

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 4 Media Center Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts Literacy

Curriculum Scope and Sequence

Content Area	Media Center	Course Title/Grade Level:	Grade 4
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Library Basics and Organization	duration of marking period
<u>Topic/Unit #2</u>	Library & Literature Appreciation	across all marking periods
<u>Topic/Unit #3</u>	Research	duration of marking period
<u>Topic/Unit #4</u>	Digital Literacy & Citizenship	duration of marking period

Topic/Unit 1 Title	Library Basics & Orientation	Approximate Pacing	duration of marking period
STANDARDS			
NJSLS			
<p>AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Social Studies, Language Arts, Science (Students may seek information about a variety of topics, either a self directed interest or they may conduct information searches based on a topic being studied currently in social studies and science.)</p>		<ul style="list-style-type: none"> ● Critical thinking ● Information literacy ● Media literacy ● Technology literacy 	
Technology Standards:		Career Ready Practices:	
<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system (Students will see how a library catalog has changed and developed.)</p>		<p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. (For example, after learning about types of resources, we will play a game where students choose the best resource to use for a problem.)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the rules and procedures of the library? 2. How can I search for a book in this library? 3. Which reference books should I use to answer particular types of questions? 4. How do I use the library's online encyclopedias? 			

Enduring Understandings Students will believe that the library offers them nearly limitless things to read and entertain them, as well as nearly limitless access to information to satisfy personal curiosity, or answer a specific need. Students will notice organizational structures.	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> Items in the library are organized by classification. The library catalog is used to find results for searches and to show locations of items. Encyclopedias and other reference materials are useful for answering questions.	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● Search for a book in the library’s online catalog and successfully find it on the shelf. ● Identify whether to use a dictionary, almanac, thesaurus, encyclopedia, or atlas to answer a particular question. ● Search in the online encyclopedia for a variety of subjects. ● Demonstrate respectful and appropriate use of the library and its resources
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students can use the library catalog to determine if the library has an item and then locate the item in the library
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Observation of student behavior during browse/checkout time Successful search and location of item in the library Quiz or game identifying correct reference materials
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will search for and then locate items on the shelves of the library.
Benchmark Assessments (used to establish baseline achievement data and	NWEA MAP

measure progress towards grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: Library catalog (Destiny Discover) Library collection Encyclopedia Britannica/Scholastic Go online encyclopedias	
Supplemental materials: County Library information	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Library and Literature Appreciation	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS			
<p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.</p> <p>AASL Standards</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in purpose</p> <p>4.3.2 Recognize that resources are created for a variety of purposes</p> <p>4.4.1 Identify own areas of interests</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Social Studies (We will read and discuss stories from global points of view and expand stories through looking at globes, maps, videos, etc. to help us better understand a culture/location.)</p> <p>Art (Students will read Caldecott Medal winning books, considering not just the story but the artwork as well. We will ask “How does the art further the story?” “Why was this art recognized?” Students will compare and/or be exposed to, many different styles of art.)</p>		<ul style="list-style-type: none"> ● Communication ● Social skills 	

Technology Standards:		Career Ready Practices:	
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system (Students will learn about ways to share reading experiences through apps and sites.)		9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (We will discuss stories written from global points of view and compare them to our own experiences.)	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
Essential Questions: What are different literary genres and how are they identified? What types of stories or books do I connect to? How can I better understand a story?			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<i>Students will know:</i> that there are many different styles and genres of literature the major children’s literature awards which types of books they prefer		<i>Students will be able to:</i> Identify distinctive characteristics of an author or story. Identify fiction and nonfiction Self select a book for enjoyment. Participate in a discussion of a story.	
ASSESSMENT OF LEARNING			
Summative Assessment (Assessment at the end of the learning period)		Students will regularly check out items for pleasure. Students demonstrate enjoyment of items they have checked out.	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)		Class discussions observations during browsing and checkout One on one recommendations to classmates	
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to		Chatterpix Caldecott recommendations	

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	NWEA MAP
RESOURCES	
Core instructional materials: Readalouds Booktalks Caldecott medal books	
Supplemental materials: Global perspective stories, for example: My First Day by Nguyen Quang Phung, How I Learned Geography by Uri Shulevitz, This Is How We Do It by Matt Lamothe	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Research	Approximate Pacing	Duration of marking period
STANDARDS			
NJSLS			
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>AASL</p> <p>1.1.2 Use prior and background knowledge as context for new learning</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.)</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Social Studies</p> <p>Language Arts</p> <p>Science</p> <p>(When conducting research, students will be able to search about a variety of topics, either of personal interested or related to classroom units of study.)</p>		<ul style="list-style-type: none"> ● Communication ● Information literacy ● Media literacy ● Technology literacy 	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim</p>		<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>(Students will use our online resources to practice seeking the most</p>	

(Students will create pie charts or bar graphs, or a Google slideshow, using information they have gathered during research.)	useful sources for a reference question.)
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Students will understand that successful research, including any kind of attempt to answer a question, begins with a plan	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> The basic concept of a catalog or search engine and how to create a successful search. How to skim articles or pages to find information.</p>	<p><i>Students will be able to:</i> Refine a search to make it broader or narrower Read an encyclopedia article and extract relevant information</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will apply the skills learned to their biography research projects.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Kahoots, discussions</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Demonstration of broad and narrow searches</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<p>NWEA MAP</p>

grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: Destiny Discover (library catalog), Encyclopedia Britannica (digital), Scholastic Go (digital), the library collection	
Supplemental materials: County library materials	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Digital Literacy	Approximate Pacing	Duration of Marking Period
STANDARDS			
NJSLS			
<p>NJSLS ENGLISH LANGUAGE ARTS</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AASL</p> <p>1.4.4 Seek appropriate help when it is needed</p> <p>3.1.6 Use information and technology ethically and responsibly</p>			
Interdisciplinary Connections:		21st Century Skills:	
Language Arts: Students will write brief book reviews.		<ul style="list-style-type: none"> ● Communication ● Social skills ● Critical thinking ● Collaboration ● Information literacy ● Media literacy ● Technology literacy 	
Technology Standards:		Career Ready Practices:	
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.		<p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative</p>	

(Students will discuss how the internet has opportunities for negative uses.)	online identity and the lasting implications of online activity 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. (Students create book reviews in Destiny Discover that are publicly seen. They practice appropriate language and digital image.)
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
 What does “digital citizenship” mean?
 What makes one a good digital citizen?
 Who owns information on the internet?
 How can you locate information on a website?

Enduring Understanding:
 Students will understand the far reaching effects of online information sharing. Students will understand they have a responsibility to use the internet respectfully in terms of behavior towards others, as well as using what they find online.
 Students will understand that as a user of information they are responsible for searching, evaluating, and reading what’s on the screen.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> Not all information is safe to share online What responsibilities they have as a digital citizen Not all information online is reliable or accurate Information and images online are protected by copyright just as printed books are How to navigate a website to find information	<i>Students will be able to:</i> Complete online searches and choose the best site for the questions Locate key pieces of information on a website

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will demonstrate ethical computer use in their classrooms and the library.
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Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Discussion Be Internet Awesome collection of online activities/games
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Be Internet Awesome collection of online activities/games
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	NWEA MAP
RESOURCES	
Core instructional materials: Be Internet Awesome lessons and resources Common Sense Media lessons and resources	
Supplemental materials: Technology course materials	
Modifications for Learners	
See appendix	