

Stratford Public Schools  
Library Media Curriculum  
Instructional Technology Unit  
Grade 4

Unit Name:

Instructional Technology

Synopsis:

Students will gain a deeper understanding of Google Docs and Google Classroom and begin to use Google Slides to share their work, as well as continue to learn technology skills to prepare them to effectively use 21st century skills as learning tools and for personal enrichment.

Enduring Understandings:

- Using technology properly can make work more efficient and productive.
- Memorizing the keyboard will improve keyboarding skills.
- Google Docs, Google Slides and Google Classroom can be used to share work.

Essential Questions:

- How can I use technology more efficiently?
- How can I memorize the keyboard?
- How can I use Google Docs, Google Slides and Google Classroom to share my work?

Assessment Plan:

- Work in small groups or pairs
- Work with students individually
- Modify assignments
- Demonstrate proper finger placement
- Typing Pal reports

Learning Objectives:

- Recognize when an application or device is not working properly and troubleshoot problem
- Communicate about technology using appropriate terminology
- Access and explore preselected websites independently
- Navigate websites using menu choices and toolbar
- Use and navigate multiple tabs

- Work independently on the computer or with a partner
- Demonstrate proper care of equipment
- Log onto individual Typing Pal account
- Access, navigate and use Typing Pal
- Continue to improve keyboarding skills
- Use Google Docs to share work
- Title Google Docs
- Manipulate text and images in Google Docs
- Use Google Slides to share work
- Title Google Slides
- Manipulate text and images in Google Slides
- Locate saved documents in Google Drive
- Access, navigate and use Google Classroom

Content/Topics:

- Understand and practice proper finger placement on the keyboard
- Access, navigate and use Google Docs, Google Slides and Google Classroom to share work
- Practice manipulating text and images in Google Docs and Google Slides

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments
- Model proper finger placement

Key Vocabulary:

- Tabs
- Toolbar
- Menu
- Text
- Image
- Font
- Website address
- Home row
- Typing Pal
- Google Docs
- Google Slides
- Google Classroom
- Google Drive

### Learning Plan Components (Resources)

#### Core:

- Chromebooks
- Typing Pal
- Google Docs
- Google Slides
- Google Classroom

#### Choice:

- Nearpod - Technology Applications - S3L6 - Computer Vocabulary
- PebbleGo
- ABCYA.com
- RoomRecess.com
- Desktop computers
- SmartBoard
- Document camera

### 21st Century Skills:

- Develop proficiency with the tools of technology
- Use technology as a tool to research, organize, evaluate and communicate information
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions

### Common Core Standards:

- 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.4.8 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.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### Information Literacy and Technology Standards:

- ISTE-1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Stratford Public Schools  
Library Media Curriculum  
Lifelong Reading Unit  
Grade 4

Unit Name:  
Lifelong Reading

Synopsis:  
Students will gain knowledge of and have access to a variety of genres and reading levels to foster an appreciation of literature and promote lifelong reading for pleasure and for information.

Enduring Understandings:

- Nonfiction books provide facts and information for school work and personal interest.
- Exploring and understanding different genres can help develop new interests.
- Reading is a lifetime skill that enhances your understanding of the world, other people and yourself.

Essential Questions:

- How can I find library books I will enjoy?
- How does exploring different genres benefit a reader?
- How can I listen to and understand fiction and nonfiction books?
- How can reading help me better understand the world, people and myself?

Assessment Plan:

- Destiny circulation statistics
- Teacher observation of students locating and checking out books
- Book talks
- Discussion of books among students and teacher

Learning Objectives:

- Select books according to interests and reading level
- Locate fiction and nonfiction books in the library
- Locate books of interest in the library
- Understand different genres
- Develop a deeper understanding of a story
- Understand nonfiction text can be used to pursue personal interests

- Develop reading independence and stamina
- Select and evaluate age-appropriate literature
- Share information about age-appropriate literature
- Understand connection between reading and personal interests
- Demonstrate a respect for library space and materials

Content/Topics:

- Explore and learn about different genres
- Understand the differences between fiction and nonfiction books
- Select books to gain information, support classroom work and for personal interests

Differentiation Strategies:

- Work with student individually
- Work with classroom teacher
- Model thinking aloud when reading
- Model correct use of Destiny

Key Vocabulary:

- Destiny
- Destiny Quest
- Book review
- Call number
- Genre
- Fiction
- Nonfiction
- Biography
- Fantasy
- Historical fiction
- Realistic fiction
- Mystery
- Humor
- Science fiction
- Comic book
- Graphic novel
- Renew
- Overdue

### Learning Plan Components (Resources)

#### Core:

- Destiny
- Destiny Quest
- Fiction books
- Nonfiction books
- Books of various genres

#### Choice:

- SmartBoard
- Document camera
- Read aloud stories
- Books to book talk
- Nutmeg books
- MyOn

### 21st Century Skills:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

### Common Core Standards:

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.9 Compare and contrast the treatment of similar themes and topics

(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Information Literacy and Technology Standards:

- AASL-5a.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- AASL-5c.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Stratford Public Schools  
Library Media Curriculum  
Information Literacy Unit  
Grade 4

Unit Name:  
Information Literacy

Synopsis:  
Students will begin evaluating resources to determine the best resources for their task, using nonfiction components to efficiently locate information and using Destiny to locate books for school work and personal interest.

Enduring Understandings:

- Destiny can be used to locate books for school work and personal interest.
- Using components of fiction and nonfiction books can help the reader better understand the information.
- Information on a topic should be located in multiple sources for information to be complete and accurate.
- Information can be found in many different print and digital sources.

Essential Questions:

- How can I use fiction and nonfiction components to better access information?
- Where can I find the best information for my need?
- How can I use Destiny to locate books for school work and personal interest?
- What are keywords and why are they important when searching for information?

Assessment Plan:

- Teacher review of student work
- Teacher observation of students in the library
- Classroom discussions
- Demonstrate locating information and using text components

Learning Objectives:

- Understand the purpose of Stratford's online catalog Destiny
- Use different search strategies to locate books using Destiny
- Identify and use the components of nonfiction text

- Use the table of contents and index of nonfiction text
- Locate nonfiction information in multiple sources
- Identify author, title, illustrator, publisher and copyright date
- Recognize information can be found in books and on the computer
- Use keyword searching to locate information in databases
- Understand plagiarism and how to avoid it
- Use critical thinking skills to choose appropriate resources for problem solving
- Use critical thinking skills to understand not all information is useful or accurate
- Identify and use the components of fiction text
- Work collaboratively to locate and share information

Content/Topics:

- Use Destiny to locate books for school work and personal interest
- Understand using the components of nonfiction books can help locate information more efficiently
- Use print and digital resources to locate information
- Understand available resources and begin evaluating the best resources for the task at hand

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

Key Vocabulary:

- Destiny
- Destiny Quest
- Database
- Keyword
- Source
- Fiction
- Nonfiction
- Plagiarism
- Digital
- Print
- Table of contents
- Index
- Glossary
- Caption

- Label
- Diagram
- Heading
- Chart
- Graph
- Table

### Learning Plan Components (Resources)

#### Core:

- Destiny
- Destiny Quest
- Chromebooks
- Nonfiction books
- Britannica Online

#### Choice:

- *But I Read it on The Internet* by Toni Buzzeo
- *Pirates of Plagiarism* by Lisa Downey
- SmartBoard
- Document camera
- Nearpod - Common Sense Lesson - 1.4 The Key to Keywords
- WebPath Express
- MyOn
- PebbleGo
- Enchantedlearning.com

### 21st Century Skills:

- Develop proficiency with the tools of technology
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions
- Manage, analyze, and synthesize multiple streams of simultaneously presented information
- Create, critique, analyze, and evaluate multimedia texts

### Common Core Standards:

- RI.4.1 Refer to details and examples in a text 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 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an

understanding of the text in which it appears.

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 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.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Information Literacy and Technology Standards:

- ISTE-3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- AASL-4b.1 Learners gather information appropriate to the task by seeking a variety of sources.
- AASL-4b.2 Learners gather information appropriate to the task by collecting information representing diverse perspectives.
- AASL-4b.3 Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.

Stratford Public Schools  
Library Media Curriculum  
Digital Citizenship Unit  
Grade 4

Unit Name:  
Digital Citizenship

Synopsis:  
Students will understand how to recognize and handle spam and unwanted messages, as well as the importance of being responsible and respectful when online.

Enduring Understandings:

- It is important to be able to judge when online communication crosses the line from harmless to harmful.
- There are strategies for managing unwanted messages.
- An adult should help with unwanted messages or uncomfortable and mean messages.

Essential Questions:

- What should I do when someone uses mean or scary language on the Internet?
- What is spam and what can I do about it?
- What should I do if someone is sending me unwanted or scary messages online?

Assessment Plan:

- Classroom and individual discussions
- Teacher review of student work
- Nearpod reports and quizzes

Learning Objectives:

- Recognize and follow school technology rules
- Demonstrate appropriate actions when using technology
- Use critical thinking skills to understand:
  - the importance of privacy when using the Internet
  - concerns and issues that require adult intervention
  - the importance of protecting your identity online
  - how to protect your identity online

- effects and consequences of cyberbullying
- good digital citizens are responsible and respectful
- basic principles of ownership of ideas
- the concept of misinformation on the Internet

Content/Topics:

- Understand how to handle unwanted or scary messages online and how to manage unwanted messages
- Understand the importance of being responsible and respectful online and how to handle cyberbullying
- Understand that the Internet contains misinformation

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

Key Vocabulary:

- Cyberbullying
- Empathy
- Junk mail
- Spam
- Email
- Unwanted
- Computer virus
- Private
- Responsible
- Respectful

Learning Plan Components (Resources)

Core:

- Nearpod - Common Sense Lesson 1-3 - The Power of Words
- Nearpod - Common Sense Lesson 2-3 - You've Won a Prize!
- Chromebooks

Choice:

- Nearpod - Common Sense Lesson 3.3 - Privacy Rules
- Nearpod - Common Sense Lesson 1.5 - Whose is it, Anyways?
- *Technology Tail: A Digital Footprint Story* by Julia Cook
- SmartBoard
- Document camera

### 21st Century Skills:

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

### Common Core Standards:

- 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.4.8 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.
- 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, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### Information Literacy and Technology Standards:

- ISTE-2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE-2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.