Course Title: Library Skills	**Length of Course:** 30 cycles
Grade Level(s): 4	**Periods Per Cycle:** 1
Units of Credit: N/A	**Length of Period:** 40 minutes
Classification: Required	**Total Instructional Time:** 20 hours

Course Description

The fourth grade program begins with a general library orientation. The parts of a book are reviewed. The various classifications of the library collection are reviewed and reinforced. Location skills are expanded through the use of the online public access catalog. Online and print-based research skills are expanded; the almanac is introduced as a new reference source. Dictionaries and encyclopedias are reviewed and used in a variety of projects and assignments. Types of literature included at this level are historical fiction and nontraditional tales. Various authors and their works are explored.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anticipatory Sets	Paper and Pencil Activities	Wait-time
Bell Ringers	Objectives	Wait-time Extended
Class Discussions	Online and Print Research	Technology Integration
Closure	Quizzes	Video Clips
Critical Thinking	Teacher Demonstrations	Interaction Sequence
Graphic Organizers	Teacher-made Tests	

Assessments

Oral Responses	Student Research Projects	Teacher-made Tests, Quizzes, Worksheets

Materials/Resources

Library Books	Internet	Online and Print Dictionaries and Encyclopedias
BookFlix Video Clips	Teacher-made Games and Resources	Online Public Access Catalog (Basic/Text)
Unitedstreaming Video Clips		

Adopted: 4/20/88
Revised: 9/3/91; 3/17/99; 1/16/02; 8/20/07; 5/16/16

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.2.4.B - Refer to details and examples in text to support what the text says explicitly and make inferences.
	CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
Craft and Structure – Point of View	CC.1.2.4.D - Compare and contrast an event or topic told from two different points of view.
Craft and Structure – Text Structure	CC.1.2.4.E - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
Craft and Structure – Vocabulary	CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.4.G - Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.4.H - Explain how an author uses reasons and evidence to support particular points in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.

1.3 Reading Literature
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
Key Ideas and Details – Literary Elements	CC.1.3.4.C - Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
Craft and Structure – Point of View	CC.1.3.4.D - Compare and contrast an event or topic told from two different points of view.
Craft and Structure – Vocabulary	CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.4.H - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Conducting Research	CC.1.4.4.V - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Credibility, Reliability, and Validity of Sources	CC.1.4.4.W - 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.

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	**OBJECTIVES/STANDARDS**
Comprehension and Collaboration / Critical Listening	CC.1.5.4.B - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration / Evaluating Information	CC.1.5.4.C - Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.4.D - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

5.1 Principles and Documents of Government	
CONTENT/KEY CONCEPTS	**OBJECTIVES/STANDARDS**
Principles and ideals that shape government	5.1.4.C Explain the principles and ideals shaping local and state government: Liberty/Freedom, Democracy, Justice, Equality.
Symbols	5.1.4.F Identify state symbols, national symbols and national holidays.

5.2 Rights and Responsibilities of Citizenship	
CONTENT/KEY CONCEPTS	**OBJECTIVES/STANDARDS**
Civics rights and responsibilities	5.2.4.A Identify individual rights and need and the rights and needs of others in the classroom, school and community

| ISTE* 5 Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. ||
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Safety	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology.
Collaboration / Productivity	ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration learning, and productivity.
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