



# Library Media

Grade 1

**Developed By:** Library Media Specialists: Erin Battaglia, Susan Bresnan, Danielle Festa, Johanna Hungler, and Janine Sarno

**Reviewed By:** Jessica Shoja

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## Scope and Sequence

Month	Unit - Topic
September - Trimester 1	Unit 1
October - Trimester 1	
November - Trimester 1	
December - Trimester 2	Unit 2
January - Trimester 2	
February - Trimester 2	
March - Trimester 2/3	Unit 3
April - Trimester 3	
May - Trimester 3	
June - Trimester 3	

Library Media Standards - Progression of Learning - Disciplinary Concepts and Core Ideas

## Unit 1 - Life Literacy and Key Skills

### Summary and Rationale

This unit will welcome students into the library media center within their school - an integral and vital learning hub of the school! Students will learn to access materials both non-print and print as fundamental skills for the 21st century learner. They will engage in appropriate book selection for their reading skills/level and interests, and review book care and other library procedures/expectations. There will be a heavy focus on online safety and digital citizenship, as well as revisiting basic computer and keyboarding skills.

### Recommended Pacing

Trimester 1 (September - November)

### Standards

#### **NJSLS 9.4 Life Literacies and Key Skills**

##### Creativity and Innovation

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
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9.4.2.CI.2	Demonstrate originality and inventiveness in work.
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##### Digital Citizenship

9.4.2.DC.1	Explain differences between ownership and sharing of information.
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9.4.2.DC.2	Explain the importance of respecting the digital content of others.
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9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet.
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9.4.2.DC.4	Compare information that should be kept private to information that might be made public
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9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
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#### **NJSLS 8.1 Computer Science**

##### Computing Systems

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
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8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
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##### Networks and the Internet

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information,
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	and ideas through a network.
8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.4	Explain why access to devices needs to be secured.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b> <i>Students will understand that...</i>	<b>Essential Questions:</b>
<p>EU 1.A: The Library Media Center is a place to access information and build new knowledge.</p> <p>EU 1.B: Materials in a library media center have different purposes to meet research and interest needs.</p> <p>EU 1.C: Computers need to be used responsibly and ethically.</p>	<p>How can I become an effective user of the library media center?</p> <p>How can I practice safe and responsible behaviors online?</p> <p>How do we find a happy balance between our online and offline activities?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p><b>Online Safety and Digital Citizenship Tips</b></p> <p>Goal: Your goal is to provide online safety and/or digital citizenship tips</p> <p>Role: Internet user</p> <p>Audience: Other internet users</p> <p>Situation: You have been asked to create a visual to showcase online safety.</p> <p>Product: You will create a visual (paper poster, digital flyer, movie, etc.) - <i>student choice in product</i></p> <p>Standards/Criteria: Your visual must include at least 3 online safety/digital citizenship tips.</p> <ul style="list-style-type: none"> <li>- Optional - Competition, prize for top 3 products</li> <li>- Optional - Work with a partner/small group</li> </ul>	
<b>Objectives (SLO)</b>	
<p>ESSENTIAL KNOWLEDGE (EK)</p> <p><i>Students will know...</i></p> <p>EK 1.A</p> <ul style="list-style-type: none"> <li>● Library Media</li> <li>● Library Media Specialist</li> </ul>	<p>LEARNING OBJECTIVES (LO)</p> <p><i>Students will be skilled at...</i></p> <p>LO 1.A.1: Follow library media procedures, on the command of the library media specialist or on their own.</p> <p>LO 1.A.2: Locate and check-out books with the assistance of the library media specialist (or other staff, aide).</p>

<ul style="list-style-type: none"> <li>● Environment: Carpet, Computer Areas, Circulation Desk, etc.</li> <li>● Routines: Line up, seating, book check-out, etc.</li> </ul> <p>EK 1.B</p> <ul style="list-style-type: none"> <li>● Book Care and Responsibility</li> <li>● Sections of the library</li> <li>● Introduction to Fiction vs Nonfiction</li> <li>● “Just right books” - Five Finger Rule</li> </ul> <p>EK 1.C</p> <ul style="list-style-type: none"> <li>● Computer Care and Responsibility</li> <li>● Password protection</li> <li>● Log-in: Username, password</li> <li>● School Websites: Nutley Public Schools, Schoology Learning Management System, Clever, etc.</li> <li>● Internet</li> <li>● Online Safety <ul style="list-style-type: none"> <li>○ Online, internet, website, app</li> <li>○ “Pause and think” strategy</li> <li>○ “Just right” vs. “Not right” websites</li> <li>○ Private vs public information</li> </ul> </li> </ul>	<p>LO 1.B.1: Care for books and other library materials.  LO 1.B.2: Locate and select appropriate reading materials.  LO 1.B.3: Detect the difference between fiction vs. nonfiction.</p> <p>LO 1.C.1: Use computers and other technology devices in a responsible manner.  LO 1.C.2: Explain and apply safety rules for using the internet, including ownership, sharing information, respecting content of others, keeping information private, and other communication factors.  LO 1.C.3: Access School Websites, including Nutley Public Schools Website and Schoology Learning Management System.  LO 1.C.4: Compare online safety with safety in the real world.  LO 1.C.5: Explain safety rules for using the internet.  LO 1.C.6: Recognize different types of feelings they have when using technology.</p>
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**Suggested Lesson Resources/Technology Tools**

<p>1.A. Library Media Center Orientation</p> <ul style="list-style-type: none"> <li>● Get to know each other - names and games</li> <li>● Routines #1: Line up, seating, passes, hand raising...</li> <li>● Practice routines and transitions: <ul style="list-style-type: none"> <li>○ Secure students’ attention: “Ready set... you bet!” (call and response), “If you can hear me, put your hands on your head.”</li> <li>○ Explain the procedure: “In a moment, go to ___ to get a fiction book, then find a spot to read.”</li> <li>○ Check for understanding.</li> <li>○ Prepare kids for the signal to start: “When I clap to 3, you may proceed.”</li> <li>○ Initiate the transition.</li> <li>○ Observe: Make sure all students are following directions.</li> </ul> </li> <li>● What is a library media center? <ul style="list-style-type: none"> <li>○ I spy game (practice hand raising, being called on)</li> </ul> </li> <li>● Interactive read aloud: “Library Lion” read by Mindy Sterling</li> <li>● What does a librarian do? <ul style="list-style-type: none"> <li>○ Brainstorming Ideas</li> </ul> </li> <li>● Interactive read aloud: "Wild About Books" by Judy Sierra &amp; Pictures by Marc Brown</li> <li>● Routines #2: Where to find books, check out procedures...</li> <li>● BrainPop Jr. - Choosing a Book <ul style="list-style-type: none"> <li>○ Reading Nonfiction</li> </ul> </li> </ul>	<p style="text-align: center;">SUGGESTED TIMEFRAME: 2-3 class periods</p>
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1.B. Book Care and Responsibility

SUGGESTED TIMEFRAME: 2-3 class periods

- Interactive Read Aloud Never Let A Ghost Borrow your Library Book by Karen Casale
  - <https://www.youtube.com/watch?v=VPpM7iJ6sMQ>
- Fiction/NonFiction
- How to tell and where to find a book meets interest level, reading level.
- Shelf markers and shelf marker practice

1.C. Computer Skills and Digital Citizenship

SUGGESTED TIMEFRAME: 6-7 class periods

- Clean hands, don't touch monitor of desktop with fingers
- Gentle on keys.
- Main keys identification-space/return(enter), delete. (with stickers) Refer to the chart.
- Where to click on the mouse. Accommodating lefties by switching the mouse to the left side of the keyboard.
- Practice using ID and Password to log into Google Apps.
- Common Sense Media - Safety in My Online Neighborhood (15-30 minutes)
  - How do you go places safely online?
  - Safety in My Online Neighborhood | Common Sense Education
- Common Sense Media - Pause and Think Online
  - How can we be safe, responsible, and respectful online?
  - Pause & Think Online | Common Sense Education
- Common Sense Media - How Technology Makes You Feel
  - Why is it important to listen to your feelings when using technology?
  - How Technology Makes You Feel | Common Sense Education
- Common Sense Media - Internet Traffic Light
  - How do you stay safe when visiting a website or app?
  - Internet Traffic Light | Common Sense Education

## Modifications

### Special Education

- Students' personal device used to log in and access websites
- Flexible seating arrangements, and movement breaks
- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments

### ELL

- Spanish/multilingual book section of library
- Translated materials
- Visual aids
- Opportunities for language practice in groups, language buddies

### Gifted and Talented

- Free reading time (in lieu of drill and practice routines)

- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

#### Virtual

- Utilize online learning platforms (i.e., Google Meet and Schoology) to meet with students virtually, with the goal of introductions and “get-to-know-you” as well as establishing routines/expectations for remote-virtual learning specific to library media.
- Virtual read-alouds, demonstrations, and discussions about library media.
- Regular check-ins with groups.
- The Assessment Goal Option 1 would focus on students providing information about a routine of virtual library media - i.e., One expectation of virtual library media is that we participate in this course remote-virtually for at least 30 minutes a week.

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:*

- ✓ Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ 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 increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

## Unit 2 - Computer Science

### Summary and Rationale

The purpose of this unit is to expand on students' understanding of the basic functions of computing systems, with a focus on typing skills and sequencing to complete a task.

### Recommended Pacing

Trimester 2 (December - Mid-March)

### Standards

#### **NJSLS 8.1 Computer Science**

##### Computing Systems

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
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8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
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##### Algorithms and Programming

8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
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8.1.2.AP.2	Create programs with sequences and simple loops to accomplish tasks.
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8.1.2.AP.4	Break down a task into a sequence of steps.
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8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
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#### **NJSLS 9.4 Life Literacies and Key Skills**

##### Technology Literacy

9.4.2.TL.2	Create a document using a word processing application.
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9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
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9.4.2.TL.5	Describe the difference between real and virtual experiences.
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9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
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### Instructional Focus

**Enduring Understandings:**

**Essential Questions:**

<i>Students will understand that...</i>	
<p>EU 2.A: A computing system is composed of software and hardware.</p> <p>EU 2.B: Computer networks connect individuals, places, information, and ideas.</p> <p>EU 2.C: Apply algorithms to complete computational tasks. (Sequence)</p>	<p>What are the benefits of using technology?</p> <p>How can functions and sequence control outcomes?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Option 1:          Goal: You will demonstrate knowledge of computer keyboard and input          Role: You are a user of technology          Audience: You and your teacher          Situation: You will log on, using your NutleySchools credentials to a keyboarding program such as Typetastic.          Product: As you successfully complete different levels of the program you will earn badges and points towards completing the program as you develop your keyboarding skills and muscle memory for typing.          Standards/Criteria: You must log into the program for 10 minutes a week.</p> <p>Option 2:          Goal: You will demonstrate the sequence of a story using an algorithm (either in unplugged or plugged format)          Role: You are a user of technology and a coder          Audience: Your classmates and teacher          Situation: You have been asked to map the sequence of a story such as the gingerbread man. Use Google tools, such as Docs or Slides, to help you plan.          Product: Working in pairs, you will create a board game where the gingerbread man has to navigate through obstacles (the fox, the cow) to reach safety. One student will create the maze, the second student will create the code to navigate the maze (using arrows)-the answer key. Once complete, the maze can be shared with other students who will code the maze and students can then check each other for correct answers.          Standards/Criteria: Your page must include maze and answer sheet code.</p> <p>A similar lesson could be done using ozobots. Students working in groups, draw the sequence in story (characters/locations) and then program ozobots using colored markers to navigate the story in the correct sequence. Students can program ozobots to perform special moves and speeds at each story sequence illustrated.</p>	
<b>Objectives (SLO)</b>	



<p>ESSENTIAL KNOWLEDGE (EK) <i>Students will know</i></p> <p>EK 2.A</p> <ul style="list-style-type: none"> <li>● Computer Parts and Functions</li> <li>● Mouse-use and its component buttons</li> <li>● Keyboard-use: letters, numbers, special keys</li> <li>● Home Row</li> </ul> <p>EK 2.B</p> <ul style="list-style-type: none"> <li>● Computer program navigation: software programs and websites</li> <li>● Network</li> <li>● Program usernames and passwords</li> <li>● Google Docs and Google Slides tools</li> </ul> <p>EK 2.C</p> <ul style="list-style-type: none"> <li>● Algorithm as a series of steps to complete a task.</li> <li>● Computer programming involving sequencing.</li> <li>● Introduction to Logic Statements (conditionals)</li> </ul>	<p>LEARNING OBJECTIVES (LO) <i>Students will be skilled at...</i></p> <p>LO 2.A.1: Identify parts of a computer and define relevant technology terms, including mouse, keyboard, monitor, applications, internet, software, hardware, input and output. LO 2.A.2: Resting position on Home Row. LO 2.A.3: Locate and type letters and numbers on a keyboard. LO 2.A.4: Locate and use, when necessary, the special keys of a keyboard, including space bar, shift, return/enter, and @ symbol.</p> <p>LO 2.B.1: Identify research needs and select the most efficient software program and websites to meet that need. LO 2.B.2: Understand that programs require username and passwords to identify the user, keep track of progress, and keep networks secure. LO 2. B.3: Correctly input username and password for programs with visual aid. (computer card and/or shelf marker) LO 2.B.4: Locate and understand the tools in Google Docs and Google Slides in a group/class setting, using visual aids.</p> <p>LO 2.C.1: Sequence (print and online material) to complete a task. LO 2.C.2: Code basic algorithms following a set of directions to complete a task and apply logic statements. LO 2 C.3: Use coding language, such as sequence, code, blockly, algorithm, if-then.</p>
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**Suggested Lesson Resources/Technology Tools**

<p>2.A.                    SUGGESTED TIMEFRAME: 3-4 class periods</p> <ul style="list-style-type: none"> <li>● Typetastic lessons</li> <li>● Location of keys on the keyboard</li> <li>● Home row, shift, space, delete</li> </ul>	-
<p>2.B.                    SUGGESTED TIMEFRAME: 3-4 class periods</p> <ul style="list-style-type: none"> <li>● Basic computer skills, introduction to the internet, and programs for Nutley students</li> </ul>	
<p>2.C.                    SUGGESTED TIMEFRAME: 3-4 class periods</p> <ul style="list-style-type: none"> <li>● Model processes to understand concept of algorithm</li> <li>● Review coding as a language and apply basic commands to move through simple mazes using Kodable lessons and introduce sequence in algorithms to solve computational tasks.</li> <li>● Code. org <a href="https://studio.code.org/s/courseb-2020">https://studio.code.org/s/courseb-2020</a> First Grade Coding Fundamental Curriculum Course B</li> <li>● Hour of Code projects (December)</li> <li>● Introduction to coding videos (Brainpopjr.)</li> </ul>	

## Modifications

### Special Education

- Students' personal device used to log in and access websites
- Flexible seating arrangements, and movement breaks
- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments

### ELL

- Spanish/multilingual book section of library
- Translated materials
- Visual aids
- Opportunities for language practice in groups, language buddies

### Gifted and Talented

- Advanced coding
- Usernames and passwords without “computer card”

### 504

- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

### Virtual

- Utilize online learning platforms (i.e., Google Meet and Schoology) for introduction of various software available via Schoology and Nutley Tech page such as Brainpop, Flipgrid, Discovery Education, Kodable, Typing Club.
- Virtual screencasts explaining the Kodable curriculum for their level.
- Virtual screencasts explaining Code.org Course B.
- The Assessment: Creating a coding maze using conditions

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- 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, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

## Unit 3 - Design Thinking

### Summary and Rationale

The purpose of this unit is to identify products that are designed to meet human wants or needs. Students will be able to select and use appropriate tools and materials to build a product using the design process, and communicate their design process and product.

### Recommended Pacing

Trimester 3 (Mid-March - June)

### Standards

#### NJSLS 8.2 Design Thinking

##### Engineering Design

8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.

##### Interaction of Technology and Humans

8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

### Instructional Focus

#### Enduring Understandings:

*Students will understand that...*

EU 3.A: Engineers use prototypes for basic explanation of design.

EU 3.B: Communication and feedback from peers are constructive.

#### Essential Questions:

What are the benefits to thinking and working like an engineer?

<p>EU 3.C: Engineers keep a log of successes and failures within the constraints in order to build upon experience.</p>	
<p><b>Evidence of Learning (Assessments)</b></p>	
<p>PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S  <i>Students will show that they really understand by evidence of...</i></p> <p>Goal: Identifying steps of Engineering Design Process  Role: You are an engineer  Audience: Your classmates and teacher  Situation: You need to build a tower that can bear the weight of a stuffed animal  Product: Tower does not collapse under the weight of the stuffed animal  Standards/Criteria: only use teacher provided materials. Must provide documentation of success/failure by logging information in the Engineering Design Notebook.</p> <p>Dynamic Design Challenges</p>	
<p><b>Objectives (SLO)</b></p>	
<p>ESSENTIAL KNOWLEDGE (EK)  <i>Students will know...</i></p> <p>EK 3.A</p> <ul style="list-style-type: none"> <li>● Steps of the Engineering Design Process</li> <li>● Everyday items or tools that have been invented through history to solve problems.</li> </ul> <p>EK 3.B</p> <ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Peer feedback</li> <li>● Design failure and success</li> <li>● Resiliency</li> <li>● Reflection</li> </ul> <p>EK 3.C</p> <ul style="list-style-type: none"> <li>● Constraints: Engineering design process includes constraints that refocus student attention to detail</li> <li>● Brainstorming</li> <li>● Journaling: Keeping a log organizes successes and failures and helps sequence trial and errors.</li> <li>● Trial and Error</li> </ul>	<p>LEARNING OBJECTIVES (LO)  <i>Students will be skilled at...</i></p> <p>LO 3.A.1: Identify the steps of the Engineering Design Process.  LO 3.A.2: Use the Engineering Design process in brainstorming and pre-planning to make a prototype for a design project.  LO 3.A.3: Identify technology products and explain their purpose, how they impact or improve life (such as a dishwasher).</p> <p>LO 3.B.1: Utilize the Engineering design process to solve a problem.  LO 3.B.2: Collaborate with peers.  LO 3.B.3: Reflect on interpersonal/character skills (i.e., How did you work with your classmates to give and receive feedback? What could be improved?).</p> <p>LO 3.C.1: Identify the structure and components of the EDP.  LO 3.C.2: Communicate clearly and effectively, and with reason.  LO 3.C.3: Brainstorm possible solutions to a problem (with materials provided and within constraints given).  LO 3.C.4: Present prototype to group to assess brainstorming success/failures.</p>

- Prototypes or examples of ideas help to focus on main components of the design.

## Suggested Lesson Resources/Technology Tools

### 3.A. SUGGESTED TIMEFRAME: 3-4 class periods

- What is STEM video? STEM - What is it and why is it important?
- Interactive read aloud: Iggy Peck Architect or the book *Iggy Peck, Architect*
- Brainpopjr.com movie “Engineering Design Process”.

### 3.B. SUGGESTED TIMEFRAME: 2-4 class periods

- Lego communication Challenge
- Tower Challenge
- Kin’x group activity to build an animal as pictured.
- Floating Boat
- Programming BeeBots as a group to complete a task with as few steps as possible.

### 3.C. SUGGESTED TIMEFRAME: 3-4 class periods

- Identify and discuss technology products, and problems that technology has impacted/improved (such as a laundry machine)
- Demonstrate what a constraint is when designing, whether its environmental, time, or materials.
- Brainstorm and sketch a design in the Engineering Notebook based on materials provided and constraints.
- If possible, create a prototype using available materials to demonstrate design features in order to communicate to the group.

## Modifications

### Special Education

- Students' personal device used to log in and access websites
- Flexible seating arrangements, and movement breaks
- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments, such as less constraints on design projects

### ELL

- Spanish/multilingual book section of library
- Translated materials
- Visual aids
- Opportunites for language practice in groups, language buddies

### Gifted and Talented

- Modified assignments, such as more constraints on Design projects

### 504

- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions

- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

#### Virtual

- Utilize online learning platforms (i.e., Google Meet and Schoology) to meet with students virtually
- Screencast demonstrations of Design Challenges
- Use of Design Squad website
- The Assessment Goal Option 1 would focus on students completing a design notebook and submitting via Schoology and/or presenting information in virtual group setting (google meet) or via FlipGrid.

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- 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 increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)