



Content Area: Library

Grade Level: 4th Grade

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>Standard</u>	<u>Library Benchmarks</u>	<u>Library Objectives</u>	<u>Assessments</u>
Year Round	4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth	4.A - Use both text and visuals to understand literature 4.B - Select a "Just Right" book independently for personal reading 4.C - Recognize different types and elements of literature 4.D - Analyze and understand information presented creatively in various non-textual formats 4.E - Seek information related to personal interests 4.F - Select resources and materials based on interest, need, and appropriateness	4.1 - Select a "Just Right" book during literature selection 4.2 - Read various traditional folklore 4.3 - Read various genres 4.4 - Read and comprehend informational texts 4.5 - Recognize various literary elements within works 4.6 - Participate in guided discussions about literature to share opinions and responses 4.7 - Develop individual taste in series, author, and genre reading 4.8 - Distinguish differences among award-winning literature appropriate to age group 4.9 - Appreciate information presented creatively in various formats 4.10 - Read for pleasure, seek answers, and explore topics of personal interest 4.11 - Access libraries, library staff, and library resources both personally and virtually	
August	1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge Unit: Destiny Review	1.A - Explain an information need 1.B - Understand the concept of keywords	1.6 - Practice locating materials and information using advanced features of library catalog	
September	1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge	1.A - Explain an information need 1.B - Understand the concept of keywords	1.1 - Use reference materials 1.2 - Identify keywords and/or search terms 1.3 - Use print and/or non-print resources and select the most appropriate 1.4 - Practice articulating an information need and	Pick a topic to research

			<p>creating a search strategy</p> <p>1.5 - Identify primary and secondary sources of information</p>	
<p>October November December January</p>	<p>2 - Evaluate information critically and competently</p> <p>3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <p>5 - Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes</p>	<p>2.A - Determine appropriate sources of information</p> <p>2.B - Identify facts and details that support main ideas</p> <p>2.C - Analyze and evaluate new information based on previous experience and knowledge</p> <p>2.D - Find similar ideas in more than one source</p> <p>2.E - Recognize the differences between sources</p> <p>3.A - Communicate results of information search in format appropriate for content</p> <p>3.B - Recognize ownership of written and illustrated material</p> <p>3.C - Observe Internet guidelines and protocols as defined in the district's policies</p> <p>5.A - Use personal and private information appropriately</p> <p>5.B - Behave responsibly and respectfully in a networked environment</p> <p>5.C - Use electronic devices safely and appropriately</p>	<p>2.1 - Practice what facts and details to include in note taking</p> <p>2.2 - Use appropriate print and/or electronic resources</p> <p>2.3 - Continue to use different clues to determine important ideas in illustrations and text</p> <p>2.4 - Recognize common organizational patterns to make sense of information</p> <p>2.6 - Compare content and ideas in different resources</p> <p>2.7 - Select the most appropriate source to fulfill the information need</p> <p>3.1 - Edit, format, spell-check, save, proofread, and print original documents using a word processor</p> <p>3.3 - Organize information using such differentiated techniques as graphic organizers, storyboarding, or webbing</p> <p>3.4 - Present, perform, share, and evaluate the results of information searches in a new form</p> <p>3.5 - Recognize the need for citing sources and begin to record simple bibliographies</p> <p>3.6 - Respect different points of view and opinions</p> <p>3.7 - Differentiate between note taking and copying verbatim from sources used</p> <p>5.1 - Protect personal information, apply stranger-danger knowledge and skills on the Internet, and choose online friends wisely</p> <p>5.2 - Use the Internet to visit assigned websites and safely perform supervised searches</p> <p>5.3 - Practice good online manners, recognizing some communications can be hurtful to others</p> <p>5.4 - Report uncomfortable situations to an adult</p> <p>5.5 - Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)</p> <p>5.6 - Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content</p>	<p>Fill out research topic template</p> <p>January - Present researched topic of choice</p>

February - May	End of year novel			
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