LIBRARY – GRADE 4

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: DECEMBER 14, 2023

COURSE OVERVIEW

Title:	Elementary Library
Grade Level:	Grade 4
Level:	N/A
Length:	45 minutes
Duration:	29 cycles
Frequency:	Once every 6-day cycle
Pre-Requisites:	None
Credit:	N/A
Description:	Students will learn to independently read and evaluate texts in a variety of formats for learning, personal growth, and enjoyment. Fourth grade students will research, analyze, synthesize, and evaluate information to draw conclusions and make informed decisions. They are instructed in the use of additional research databases and a greater focus on digital citizenship. Students will create, apply, and share knowledge effectively using a variety of media formats in an ethical manner.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Library Citizenship	• Book care • Check-out procedures • Library expectations	3 Days
2	Location and Access	• Sections of the library • Online public access catalog • Dewey Decimal Classification System	5 Days
3	Digital Citizenship	• Online etiquette • Online safety • Cyberbullying	3 Days
4	Electronic Resources	• Electronic databases • Website evaluation	4 Days
5	Ethical Use of Information	• Copyright • Plagiarism • Bibliographies	3 Days
6	Research Process	• Steps of the research process – Big 6 • Research application	6 Days
7	Literature Appreciation	• Identification of genres • Literary awards	5 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Explore	Learners work effectively with others to broaden perspectives and work toward common goals.
Collaborate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Curate	Learners read, discover, and innovate with a growth mindset developed through experience and reflection.
Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

UNIT 1

Unit Title	Library Citizenship
Unit Description	Students will understand the expectations and procedures of using a library, and participate ethically and productively as members of a library community.
Unit Assessment	Common Unit Assessments

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I select and borrow library materials? **2 Days**	☐ Select nonfiction and fiction texts.	**Vocabulary:** circulation desk, renew	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I care for library materials? **1 Day**	☐ Behave as a responsible library citizen. ☐ Practice safe, ethical behavior.	**Content:** -prevent book damage and demonstrate responsibility for materials	AASL III.D.2 Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

UNIT 2

Unit Title	Location and Access
Unit Description	Students will apply knowledge of the skills, resources, and tools to locate and access library materials.
Unit Assessment	Common Unit Assessments

Essential Question	Learning Goals	Content and Vocabulary	Standards
How are the sections of the library organized? **1 Day**	☐ Identify sections of the library and their arrangement.	**Content:** -sections of the library: Biography, Everyone/Easy Fiction, Everyone/Easy Nonfiction, Fiction, Magazines, Nonfiction, Reference	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I use the library catalog to locate library materials? **2 Days**	☐ Locate and access materials through the online library catalog. ☐ Independently locate and select nonfiction and fiction texts.	**Content:** -search the catalog by title, author, subject; locate the call number in the catalog; locate the book on the library shelves **Vocabulary:** OPAC (Online Public Access Catalog)	AASL I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

What do Dewey numbers represent and how do I use them to locate materials? **2 Days**	☐ Understand nonfiction books are arranged by topics. ☐ Independently locate and select nonfiction texts.	**Content:** -Melvil Dewey, Dewey Decimal Classification System by 100s **Vocabulary:** Dewey Decimal Classification System	AASL IV.B.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.

UNIT 3

Unit Title	Digital Citizenship
Unit Description	Students will practice positive digital citizenship by making responsible, safe and respectful choices.
Unit Assessment	Common Unit Assessments

Essential Question	Learning Goals	Content and Vocabulary	Standards
What are ways I can stay safe online? **1 Day**	☐ Demonstrate online etiquette and safety. ☐ Identify and practice ethical and safe online behavior. ☐ Identify potential consequences of unethical, unsafe, and inappropriate behavior.	**Content:** -protection of personal information, communication with people unknown in real life, communication with a trusted adult about online activity	AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.
How do I use online information responsibly? **2 Days**	☐ Understand how to be a good digital citizen.	**Content:** -types of behaviors that constitute cyberbullying, ways to stand up to cyberbullying, digital citizenship (i.e., respect self and others, digital footprint, reporting unsafe behaviors) **Vocabulary:** digital citizenship, cyberbullying	AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.

UNIT 4

Unit Title	Electronic Resources
Unit Description	Students will use various electronic resources to seek, gather, and evaluate new information.
Unit Assessment	Common Unit Assessments

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I know a website can be trusted? **2 Days**	☐ Evaluate online web sources for credibility.	**Content:** -relevancy, appropriateness, detail, currency, authority, and bias **Vocabulary:** credibility, hoax	AASL VI.A.3 Learners act on an information need by making critical choices about information sources to use.
How do I navigate an electronic database to find information? **2 Days**	☐ Locate information from various digital sources to answer questions or solve problems.	**Content:** -basic search functions -features of the database taught	AASL IV.B Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.

UNIT 5

Unit Title	Ethical Use of Information
Unit Description	Students will learn how to avoid plagiarism and properly cite sources of information.
Unit Assessment	Students will be able to identify and locate bibliographic information in a book and website. Students will cite sources in a simple bibliographic format.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I avoid plagiarism? **1 Day**	☐ Identify and practice ethical information-sharing behavior. ☐ Identify potential consequences of unethical, unsafe, and inappropriate behavior.	**Content:** -fair use of copyrighted materials. -proper paraphrasing techniques and use of quotation marks. **Vocabulary:** copyright, plagiarism, paraphrase, quotation	AASL VI.B.1 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.
How do I properly cite my sources of information? **2 Days**	☐ Identify bibliographic information (such as author, title, copyright date, publisher, URL, volume number). ☐ Create a list of sources used in a simple bibliographic format.	**Content:** -proper MLA formatting; learn where bibliographic information is located **Vocabulary:** citation, works cited, publisher	AASL VI.B.2 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others.

UNIT 6

Unit Title	Research Process
Unit Description	Students will learn and practice the basic steps to the research process, which can be applied across the elementary curriculum. Students will formulate a question, select appropriate sources, gather the necessary information, create their written product, cite their sources, and evaluate their work.
Unit Assessment	Common Unit Assessments

Essential Question	Learning Goals	Content and Vocabulary	Standards
What is Big6 and how do I use it for a research project? **5 Days**	☐ Develop a research topic and questions. ☐ Access, identify, and evaluate resources. ☐ Apply note-taking strategies. ☐ Synthesize information. ☐ Present research findings.	**Vocabulary:** Big 6, synthesis, evaluation **Content:** -task definition, information seeking strategies, location and access, use of information, synthesis, evaluation	AASL I.A.1 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. AASL I.B.3 Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
How do I select the most appropriate print resource for my informational needs? **1 Day**	☐ Understand the uses of various print resources.	**Content:** -Introduce the various print reference materials: almanac, atlas, thesaurus; review encyclopedia and dictionary.	AASL IV.B.1 Learners gather information appropriate to the task by seeking a variety of sources.

UNIT 7

Unit Title	Literature Appreciation
Unit Description	Students pursue personal growth and enjoyment of reading.
Unit Assessment	

Essential Question	Learning Goals	Content and Vocabulary	Standards
What are the various genres and which ones are interesting to me? **2 Days**	☐ Know the major genres of literature. ☐ Self-select favorite genres in the library.	**Vocabulary:** genre	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

Who are some authors and illustrators I should know? **2 Days (ongoing)**	☐ Know popular and award-winning authors, illustrators, and books. ☐ Evaluate books based on interest.	**Vocabulary:** PA Young Reader's Choice Award, Newbery, Coretta Scott King, Pura Belpre	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I grow as a reader over the summer? **1 Day**	☐ Know how to access and check out books over the summer.		AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print and/or audio materials
- Outlines and/or study sheets
- Manipulative learning materials
- Alternatives to writing (voice to text/calculator)