

Library - Media Curriculum

Ogdensburg School District

Adopted 11/3/15

Born on: December 4, 2018 Approved: December 4, 2018 Adopted January 2, 2019

Adopted January 7, 2020 Adopted January 5, 2021

**Mission**

Ogdensburg Borough Public School endeavors to provide an effective program which develops a solid foundation for interacting with information, strengthening information literacy, and meaningful interaction using a variety of library/ media resources.

**Vision**

Library and Media provide learners with the knowledge, skills, and perspectives needed to become educated citizens and contributing members of society. Library/ Media lead students to becoming effective users of information. Every content area requires that students grow in the ability to locate, analyze, interpret, evaluate, and synthesize information. Communication in every curricular area remains a crucial skill and develops as students’ skills expand as a user of information.

**Integrating Technology**

To be college and career ready, students must use technological tools effectively. The Library specialist must be proactive in expecting students to develop competencies with technology through project-based lessons, producing research reports, creating multimedia presentations while using organization and multiple resources. Utilizing technology provides a venue to strengthening problem solving, critical thinking, creativity, and inquiry within the students of Ogdensburg.

**Differentiated Instruction**

Adaptations for special education students are aligned with their IEPs. Many of the adaptations may be applicable to other students as well. General adaptations may include:

* Providing written directions to keep students on task
* Creating directions that are broken down into smaller steps
* Reading directions to students
* Asking students to paraphrase oral and/or written directions
* Providing additional time as needed
* Modifying assignments according to Individual Education Plans
* Pairing students with peer buddies

[**Library Accommodations by Unit**](https://docs.google.com/document/d/16zKVWGuyD31ki00EviXDKN00jvd4ml8q1BiEvkTH3Ew/edit?usp=sharing)

[**Library and Media Scope and Sequence**](https://docs.google.com/document/d/1rZehIqb1-sl04L1YUo1WBPWMTwv1MTmHLbZGS4LgIgU/edit?usp=sharing)

[**NJ Model Curriculum for ELA**](https://www.state.nj.us/education/modelcurriculum/ela/)

**ELL Modifications**

| * Seat student near teacher * Print clearly * Do not use cursive * Give directions in print & orally * Print keywords, page numbers, homework, deadlines on the board * Incorporate visuals * Avoid slang or colloquial sayings, * Avoid complex sentence structure * Use questions that need one word answers * Be ready to give additional instructions on complex tasks | * Adjust assignments so student writes less * Provide simpler questions to answer * Expect fewer spelling words * Provide extra time as necessary * Provide graphic organizers * Provide an ELL dictionary * Provide books on tape or CD * Provide wall charts of key concepts * Provide a word wall * Provide models of docs such as Homework, projects |
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**GRADE PRE - K**

| **Introduction to the LIbrary** | | | |
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|  | | | |
| Understand the role of the media specialist as teacher and resource person, as technology consultant and storyteller. | Identify, locate, select, and access print and non-print materials  (easy/ picture book) | | Appropriate care and use of materials |
| **ENDURING UNDERSTANDINGS:**   * The library holds many types of print and nonprint materials.. * The librarian assists with finding items in the library/ media center * The librarian can use technology and tell stories . | | | |
| **ESSENTIAL QUESTIONS:**   * How does the library help you to learn new things? * Why is the library an important place? | | | |
| **21st CENTURY SKILLS:**   * Working together * Caring for the environment * Being creative | | | |
| **ASSESSMENTS :**  NG | | | |

| **PRE-K CONTENT EXPOSURE**   * Learn ethical and safe use of the internet and electronic resources * Utilize circulation procedures efficiently and effectively in print * Identify (cover, title, author, illustrator) * Understand that fiction and nonfiction books can be used as resources for recreational reading |
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**GRADES K - 2**

| **ENDURING UNDERSTANDINGS:**   * A library media center is a resource for information and literature. * Information users need to be responsible citizens and demonstrate proper care of all materials * The library media center helps facilitate and cultivate lifelong learners. * Reading is used for both pleasure and information seeking. * Information literacy is constantly changing and requires continuous learning of new skills. | | |
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| **ESSENTIAL QUESTIONS:**   * How does the library help you to learn new things? * Why is the library an important place in a community? * How can a library media specialist help? * What is the best way to care for library materials? | | |
| **21st CENTURY SKILLS:**   * Working together * Caring for the environment * Being creative | | |
| **ELA STANDARDS:**  RL.K. 1 through 10, RI.K.1 through 10  RL.1.1 through 1.10 RI.1.1 through 1.10  RL.2.1 through 2.10 RI.2.1 through 2.10  AASL: 1.14, 1.2.2 2.1.1 2.1.3 2.1.5 2.1.6 3.2.1 3.2.2 4.1.1 4.1.3 4.1.4 4.1.5 4.2.4 4.3.2 | | |
| **ASSESSMENTS :** | | |

| **Understanding the Library** | | |
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| **PACING 9 days at once per week** | | |
| Understand the role of the media specialist as teacher and resource person, as literature and technology consultant and storyteller. | Identify, locate, select, and access print and non-print materials  (easy/ picture books, fiction, nonfiction, biography, story collections, reference) | Appropriate use and care of materials |
|  | | |
| Utilize circulation procedures efficiently and effectively in print and electronic sources. | Identify, locate, and utilize:  Cover, title, author, illustrator, spine, title page, captions | Understand that fiction and nonfiction books can be used as resources for recreational reading |

| **Media Center Technology** | | |
| --- | --- | --- |
| **PACING 6 days at once per week** | | |
| Utilize computer applications and software | Perform a basic search by author, title, subject | Utilize electronic resources |

| **Library Skills** | | |
| --- | --- | --- |
| **PACING 17 days at once per week** | | |
| Identify, locate, select, and utilize easy/picture books, Caldecott books, author style, genre | Identify, locate, select, and utilize nonfiction and informational texts | Identify, locate, select, and utilize biographies |
|  | | |
| Identify, locate, select, and utilize dictionaries | Identify, locate, select, and utilize |  |

| **K - 2 CONTENT EXPOSURE**   * Learn ethical and safe use of the internet and electronic resources * Identify, locate, and utilize copyright page, publisher, place of publication, copyright date, dedication, preface * Understand that fiction and nonfiction books can be used as resources for research and class assignments * Understand and utilize the internet (locate, evaluate, print and save) * Identify, locate, select, and utilize periodicals, magazines, newspapers * Identify, locate, select, and utilize almanacs, atlases, * Identify, locate, select, and utilize encyclopedias * Identify, locate, select, and utilize biographies * Identify, locate, select, and utilize access skills and search strategies |
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**GRADES 3 - 5**

| **ENDURING UNDERSTANDINGS:**   * Multiple types of resources can be accessed in a library and through technology. * The library is vital for accessing information and supporting other curricular areas. * Library center users need to be responsible citizens and need to demonstrate proper care of materials. * The library media center helps facilitate and cultivate lifelong learners. * Reading is used for pleasure and information seeking. * Information literacy is constantly changing and requires continuous learning of new skills. | | |
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| **ESSENTIAL QUESTIONS:**   * How does the library support other curricular areas? * How can you use technology in the library to analyze and synthesize information? * What is appropriate library media center behavior? * How do you acquire and utilize information? | | |
| **21st CENTURY SKILLS:**  CRP1, 2, 3, 4, 5, 6, 7, 8, 9, 11  9.1.4.A.2 -potential sources of income 9.1.4.B.1 -wants and needs 9.1.4.B.4 -Ways to earn and save  9.1.4.E.1 -factors that influence purchasing 9.2.4.A.1 -different jobs 9.2.4.A.3 -careers related to likes and dislikes  9.2.4.A.4 -how elementary education is foundation for success | | |
| **ELA STANDARDS:**  RL.3.1 through 3.3, RL 3.6 RL3.9 RL.3.10 RI.3.1 through 3.3 RI.3.5 through 3.7 RI.3.9 and 3.10  RL.4.1 through 4.3 RL.4.6 RL.4.9 RL.4.10 RI.4.1 through 4.3 RI.4.5-4.6 RI.4.8-4.10  RL.5.1 through 5.3 RL.56 RL.5.9 -5.10 RI.5.1 through 5.3RI.5.5 through 5.10  AASL: 1.1.4 1.1.5 1.2.2 1.3.5 2.1.1 2.1.3 2.1.4 2.1.5 2.1.6 3.1.4 3.2.1 3.2.2 3.3.1 3.3.2 3.3.4 3.3.7 4.1.1 4.1.2 4.1.3 4.1.4 4.1.5 4.1.8 4.2.1 4.2.2 4.2.4 4.3.2 4.3.4 | | |
| **ASSESSMENTS :**  [**Research Skills Rubric**](https://docs.google.com/document/d/1b8Icf_XdatjUPjffuIkIhAc-fSfYcXRqvHh6OImrxgw/edit?usp=sharing)  [**Participation**](https://docs.google.com/document/d/1aiZHlT1486XRwStbyBKfzi-os1XqvgCZvUJ1hGAFK4I/edit?usp=sharing)  [**Research skills document**](https://drive.google.com/file/d/0BzYebk2ArU7KRXl3XzFHdTkzTFV3RWJla3hrdDBoN2ZyWWtr/view?usp=sharing) | | |

| **Understanding the Library** | | |
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| **PACING 6 days** | | |
| Understand the role of the media specialist as teacher and resource person, as, literature and technology consultant, reference source, research consultant, collection developer, and storyteller. | Identify, locate, select, and access print and non-print materials  ( fiction, nonfiction, biography, story collections, reference, periodicals) | Appropriate use and care of materials |
|  | | |
| Utilize circulation procedures efficiently and effectively in print and electronic sources. | Identify, locate, and utilize:  Cover, title, author, illustrator, spine, title page, captions | Understand that fiction and nonfiction books can be used as resources for recreational reading |

| **Media Center Technology** | | |
| --- | --- | --- |
| **16 days** | | |
| Learn ethical and appropriate use of property and materials (copyright and plagiarism) | Ethical and safe use of the internet and electronic resources | Utilize electronic resources |
| Utilize computer applications and software | Perform a basic search by author, title, subject, keyword | Perform an advanced search |
| Understand and utilize menu bars, help screens, search strategies, print, save, send/attach | Understand and utilize the internet (locate, evaluate, print, save) |  |

| **Library Skills** | | |
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| **10 days** | | |
| Identify, locate, select, and utilize fiction, author, style, genre, Newberry | Identify, locate, select, and utilize nonfiction and informational texts | Identify, locate, select, and utilize biographies |
|  | | |
| Identify, locate, select, and utilize dictionaries | Identify, locate, select, and utilize cover, title, author, illustrator, spine, title page, copyright page, publisher, place of publication, copyright date, dedication, preface, table of contents, captions, index, glossary, | Understand that fiction and nonfiction books can be used as resources for research and class assignments |
| Understand that all libraries provide diverse collections of information with varied viewpoints |  |  |

| **3 - 5 CONTENT EXPOSURE**   * Identify, locate, and utilize text * Identify, locate, select, and utilize works cited |
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**GRADES 6 - 8**

| **ENDURING UNDERSTANDINGS:**   * The library is a place used for both research and personal fulfillment. * Research is a collaborative activity. * The library grows and changes over time. * Answering questions drives the finding, evaluating, and selecting of appropriate resources for specific tasks. | | |
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| **ESSENTIAL QUESTIONS:**   * What is the best method for collecting information and citing sources? * How do you decide the type of presentation according to the audience? * Do the 21st century learning standards apply in the library media center? * How can you transfer your information and understanding to others using technology? | | |
| **21st CENTURY SKILLS:**  CRP1, 2, 3, 4, 5, 6, 7, 8, 9, 11  9.1.4.A.2 -potential sources of income 9.1.4.B.1 -wants and needs 9.1.4.B.4 -Ways to earn and save  9.1.4.E.1 -factors that influence purchasing 9.2.4.A.1 -different jobs 9.2.4.A.3 -careers related to likes and dislikes  9.2.4.A.4 -how elementary education is foundation for success | | |
| **ELA STANDARDS:**  RL.6.1, 6.7 6.9 6.10 RI.6.7through 6.10  RL.7.1 7.7 7.9 7.10 RI 7.7 through 7.10  RL.8.1 8.5 8.7 8..9 8.10 RI.8.7 through 8.10  AASL: 3.2 3.3 4.1 4.2 4.3 | | |
| **ASSESSMENT**  [**Research Skills Rubric**](https://docs.google.com/document/d/1b8Icf_XdatjUPjffuIkIhAc-fSfYcXRqvHh6OImrxgw/edit?usp=sharing)  [**Participation**](https://docs.google.com/document/d/1aiZHlT1486XRwStbyBKfzi-os1XqvgCZvUJ1hGAFK4I/edit?usp=sharing) | | |

| **Understanding the Library** | | |
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| **PACING 3 days** | | |
| Understand the role of the media specialist as a teacher and resource person as Storyteller, literature and technology consultant, reference source, research consultant, collection developer | Identify, locate, select, and access print and non-print materials  ( fiction, nonfiction, biography, story collections, reference, periodicals) | Appropriate use and care of materials |
|  | | |
| Utilize circulation procedures efficiently and effectively in print and electronic sources. | Identify, locate, and utilize:  Cover, title, author, illustrator, spine, title page, captions | Understand that fiction and nonfiction books can be used as resources for recreational reading |

| **Media Center Technology** | | |
| --- | --- | --- |
| **PACING 17 days** | | |
| Learn ethical and appropriate use of property and materials (copyright and plagiarism) | Ethical and safe use of the internet and electronic resources | Utilize electronic resources |
| Utilize computer applications and software | Perform a basic search by author, title, subject, keyword | Perform an advanced search |
| Understand and utilize menu bars, help screens, search strategies, print, save, send/attach commands | Understand and utilize the internet (locate, evaluate, print, save) |  |

| **Library Skills** | | |
| --- | --- | --- |
| **PACING 17 days** | | |
| Identify, locate, select, and utilize fiction, author, style, genre, | Identify, locate, select, and utilize nonfiction and informational texts | Identify, locate, select, and utilize biographies |
| Identify, locate, select, and utilize dictionaries | Identify, locate, select, and utilize cover, title, author, illustrator, spine, title page, copyright page, publisher, place of publication, copyright date, dedication, preface, table of contents, captions, index, glossary, text, works cited, and Footnotes/endnotes. | Understand that fiction and nonfiction books can be used as resources for research and class assignments |
| Understand that all libraries provide diverse collections of information with varied viewpoints | Identify, locate, select, and utilize periodicals, magazines, newspapers | Identify, locate, select, and utilize almanacs and atlases |
| Identify, locate, select, and utilize encyclopedias | Identify, locate, select, and utilize skills and strategies for searching | Apply district guidelines for bibliographic citations (MLA or APA) |

**NATIONAL INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING**

**Standard 1:** The student who is information-literate accesses information efficiently and effectively.

**Standard 2:** The student who is information-literate evaluates information critically and competently.

**Standard 3:** The student who is information-literate uses information accurately and creatively.

**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests.

**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

**Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

**Standard 9:** The student who contributes positively to the learning community and to is information literate and participates effectively in groups to pursue and generate information.

| **Interdisciplinary Connections**  **SOCIAL STUDIES**  Cultures  Folk tales  Fables  Historical Periods  Geographic differences  **ELA**  Writing as age appropriate  Reading for understanding  **SCIENCE** Plant growth  Seasons  Clouds | **Technology** | **Modifications**   * Pair visual prompts with verbal presentations * Ask students to restate information, directions, and assignments. * Encourage repetition and practice * Model skills / techniques to be mastered. * Provide preferential seating * Accommodate student requests to use a computer to complete assignments. * Provide pre-writing material * Provide leveled activities | |
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| **MATERIALS and RESOURCES:**  Teacher Pay Teachers materials   * Presentation/Digital Storytelling Tools: Google Slides, * Online Speaking/Recording Tools: Chatterpix * Video Tools: YouTube, * Response Tools: Kahoot!, * E-Portfolios: Google Classroom, * Authentic listening and reading sources that provides data and support for speaking and writing prompts. * Collaborate with music teacher on composers | **INSTRUCTIONAL STRATEGIES**   * Reinforcing effort * Providing recognition * Cooperative learning * Cues, Questions, Organizers * Oral summaries * Student practice * Individualized instruction * Effective feedback * Clearly stated learning goals/ objectives * Authentic learning * Adapting to learning styles * Activating prior knowledge * Graphic organizers * Guest speakers * Identifying similarities and differences * Modeling * Music/ songs * Peer teaching * Project -based learning * Reading aloud * Rubrics * Varied texts | **DIFFERENTIATION**  **GIFTED AND TALENTED**   * Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics.   **STUDENTS AT RISK OF FAILURE**   * Ask students to restate information, directions, and assignments. * Repetition and practice * Model skills / techniques to be mastered. * Preferential seating * Student may request to use a computer to complete assignments. * Assign a peer helper in the class setting * Provide oral reminders and check student work during independent work time * Assist student with long and short term planning of assignments * Provide parent/ school communication * Teachers will check/sign student agenda daily |
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**RESOURCES**

Materials & Resources, Interdisciplinary Connections, Technology, Assessments, Pacing - Included at each grade level

[**SEL Competencies**](https://docs.google.com/document/d/1RKsGlNz2Z7AunTFqU5GEVjiXET4987Gt-SPNQUIosSw/edit?usp=sharing)

[**NJDOE SEL**](https://www.nj.gov/education/roadforward/summer/sel/)

[**Amistad**](http://www.njamistadcurriculum.net/)

[**Holocaust**](https://www.nj.gov/education/holocaust/)

[**Italian American Heritage**](https://www.njitalianheritage.org/heritage-curriculum/)

[**Asian American /Pacific Islander Commission**](https://asianpacificheritage.gov/)

[**Climate Change Standards Support**](https://docs.google.com/document/d/1lkpyg7JeZRMZXyh0XRYHn0edx2mLqEF3-u7AiUf59bM/edit?usp=sharing)

**REFERENCES**

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](https://www.state.nj.us/education/bilingual/): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](https://www.state.nj.us/education/aps/cccs/gandt/): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](https://www.state.nj.us/education/specialed/): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

**APPENDIX**

[**New Jersey Statutes and Regulations**](https://www.nj.gov/education/code/current/title6a/chap8.pdf)

[**Ogdensburg Borough School District Policies and Regulations**](https://www.straussesmay.com/seportal/Public/DistrictPolicySearch.aspx?id=1ad5aa032fb7465984a50605ee9ff0de) (Type “Curriculum” in the search bar)

[**OBSD Policy and Regulations Synopsis**](https://docs.google.com/document/d/1ta2TGQxJdcyHPtjduFoBTq6XYG14NhQXEMXzXytKzys/edit?usp=sharing)

**Administrative Code[[1]](#footnote-0)**

**New Jersey Administrative Code Summary and Statutes Curriculum Development:**

**Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

* District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
* District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills [(N.J.A.C. 6A:8-3.1(c)2).](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf)

**Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE :](https://www.nj.gov/education/modelcurriculum/sci/) Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

**Dissection Law**

[N.J.S.A. 18A:35-4.25](https://law.justia.com/codes/new-jersey/2013/title-18a/section-18a-35-4.25/) and [N.J.S.A. 18A:35-4.24](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

**Amistad Law**: [N.J.S.A. 18A 52:16A-88](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf)

Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law**: [N.J.S.A. 18A:35-28](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law:** [N.J.S.A. 18A:35-4.35](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards [(N.J.S.A.18A:35-4.36)](https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**African American History** [N.J.S.A. 18A:35-1](https://www.state.nj.us/education/aps/cccs/ss/regs.htm)  Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

**Asian American Pacific Islander** :

**S3764** that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

**S4021** will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

**Dating Violence** [N.J.S.A. 35-4.23](https://law.justia.com/codes/new-jersey/2016/title-18a/section-18a-35-4.23a/)

**Sexual Assault** [N.J.S.A. 35-4.3](https://www.lawserver.com/law/state/new-jersey/nj-laws/new_jersey_laws_18a_35-4-3) [National Sexual Assault Resource Center](https://www.nsvrc.org/publications/curriculum)

**Dangers of Sexting** [N.J.S.A. 35-4.33](https://www.njleg.state.nj.us/2018/Bills/AL18/80_.PDF)  [Common Sense Education](http://commonsense.org/education/digital-citizenship/lesson/sexting-and-relationships)

**Deaf Students Bill of Rights** [N.J.S.A. 46-2.7](https://www.state.nj.us/education/specialed/deaf/resources/Deaf%20Student's%20Bill%20of%20Rights%20Handout.pdf)

**Digital Citizenship/ Social Media** [N.J.S.A. 35-4.27](https://law.justia.com/codes/new-jersey/2015/title-18a/section-18a-35-4.27/)[Digital Citizenship](https://www.commonsense.org/education/digital-citizenship) [Social Media](https://www.commonsense.org/education/digital-citizenship/lesson/my-social-media-life)

[**Climate Change**](https://docs.google.com/document/d/1K4GHXeJpu7GlEQRDrz1XdDvTksElwzDsHuETJoSejm4/edit?usp=sharing)

**Standards in Action: Climate Change**

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[2020 New Jersey Student Learning Standards Kindergarten through Grade 12](https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

1. <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf> [↑](#footnote-ref-0)