

Cedar Grove School District

Cedar Grove, NJ

2016 | Grade 1

Media 1

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
Mr. Peter Prvulovic
Mr. David Schoner

Media 1

Course Description

Media literacy encompasses a variety of language arts and technology skills necessary for students' proficient navigation of today's learning environments. Media instruction helps students construct meaning and address visual and verbal messages. It is also designed to develop reading strategies, vocabulary and concept development as well as inquiry and research skills. In kindergarten, the focus is on reading skills. In first and second grades, students gain proficiency in reading, speaking, listening, and viewing. Through this study, children will also learn to use the basic features of an operating system and produce a simple, finished document using word processing software.

This curriculum was written in accordance to:

**NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>

**NEW JERSEY STUDENT LEARNING STANDARDS
for Technology**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

Media 1

Course Calendar

	Sep					Oct				Nov				Dec			Jan					Feb					Mar					Apr				May					Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
Information Literacy - Reading																																													
Information Literacy - Speaking																																													
Information Literacy - Listening																																													
Information Literacy - Viewing Media																																													



Information Literacy - Reading

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

NJ: Grade 1

Reading: Literature

Key Ideas and Details

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.

- RL.1.1. Ask and answer questions about key details in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

Integration of Knowledge and Ideas

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

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

Reading: Informational Text

Key Ideas and Details

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.

- RI.1.1. Ask and answer questions about key details in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Integration of Knowledge and Ideas

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

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL.1 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.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

NJSLSA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language

Conventions of Standard English

NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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

Enduring Understandings

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.

Essential Questions

- How does understanding a text's structure help me better understand its meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- Why conduct research?
-

Content

- A. Concepts about print
- B. Fluency
- C. Comprehension skills and response to text
- D. Inquiry and research

Skills

- A. 1 Locate and identify the title, author, and illustrator of a book or reading selection
- B. 1 Answer questions correctly that are posed about stories read
- B. 2 Read with fluency both fiction and non-fiction that is grade level appropriate
- C. 1 Draw simple conclusions from information gathered from pictures, print and people
- C. 2 Demonstrate familiarity with genres of texts, including storybooks and poetry
- C. 3 Read regularly in independent-level materials
- C. 4 Engage in silent independent reading for specific purposes
- D. 1 Access and read a variety of fiction and non-fiction, and produce evidence of reading

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Performances
 - Finger plays
 - Flannel board stories
 - Puppet shows
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Non-fiction books
- Accelerated Reader collection
- Accelerated Reader software
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- CDs and audio tapes
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Speaking

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

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.

- RL.1.1. Ask and answer questions about key details in a text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Integration of Knowledge and Ideas

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

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading: Informational Text

Key Ideas and Details

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.

- RI.1.1. Ask and answer questions about key details in a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Integration of Knowledge and Ideas

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

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- w. 1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Comprehension and Collaboration

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.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English

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

- L.1.1. 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.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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

Enduring Understandings

- Oral discussion helps to build connections to others and create opportunities for learning.
- A speaker selects a form and organizational pattern based on the audience and purpose.

Essential Questions

- How can discussion increase our knowledge and understanding of an idea(s)?
- How does a speaker communicate so others will listen and understand the message?

Content

- A. Opportunities for discussion
- B. Oral presentation

Skills

- A. 1 Offer personal opinions in discussion and retell personal experiences
- A. 2 Role-play situations and dramatize story events
- B. 1 Retell a story to check for understanding

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
 - Finger plays
 - Flannel board stories
 - Puppet shows
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Non-fiction books
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Listening

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

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.

- RL.1.1. Ask and answer questions about key details in a text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Reading: Informational Text

Key Ideas and Details

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.

- RI.1.1. Ask and answer questions about key details in a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

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.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

Conventions of Standard English

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

- L.1.1. 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.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.2 Create a document using a word processing application.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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

Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Effective listeners are able to interpret and evaluate increasingly complex messages.

Essential Questions

- Can one hear but not listen?
- How does a listener understand a message?

Content

- A. Active listening
- B. Listening comprehension

Skills

- A. 1 Listen and respond appropriately to directions
- B. 1 Listen to make predictions about stories read aloud.
- B. 2 Follow simple oral directions.
- B. 3 Recall information from listening to stories and poems.
- B. 4 Retell, reenact, or dramatize stories or parts of stories heard.
- B. 5 Respond appropriately to questions about stories read aloud.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Performances
 - Finger plays
 - Flannel board stories
 - Puppet shows
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Non-fiction books
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Educational games
- Video and DVD collections
- Software
 - Kidspiration
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- CDs and audio tapes



Information Literacy - Viewing Media

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

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.

- RL.1.1. Ask and answer questions about key details in a text.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

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

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

Reading: Informational Text

Key Ideas and Details

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.

- RI.1.1. Ask and answer questions about key details in a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Writing

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Comprehension and Collaboration

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.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English

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

- L.1.1. 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.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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

Enduring Understandings

- People experience the same media message differently.

Essential Questions

- What's the media message?

Content

A. Meaning

Skills

- A. 1 Distinguish between "pretend" and "real" in the media
- A. 2 Begin to recognize the work of a favorite illustrator
- A. 3 Begin to compare and contrast media characters

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Technology infusion
- Differentiated Instruction

Resources

- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Educational games
- Video and DVD collections
- Websites (included in Virtual Media Centers)