

Course/Subject: Media	CURRICULUM MAP	Grade: K
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	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/ Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Quarter 1 (10 weeks)		How to behave properly in the media center and follow rules and procedures.	-Participate and respond appropriately and respectfully while following rules and procedures.	Demonstration	Informal daily observations Informal Questioning Class Discussion Daily work
	CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.L.10 Actively engage in group reading activities with purpose and understanding.	How to display effective listening skills during storytime	Listen and view respectfully. Respond appropriately.	Games Discussion Modeling Storytime	
		Areas of the Media Center	Identify the everyone section, smart board area and checkout desk.		
		Book Care	-Use a book mark -Turn pages at top corner -Place books on shelf with correct orientation -Use a block to keep place of book until check out -Keep books in a safe location -Understand the necessity of clean and dry hands and not eating over books -Return books on time		
	CC.K.L5 Recognize common	Know and recognize nursery rhymes and stories	-Recite nursery rhymes and stories in rhyme		

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	types of text. CC.K.L10 With prompting and support, compare and contrast the adventures and experiences of characters in a familiar story.	in rhyme	-Identify rhyming words in story	Demonstration Games Discussion Modeling Storytime	Informal daily observations Informal Questioning Class Discussion Daily work
		Literature/Media	-Recognize literature about various holidays throughout the year.		
		Literature for Content Support	Obtain information from stories about a variety of subjects which support the core content areas.		
Quarter 2 (10 weeks)	CC.K.L6 With prompting and support, name the author and ilustrato of a story and define the role of each in telling the story.	Author	-Understand that an author writes the book		
	CC.K.L6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Illustrator	-Understand that the illustrator does the pictures in a book		
		Parts of a Book -spine -spine label -front cover -back cover -barcode -pages	-Identify the parts of a book		
		Call Number	Recognize that the call number gives the address of the book.		

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		Literature/Media	-Recognize literature about various holidays throughout the year.	Demonstration Games Discussion Modeling Storytime	Informal daily observations Informal Questioning Class Discussion Daily work
Quarter 3 (10 weeks)		Fiction vs. Nonfiction	-Recognize that fiction books have stories that are not real -Recognize that nonfiction books are books of facts and books with stories that really happened		
		Fiction: Alphabetical Order	-Understand that fiction books are arranged in alphabetical order by the author's last name -Match letters on fiction book to place on shelf book is located		
		Non-fiction -organized by subject -organized by call number -mostly factual	-Understand that books have subjects -Know non-fiction books are grouped by subject -Identify nonfiction books by call number		
		Literature/Media	-Recognize literature about various holidays throughout the year.-	Demonstration Games Discussion Modeling Storytime	Informal daily observations Informal Questioning Class Discussion Daily work
		Literature for Content Support	Obtain information from stories about a variety of subjects which support the core content areas.		
Quarter 4 (10 weeks)	CC.K.L7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	Literature: Award Winners -Caldecott	Understand that the Caldecott Award is for illustrations		
		Reference	-Understand that there are many places to get information -Identify various places to		

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			obtain factual information		
		Literature/Media	-Recognize literature about various holidays throughout the year.		
		Literature for Content Support	Obtain information from stories about a variety of subjects which support the core content areas.		