)
- Read aloud, “Miss Fox’s Class Earns a Field Trip” by Eileen Spinelli. Define goods and services. Discuss ways that people can sell goods and services to earn money like the characters in the book did,
- Complete “This is me saving money” picture to draw themselves saving money for something they would like to buy.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- “What Do You Do With an Idea?” by Kabi Yamanda
- Bright Ideas form
- Code.org
- “Even Aliens Need Snacks” by Matthew McElligott
- Out of this world snack stand form
- “Tops and Bottoms” by Janet Stevens
- Online bear drawing tutorial on youtube.com
- “Caps for Sale” by Esphyr Slobodkina
- Peddlers hat count handout
- “Rufus the Writer” by Elizabeth Bram
- Button Tree handout
- Buttons
- “How the Second Grade Got \$8205.50 to Visit the Statue of Liberty” by Nathan Zimelman

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- Cardboard tubes, boxes, tape for DIY coin banks
- “Miss Fox’s Class Earns a Field Trip” by Eileen Spinelli

Leveled Texts

- Advanced: “Once Upon A Company” by Wendy Anderson
- Intermediate: “Sammy Startup” by Jason Harvey
- Beginner: “What Do You Do With A Problem?” by Kabi Yamanda,

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Grade 4-6

Unit 3: Entrepreneurial Skills and Financial Literacy

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards English Language Arts 4th-</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g.,</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards (K-6)</p> <p>21st Century Life and Careers (2014) CRP2: Apply appropriate academic and technical skills.</p> <p>21st Century Life and Careers (2014) CRP4: Communicate clearly and effectively and with reason.</p> <p>21st Century Life and Careers (2014) CRP6: Demonstrate creativity and innovation.</p> <p>21st Century Life and Careers (2014) CRP7: Employ valid and reliable research strategies.</p> <p>21st Century Life and Careers (2014) CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>21st Century Life and Careers (2014) CRP9: Model integrity, ethical leadership and effective management.</p> <p>21st Century Life and Careers (2014) CRP11: Use technology to enhance productivity.</p>
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<p>chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the</p>	<p>21st Century Life and Careers (2014) Analyze the profit potential of the ideas you brainstormed to decide which product you want to make.</p> <p>21st Century Life and Careers (2014) Look for opportunities to create an innovative product where current products fall short!</p> <p>21st Century Life and Careers (2014) Create a sales pitch.</p> <p>21st Century Life and Careers (2014) Communicate the benefit of your product to the consumer as you create a product advertisement that should be easy to read and visually pleasing.</p> <p>21st Century Life and Careers (2014) Research on the computer to generate ideas, price/order supplies, learn from the competition, and compare product retail prices... and Packaging!</p> <p>21st Century Life and Careers (2014) Use your total expenses and time invested to figure out your product's unit cost. Test different pricing options to find a price that is fair to you, and your customer.</p> <p>AASL Standards (K-6) AASL - Standards for the 21st-Century Learner AASL - 1.1.2: Use prior and background knowledge as context for new learning. AASL - Standards for the 21st-Century Learner AASL - 1.1.4: Find, evaluate, and select appropriate sources to answer questions. AASL - Standards for the 21st-Century Learner 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. AASL - Standards for the 21st-Century Learner AASL - 1.1.9: Collaborate with others to broaden and deepen understanding. AASL - Standards for the 21st-Century Learner AASL - 1.2.7: Display persistence by continuing to pursue information to gain a broad perspective. AASL - Standards for the 21st-Century Learner AASL - 1.3.5: Use information technology responsibly. AASL - Standards for the 21st-Century Learner AASL - 1.3.4: Contribute to the exchange of ideas within the learning community.</p>
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<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5th-</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to</p>	<p>AASL - Standards for the 21st-Century Learner AASL - 1.4.1: Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 1.4.4: Seek appropriate help when it is needed.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 2.1.1: Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 2.1.4: Use technology and other information tools to analyze and organize information.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 2.2.4: Demonstrate personal productivity by completing products to express learning.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 3.2.1: Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>AASL - Standards for the 21st-Century Learner AASL - 4.1.4: Seek information for personal learning in a variety of formats and genres.</p>
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interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

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.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and

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phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6th-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and

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<p>refocusing the inquiry when appropriate.</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>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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Learning Outcomes

<p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● How to utilize the research section of the library (3-6) ● How to practice reading with fluency (4-6) ● How to use technology skills appropriately (4-6) ● The underlying framework to becoming an entrepreneur ● The value of effective marketing ● How to appropriately price an item to sell ● How to complete a business plan ● What makes a business successful ● Understand what steps to take to become an entrepreneur ● Create a list of goods and services that they have purchased. ● Create a list of items that they have invented. ● Create a list of products that can be improved. ● Create a list of items that they can recreate. ● Determine if a partnership would work for their business. ● Follow steps to become a successful money manager. ● Total supply and labor costs to determine a price for their item. ● If necessary, agree to a business loan to 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What good or service would sell at a marketplace? ● What are examples of goods? ● What are examples of services? ● What are some situations that need a new solution? How can I improve a current product? ● How can I manufacture a product? ● What is revenue? ● What are expenses? ● What are the benefits of a partnership? ● How do I make a profit? ● How do I avoid a loss? ● How do I ensure to at least break even? ● How do I determine the price of an item? ● How do I complete a loan agreement? ● How will I promote and advertise my product? ● How well did my product sell at a marketplace? What can I do to improve upon my item?
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<p>fund their product.</p> <ul style="list-style-type: none"> ● Design an advertisement for their item. ● Produce enough products to sell at a marketplace. ● Complete a business plan. ● Reflect on product sales to determine how to improve sales in the future. 	
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> ● Explain and review policies and procedures specific to creating an item to sell in a marketplace. ● Brainstorm ways students can act responsibly and as a group, agree to those behaviors. ● Research goods and services that have been very successful and others that have not had success. ● Determine why certain items are successful and others are not? What could have helped the unsuccessful item to become profitable? ● Define goods and services. Create individual lists of goods and services students have paid for. ● Brainstorm ideas for student businesses. ● Discuss what makes a successful business partnership. Create a typed agreement for each partnership. ● Define revenue, expenses, and profits. Discuss how companies can be profitable, take a loss, or break even. ● Create a chart to calculate the unit price required to make one product. Include materials and cost for labor. Determine price student will ask for their product. ● Discuss how students will start up their business. Who will help them finance it? How much money will they require to begin? How will they expect to pay it back?
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- Provide the opportunity for a focus group. Here students will get to take turns describing their product or service in detail. Students will create a sale pitch to get buyers interested. Allow students to offer constructive criticism and suggestions or feedback on the products being offered.
- Research popular ads shown in magazines and on television. What makes them memorable?
- Each student will create an advertisement on the computer to help advertise their product.
- After the marketplace occurs, have students reflect on the experience. What sold best? What advertising worked best? What were the majority of price points? What would you change for next time?

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- TREPS workbooks
- “What Do You Do With an Idea?” by Kabi Yamanda
- Graphic design computer programs
- Google Slides

Leveled Texts

- Advanced: “Middle School Millionaires” by Rod Robison
- Intermediate: “Once Upon A Company” by Wendy Anderson; Treps workbook
- Beginner: “What Do You Do With An Idea?” by Kabi Yamanda,