

Grade Four Library Curriculum

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

NJCCCS	Objective/Skills	Materials/ Resources/Strategies
Visual & Performing Arts	<p>STANDARD 1.2 (Creation & Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theatre and visual arts.</p> <p>D. Visual Art</p> <ol style="list-style-type: none"> 1. Investigate careers in the world of visual arts. 	<ul style="list-style-type: none"> • Purchase and maintain books and resources on visual and performing arts and careers.
Comprehensive Health & Physical Education	<p>STANDARD 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a health active lifestyle.</p> <p>A. Communication</p> <ol style="list-style-type: none"> 1. Explain how to determine the validity and reliability of a health resource. 2. Present health information, orally and in writing, to peers. 3. Explain how to identify a health problem or issue for possible research. 	<ul style="list-style-type: none"> • Teach students to locate books or online sources for health issues.
Language Arts	<p>STANDARD 3.1 (Reading) All students will apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.</p> <p>H. Inquiry and Research</p> <ol style="list-style-type: none"> 1. Use library classification 	<ul style="list-style-type: none"> • Describe library policies and procedures

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	<p>systems, print or electronic, to locate information.</p> <ol style="list-style-type: none"> 2. Investigate a favorite author and produce evidence of research. 3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. 	<ul style="list-style-type: none"> • Develop and maintain a collection of Fiction, Non-Fiction Texts • Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues • Introduce the Dewey Decimal system • Lead students to print and electronic sources • Help students develop research strategies • Provide classroom teachers with appropriate materials • Teach students how to search the available resources (e.g., books, periodical databases, internet...) • Collaborate with teachers to develop specific projects that will allow students to develop skills in planning, locating, using, evaluating, and communicating information to solve problems. • Collaborate with teachers in the development of research projects with frequent opportunities to engage in research related to content area subjects. • Teach students responsible use of information (e.g., how to prepare bibliographies, how to properly credit copied, quoted or paraphrased information...)
	<p>STANDARD 3.2 (Writing) All students will write in a clear, concise, organized language that varies in content and form from different audiences and purposes.</p> <p>A. Writing as a Process (prewriting, drafting, revising,</p>	

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	<p>editing, postwriting)</p> <p>1. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources</p> <p>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>1. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection</p>	<ul style="list-style-type: none"> • Purchase and maintain a variety of genres and reference materials when selecting books. • Dictionaries • Thesaurus • Internet Access
	<p>STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.</p> <p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Listen actively for a variety of purposes such as enjoyment and obtaining information. 2. Listen attentively and critically to a variety of speakers. 3. Interpret vocabulary gained through listening. 	<ul style="list-style-type: none"> • Book Talks • Discussions
	<p>STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</p> <p>A. Constructing Meaning</p> <ol style="list-style-type: none"> 1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen. 2. Respond to and evaluate the use of illustrations to support text. 3. Use graphs, charts, and diagrams to report data. 4. Distinguish between factual and fictional visual representations. 5. Identify the central theme in a movie, film, or illustration. 6. Identify the target audience for a particular program, 	<ul style="list-style-type: none"> • Internet Access • Purchase and maintain fiction and non-fiction texts from different genres, authors, & illustrators. • Purchase and maintain a DVD or video library from all subject areas.

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	<p>story, or advertisement.</p> <p>7. Demonstrate an awareness of different media forms and how they contribute to communication.</p>	
	<p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Understand that creators of both print media and electronic media have a purpose and target audience for their work. 2. Explore and interpret various messages found in advertisements and other texts. 3. Discuss the emotional impact of photos and how they aid understanding. 4. Compare and contrast media sources, such as film and book versions of a story. 	
	<p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Express preferences for media choices. 	
<p>Mathematics</p>	<p>STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.</p> <p>C. Connections</p> <ol style="list-style-type: none"> 1. Recognize that mathematics is used in a variety of contexts outside of mathematics. 2. Apply mathematics in practical situations and in other disciplines. 3. Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards). 	<ul style="list-style-type: none"> • Teach students to locate, evaluate and use sources of information on mathematicians, mathematical concepts, and possible demonstration lessons for classmates.

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<p>Science</p>	<p>STANDARD 5.2 (Science & Society) All students will develop and understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.</p> <p>A. Cultural Contributions</p> <ol style="list-style-type: none"> 1. Describe how people in different cultures have made and continue to make contributions to science and technology. <p>B. Historical Perspectives</p> <ol style="list-style-type: none"> 1. Hear, read, write, and talk about scientists and inventors in historical context 	<ul style="list-style-type: none"> • Introduce through booktalks, bibliographies of scientists from different cultures and historical periods. • Review library layout and classification system for biographies. • Review search strategies for catalog searching. • Instruct students in the location, evaluation, use and crediting of science and history reference materials and electronic sources.
<p>Social Studies</p>	<p>STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civic, history, geography and economics.</p> <p>A. Social Studies Skills</p> <ol style="list-style-type: none"> 1. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper). 2. Organize events in a time line. 3. Distinguish between an eyewitness account and a secondary account of an event. 4. Distinguish fact from fiction. 	<ul style="list-style-type: none"> • Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness. • Develop and maintain a collection of biographical literature about historical figures and people who shaped history • Develop and maintain a collection of video (or DVD) information about historical figures and

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		people who shaped history.
<p>World Language</p>	<p>STANDARD 7.1 (Communication)</p> <p>C. Presentational Mode (spoken or written communication for an audience)</p> <ol style="list-style-type: none"> 1. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. 2. Tell or write about products of the target culture and simulate common cultural practices. <ul style="list-style-type: none"> ▪ Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures) 	<ul style="list-style-type: none"> • Teach students how to locate book and online sources of information about of various countries. • Assist students to locate and use appropriate sources of information
<p>Technological Literacy</p>	<p>STANDARD 8.1 (Computer & Information Literacy) All students will use computer applications to gather and organize information and to solve problems.</p> <p>B. Application of Productivity Tools</p> <p>Social Aspects</p> <ol style="list-style-type: none"> 1. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: <ul style="list-style-type: none"> ▪ Internet access ▪ Copyrighted materials ▪ On-line library resources ▪ Personal security and safety issues 2. Recognize the ethical and legal implications of 	<ul style="list-style-type: none"> • Teach and assist students to: <ul style="list-style-type: none"> ○ Solve problems individually and/or collaboratively using computer applications. ○ Use computer applications to modify information independently modify information independently and/or collaboratively to

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	<p>plagiarism of copyrighted materials.</p> <ol style="list-style-type: none">3. Information Access and Research4. Recognize the need for accessing and using information.5. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.6. Locate specific information by searching a database.	<ul style="list-style-type: none">○ solve problems. Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.• Teach and assist students to respect and uphold copyright standards and ethics.• Teach and assist students to recognize quality web sites as well as various search tools such as web browsers, search engines, and directories.• Teach and assist students to recognize accuracy and/or bias of information.
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