

Curriculum Map: 4th Grade Library

Course: Library4 Sub-topic: General

Grade(s): 4

Course

Description:

In this course, students will learn the basic, foundational skills necessary in order to properly navigate the library, the internet, and other essential materials. Students will learn the significance and importance of diversity, as well as display elements of collaboration, teamwork, and respect for others throughout the school year. In this course, students will help to create a student-centered environment, where there is a balance of small group, independent, and one-on-one learning taking place. Students will deepen their understanding of literature, research, and technology, as well as advance their collaboration skills with the help of their classmates.

Unit: Unit 1: Rules/Expectations

Timeline: Week 1 to 3

Unit

Description:

In this unit, students will be able to demonstrate the importance of teamwork, diversity, and collaboration in a library setting, all while developing the necessary skills to utilize materials appropriate, help to maintain a safe learning environment for all, and create a space that is both respectful and empathetic to each child's unique/diverse needs. Students will help to create the expectations of the library's learning environment, as well as master the skills need to independently locate and utilize materials safely in the classroom. Ultimately, this unit will create the foundation for the expectations and rules to be followed throughout the entirety of the school year.

Unit Essential Questions:

How Do Learners...

become informed and committed to the concept of diversity?

gain perspective, recognize, and represent diverse points of view?

reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

Unit Big Ideas:

II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Unit Materials:

Google Slides Presentation

Google Classroom

Google Docs/Paper Worksheets

Chromebooks

Library System (Follett Software)

Books

Unit**Assignments:**

Complete a Diversity Activity

Complete a Worksheet on Rules/Expectations/Proper Etiquette in the Library

Formulate Teams/Complete Team Building Exercises

Establish a Library Community Name

Display Understanding of Location of Books by Making Independent Selections

Unit Key**Terminology
& Definitions:**

Developing Self-Awareness and Self-Management

Developing Social Problem-Solving Skills

Engaging in a Learning Community

Communicating to Establish & Sustain Relationships

Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts

Topic: Unit 1 - Lesson 1: Library Rules/Expectations Review

Minutes for Topic: 45

Topic: Unit 1 - Lesson 2: Diversity 101

Minutes for Topic: 45

Topic: Unit 1 - Lesson 3: Using the Library System/Book Selection

Minutes for Topic: 45

Unit: Unit 2: Internet Safety/Research/Identifying Sources

Timeline: Week 4 to 7

Unit**Description:**

In this unit, students will learn computer safety and demonstrate the use of appropriate websites. Students will understand the concept of plagiarism and be able to identify the steps necessary in order to appropriately give an author credit in research. Students will develop technical skills for researching and analyzing informational texts, including proper note-taking skills.

Unit Essential**Questions:**

How do learners...

Utilize proper note-taking skills when analyzing an informational text?

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Chromebooks

Google Slides -- Appropriate Websites/Dangers of the Internet

Google Docs -- Giving Author's Credit

Unit Assignments: Quiz -- Appropriate Websites/Internet Dangers

Google Doc -- Note-taking/Giving authors credit

Unit Key Terminology & Definitions: Note-taking

Using/analyzing informational texts

Developing digital skills

Appropriate Websites

Topic: Unit 2 - Lesson 1: Computer Safety/Appropriateness

Minutes for Topic: 45

Topic: Unit 2 - Lesson 2: Identifying Appropriate Websites

Minutes for Topic: 45

Topic: Unit 2 - Lesson 2: Giving Credit to the Authors when Researching

Minutes for Topic: 45

Topic: Unit 2 - Lesson 4: Proper Note-Taking Skills in Research

Minutes for Topic: 45

Unit: Unit 3: Researching a Famous Pennsylvanian

Timeline: Week 10 to 15

Unit Description: In this unit, students will learn the process for creating their own research topics, as well as questions to coincide with those topics. Students will complete an independent, in depth research process in order to create a Wax Museum project. Students will display their knowledge and skills of appropriate internet use.

Unit Essential Questions: How do learners...

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

gather information appropriate to the task?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Chromebooks

Projector Screen

Internet

Google Docs

Guidelines for Wax Museum Project w/Checklist

Unit Research on Famous Pennsylvanian through Google Docs

Assignments:

Wax Museum Project to present information

Unit Key

Using & Synthesizing Information

Terminology & Definitions:

Demonstrating Etiquette in Using Technology

Using Information & Technology Safely & Responsibly

Using Information in Research & Inquiry Processes

Topic: Unit 3 - Lesson 1: Developing a Research Topic

Minutes for Topic: 45

Topic: Unit 3 - Lesson 2: Creating Appropriate Research Questions

Minutes for Topic: 45

Topic: Unit 3 - Lesson 3: Independent Researching

Minutes for Topic: 90

Topic: Unit 3 - Lesson 4: Using Google Slides/Screencast-o-Matic to Present Research

Minutes for Topic: 180

Unit: Unit 4: Fiction in Depth

Timeline: Week 28 to 31

Unit**Description:**

In this unit, students will utilize their knowledge of plot and characters, as well as personal experiences, in order to create a fictional story for peer review. Students will utilize computers in order to "publish" their stories and add appropriate illustrations to their stories in order to progress the story's plot.

Unit Essential Questions:

How do learners...

Use personal experiences in order to tell a story?

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions?

Unit Big Ideas: IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Chromebooks

Google Docs -- Plot Outline

Google Slides

Unit**Assignments:**

Plot Outline

Google Slides -- Final Story

Unit Key

Identifying Elements of a Story

Terminology & Definitions:

Examining Perspectives and Points of View

Engaging in a Learning Community

Topic: Unit 4 - Lesson 1: Plot/Character Review

Minutes for Topic: 45

Topic: Unit 4 - Lesson 2: Recalling Facts/Experiences to Create a Fiction Story

Minutes for Topic: 180

Unit: Unit 5: Slam Poetry

Timeline: Week 33 to 39

Unit Description: In this unit, students will study Slam Poetry. Students will learn how to develop an argument, support their argument using informational texts and figurative language, and demonstrate their public speaking skills by creating and presenting their own slam poems.

Unit Essential Questions: How do learners...
express their feelings, thoughts, and emotions through poetry?
support their opinions and an argument through slam poetry?
identify an author's point of view/feelings through poetry?
use figurative language to make an impact on their audience?

Unit Big Ideas: II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.

Unit Materials: Slam Poem examples (by students and school appropriate slam poems)

Figurative Language Notes

Google Slides presentation

chromebooks

Google Classroom

Unit Assignments: Figurative Language Interactive Notebook
Slam Poem Outline
Slam Poem -- Final Draft (Google Docs)

Unit Key Terminology & Definitions: Slam Poetry
Metaphor
Simile
Figurative Language
Mood
Tone
Rhythm

Topic: Unit 5 - Lesson 1: Comparing Nonfiction Texts/What are Slam Poets?

Minutes for Topic: 90

Topic: Unit 5 - Lesson 2: Formulating Opinions/Supporting Opinions Through Poems

Minutes for Topic: 90

Topic: Unit 5 - Lesson 3: Using Figurative Language to Develop a Slam Poem

Minutes for Topic: 180

Topic: Unit 5 - Lesson 4: Presenting Slam Poems

Minutes for Topic: 90

Unit: Unit 6: Career Exploration

Timeline: Week 42 to 45

Unit Description: In this unit, students will find and study a career using appropriate websites and a Google Doc. Students will give authors credit for the information they collect through the creation of a bibliography.

Unit Essential Questions: How do learners...
use information appropriate to a task?
develop a bibliography from multiple media sources?
demonstrate appropriate computer skills?
choose a career topic and deepen their understanding of that topic through research?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.
I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Unit Materials: Google Docs
Google Slides Presentation -- Creating Citations
Creating Citations -- (How to video)
Google Classroom

Unit Assignments: Career Exploration Google Doc
Bibliography

Unit Key Terminology & Definitions: Bibliography
Citations
Career
Constructing Questions for Research & Inquiry
Using Information in Research & Inquiry Processes
Demonstrating Etiquette in Using Technology

Topic: Unit 6 - Lesson 1: Selecting a Career to Research

Minutes for Topic: 45

Topic: Unit 6 - Lesson 2: Identifying Sources in a Bibliography

Minutes for Topic: 45

Topic: Unit 6 - Lesson 3: Google Doc Career Research Completion

Minutes for Topic: 90