

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Media Center/Library, Grade Kindergarten

Department: English

Board Approval	Supervisor	Notes
December 2008	Eleanor Hughes	Born Date
May 2009	Eleanor Hughes	Revisions
December 2012	Eleanor Hughes	Revisions
August 2013	Eleanor Hughes	Revisions
August 2018	Patrick O'Neill	Revisions

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Week	Marking Period 1	Week	Marking Period 3
1	Introduction to the media center and the librarian	21	
2		22	
3	Introduction to book care	23	
4	Develop attentiveness as a story is read	24	
5	Participate appropriately in group discussions	25	
6	Select appropriate books of interest	26	
7	Identify the basic parts of a book	27	
8	Identify the role of author and illustrator	28	
9	Introduction to the differences between fiction and nonfiction	29	
10	Be exposed to a variety of diverse books	30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	

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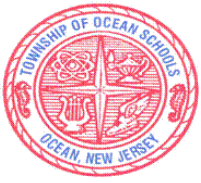
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18		38	
19		39	
20		40	

Time Frame	Recurring
Topic	
Think, Create, Grow, and Share	
Essential Questions	
<ul style="list-style-type: none">Does the student have the ability to build new knowledge, demonstrate understanding, and work collaboratively?	
Enduring Understandings	
<ul style="list-style-type: none">Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.Collaborate: Work effectively with others to broaden perspectives and work toward common goals.	
Alignment to National Standards/NJSLS	
<ul style="list-style-type: none">I.A.1 Formulating questions about a personal interest or a curricular topic.I.A.2 Recalling prior and background knowledge as context for new meaning.I.B.3 Generating products that illustrate learning.I.D.1 Continually seeking knowledge.II.B.1 Interacting with learners who reflect a range of perspectives.II.B.3 Representing diverse perspectives during learning activities.II.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.III.A.2 Developing new understandings through engagement in a learning group.	

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- III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- III.D.1 Actively contributing to group discussions.
- 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.
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose
- CRP11. Use technology to enhance productivity

Key Concepts and Skills

- Introduction to the media center and the librarian
- Introduction to book care
- Develop attentiveness as a story is read
- Participate appropriately in group discussions
- Select appropriate books of interest
- Identify the basic parts of a book
- Identify the role of author and illustrator
- Introduction to the differences between fiction and nonfiction
- Be exposed to a variety of diverse books

Learning Activities

- Story time
- Crafts & activities based upon books read
- Online activities
- Self-selection of books
- Group discussion

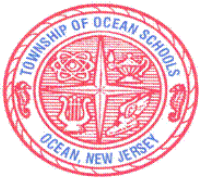
Assessments

- Teacher observation
- Authentic assessment including performance tasks
- Class participation

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

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Integrated 21st-Century Skills and Career Ready Practices (NJSLS 9)

All students will demonstrate how to:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

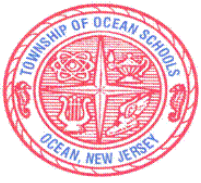
Interdisciplinary Connections

- Reinforcement of ELA skills
- Exploration of Science and Social Studies topics
- Introduction to technology skills

Technology Integration

- Use of various online technologies as appropriate, such as PebbleGo, Storyline Online, BrainPOP Jr, Starfall, ABCYa, Author & Illustrator websites, etc.

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Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

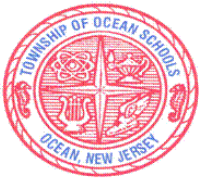
Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability

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- Fine motor skill stations embedded in rotation as needed
 - Modified or constrained spelling word lists
 - Provide anchor charts with high frequency words and phonemic patterns

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