

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Upper Elementary School
Library and Media Department*

*Library and Media
Grade 4*

Date : February, 2020

Prepared by: *Carol Herb*

Revised by: *Carol Herb*

Supervisor: Jacqueline Brownell

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	13
<u>Units</u>	14

Board of Education

Dr. Sandra Alberti, President

Mr. Jack Fairchild

Ms. Alexandria Law

Ms. Katherine Mullin

Ms. Lauren Romano

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. David Weinstein

Ms. Caryn Shaw, Vice President

Administration

Dr. Scott McCartney, Superintendent of Schools

Ms. Carole Butler, Director of Curriculum & Instruction

Dr. David Tate, Director of Special Education

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Ms. Debora Belfield, Director of Personnel

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Arts, Technology, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Course Description and Fundamental Concepts

This course is designed to facilitate students in developing a deep appreciation of the range of literature available to them for independent reading, to guide them as they seek information to answer questions and explore a variety of topics, and to develop into lifelong learners. Students will be introduced to the materials and technology available to them in the Media Center Library, learn about the unique characteristics of the different sections of the Library, and explore several literary genres in order to maintain and strengthen their love of reading. In conducting inquiry-based research projects, students will enhance their understanding of sources and how to use them effectively. Careful attention will be paid to using both technology as well as resources in an ethical manner. This class is designed to meet once in an eight-day cycle throughout the academic year. Units will cover the following topics: Using the Library, Literature, and Research.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.7	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably
RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	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.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.4.4	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 at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification</p>

		<i>(e.g., life guards, child care, medicine, education) and examples of these requirements.</i>
	Income and benefits can vary depending on the employer and type of job or career.	9.2.5.CAP.5: <i>Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</i>
	There are a variety of factors to consider before starting a business.	9.2.5.CAP.6: <i>Compare the characteristics of a successful entrepreneur with the traits of successful employees.</i> • 9.2.5.CAP.7: <i>Identify factors to consider before starting a business.</i>
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	9.2.5.CAP.8: <i>Identify risks that individuals and households face.</i> 9.2.5.CAP.9: <i>Justify reasons to have insurance.</i>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 5

Unit Addressed	Core Idea	Standard / Description
	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: <i>Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</i> 9.4.5.CI.2: <i>Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i>
	Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i> 9.4.5.CI.4: <i>Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i>

	<p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p><i>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i></p> <p><i>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i></p> <p><i>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</i></p> <p><i>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i></p>
	<p>Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</p>	<p><i>9.4.5.DC.1: Explain the need for and use of copyrights.</i></p> <p><i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i></p> <p><i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i></p>
	<p>Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p>	<p><i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i></p>
	<p>Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.</p>	<p><i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i></p>
	<p>Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.</p>	<p><i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i></p> <p><i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i></p>
	<p>Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.</p>	<p><i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i></p>

	<p>Global and Cultural Awareness: Culture and geography can shape an individual’s experiences and perspectives.</p>	<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p>
	<p>Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p>	<p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p>
	<p>Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</p>
	<p>Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p>	<p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p>
	<p>Information and Media Literacy: Specific situations require the use of relevant sources of information.</p>	<p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</p>
	<p>Technology Literacy: Different digital tools have different purposes.</p>	<p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p>

	<p>Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p>
--	--	--

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
3	Creating	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i></p>
3	Connecting	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>
3	Performing/ Presenting/ Producing	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i></p>
3	Responding	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i></p>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

<p>2</p>	<p><i>Amistad (N.J.S.A. 18A:35-4.43)</i></p>	<p><i>Understand the accomplishments by African Americans in the building and development of America</i></p> <p><i>Identify and analyze applicable theories concerning human nature and behavior</i></p> <p><i>Know and understand the nation's heritage of slavery and freedom</i></p> <p><i>Know and understand the impact of African diasporic cultures and institutions on the Americas</i></p> <p><i>Know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period</i></p> <p><i>Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society</i></p> <p><i>Know and understand citizenship and disenfranchisement</i></p> <p><i>Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population</i></p> <p><i>Understand the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all</i></p>
	<p><i>Holocaust (N.J.S.A. 18A: 35-28)</i></p>	<p><i>Identify and analyze applicable theories concerning human nature and behavior</i></p> <p><i>Understand that genocide is a consequence of prejudice and discrimination</i></p> <p><i>Understand that issues of moral dilemma and conscience have a profound impact on life</i></p> <p><i>Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens</i></p>
	<p><i>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35</i></p>	<p><i>Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</i></p>

	<p><i>"Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44"</i></p> <p><i>"</i></p>	<p><i>"Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</i></p>
2	<p><i>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</i></p>	<p><i>Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.</i></p> <p><i>Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole.</i></p> <p><i>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i></p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Using the Library	September (~2 days)
Unit 1: Using the Library Unit 2: Literature	October (~3 days)
Unit 2: Literature	November (~2 days)
Unit 2: Literature	December (~2 days)
Unit 2: Literature	January (~3 days)
Unit 3: Research	February (~2 days)
Unit 3: Research	March (~3 days)
Unit 3: Research	April (~2 days)
Unit 3: Research	May (~2 days)
Unit 3: Research	June (~1 days)

[Units](#)

Please contact the Content Supervisor for unit details.