

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Media	Grade Level(s): 4
BOE Adoption Date: September 2014	Revision Date(s): September 2015; October 2017

ABSTRACT

In Fourth-grade students build on the proficiencies developed in third grade and learn more sophisticated search techniques, beginning with research strategies such as recall of prior knowledge and verification of the accuracy of that prior knowledge. They use standard reference tools in print and online. They understand and can explain the organization of nonfiction books in the school library (e.g., the Dewey decimal system). In this grade students become more knowledgeable about online searching, the use of electronic menus and icons, and URL Internet extensions (e.g., .com, .org, .edu, .gov) while using approved or personal passwords appropriately. Students are aware that the Internet has an environment of anonymity and not everyone on the Internet is truthful or reliable. Fourth-grade students also learn about the role of media.

In fourth grade, students extract information from resources, recording the main ideas and significant details from their research. They identify the factors that make a source comprehensive, current, credible, accurate, and authoritative. They use information by selecting a focus, an organization structure, and a point of view for a report or presentation. Students also communicate with others outside the school environment through the use of technology to share information. Fourth-grade students read increasingly complex works, including a wide representation of grade-level-appropriate text such as classic and contemporary literature, magazines, newspapers, online information, and informational text. They know the purpose of age-appropriate book awards such as the Caldecott, Newbery, and California Young Reader awards.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLSS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and

performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

Proficiencies and Pacing:

Course Name: Media Grade 4

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
1 Library Orientation	6 weeks September-October	<p>NJ SLS AASL 1.1.8; NJ SLS AASL 1.1.4; NJ SLS AASL 2.1.2; NJ SLS AASL 3.1.2; NJ SLS AASL 3.1.6; NJ SLS AASL 3.3.2; NJ SLS AASL 4.1.1; NJ SLS AASL 4.1.2; NJ SLS AASL 4.4.1; NJ SLS AASL 4.3.2</p> <p>NJ SLS SL.4.2, NJ SLS SL.4.3, NJ SLS SL.4.1, NJ SLS RL.4.10; NJSLS RL 4.10</p> <p>NJ SLS Tech 8.1.5.A.1 NJ SLS Tech 8.1.5.A.2 NJ SLS Tech 8.1.5.D.4</p>	<p>1. NJSLS AASL 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (2 weeks)</p> <p>2. NJSLS AASL 1.1.4: Find, evaluate, and select appropriate sources to answer questions. (3 weeks)</p> <p>3. NJSLS AASL 2.1.2: Organize knowledge so that it is useful. (2 weeks)</p> <p>4. NJSLS AASL.3.1.2: Participate and collaborate as members of a social and intellectual network of learners. (5 weeks)</p> <p>5. NJSLS AASL.3.1.6 Use information and technology ethically and responsibly. (5 weeks)</p> <p>6. NJSLS AASL.3.3.2 Show social responsibility by</p>	<p>With guidance, students will be able to use the OPAC to locate materials by title, author, subject, series, and keyword searches.</p> <p>Students will be able to locate specific fiction and nonfiction books on the shelves.</p> <p>Students will be able to understand the organization of the media center and the main topics found in each section.</p> <p>Students will be able to locate and describe the various sections of the media center (Reference; Nonfiction; Fiction; Easy/Everybody; Biography; Magazines; Early Chapter).</p> <p>Students will be able to demonstrate knowledge of the rules and procedures of the library.</p> <p>Students will be able to identify and follow the district's Acceptable Use Policy.</p> <p>Students will understand the importance of good digital citizenship.</p> <p>Students will be able to explain and demonstrate proper netiquette when</p>

			<p>participating actively with others in learning situations and by contributing questions and ideas during group discussions. (6 weeks)</p> <p>7. NJSLS.SL.4.1 Engage effectively in a range of collaborative discussion (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. (5 weeks)</p> <p>8. NJSLS AASL.4.1.1 Read, view, and listen for pleasure and personal growth. (5 weeks)</p> <p>9. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (5 weeks)</p> <p>10. NJSLS AASL.4.4.1 Identify own areas of interest. (5 weeks)</p> <p>11. NJSLS AASL 4.3.2:</p>	<p>interacting online (e.g., using Web 2.0 and social media tools).</p> <p>Students will be able to recognize that fiction books are arranged alphabetically by the author's last name and nonfiction books are arranged by number according to the Dewey Decimal System.</p> <p>Students will be able to participate in group discussions and listen respectfully to others.</p> <p>Students will be able to read a wide variety of books (print and digital) to explore new ideas and personal interests.</p> <p>Students will be able to create an individual "wish list" of books and place books on hold using the OPAC.</p>
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			<p>Recognize that resources are created for a variety of purposes. (2 weeks)</p> <p>12. NJSLS Tec 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (6 weeks)</p> <p>13. NJSLS Tech 8.1.5.S.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. (6 weeks)</p>	
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
2 Literature Appreciation	8 weeks October-December	NJ SLS AASL 1.1.4; NJ SLS AASL 4.1.2; NJ SLS AASL 4.1.3 NJ SLS RL 4.10; NJ SLS RL 4.1; NJ SLS RL 4.2 NJ SLS Tech 8.1.5.A.2	1. NJSLS AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions. (2 weeks) 2. NJSLS 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. (13 weeks) 3. NJSLS. 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. (4 weeks) 4. NJSLS AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. (8 weeks) 5. NJSLS.RL.4.2 Determine a theme of a story, drama, or poem from details in	Students will be able to identify and define biographies as books about famous people. Students will be able to read literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. Students will be able to create a product which communicates and summarizes the theme of a story. Students will understand that fiction and nonfiction books can be used for recreational reading. Students will be able to identify story elements in various fictions genres. Determine the main idea of grade level text. Explain how key details from the text support the main idea. Students will be able to use and format a word processing application to communicate learned information and to communicate online with others.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>the text; summarize the text. (8 weeks)</p> <p>NJ SLS Tech 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. (4 Weeks)</p>	

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
3 Information Literacy	8 weeks December - February	<p>NJ SLS AASL1.1.6; NJ SLS 1.3.3; NJ SLS AASL 2.1.2; NJ SLS AASL.2.1.6;</p> <p>NJ SLS L.4.4 C; NJ SLS RI.4.7; NJ SLS RI.4.8.; NJ SLS. RI.4.9</p> <p>NJ SLS Tech 8.1.5.D.1; NJ SLS Tech 8.1.5. E.1; NJ SLS Tech 8.1.5.A.3:</p>	<p>1. NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (8 weeks)</p> <p>2. NJ SLS L.4.4 C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses),</p>	<p>Students will be able to utilize reference materials (print and digital) to locate information (e.g. dictionary, thesaurus, encyclopedia, atlas, and almanac).</p> <p>Students will be able to explain how information from various sources contributes to understanding.</p> <p>Students will be able to use the organizational tools within a book (e.g.</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (3 weeks)</p> <p>3. NJ SLS AASL1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather information. (8 weeks)</p> <p>4. NJ SLS. RI.4.9 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. (8 weeks)</p> <p>5. NJ SLS AASL 2.1.2 Organize information so that it is useful. (8 weeks)</p>	<p>table of contents, index, chapter headings) to locate information</p> <p>Students will understand the importance of using multiple sources when gathering information.</p> <p>Students will be able to discuss the criteria for evaluating a website (e.g. credibility, relevance, bias, accuracy, and currency).</p> <p>Students will be able to demonstrate understanding of plagiarism by paraphrasing information.</p> <p>Students will be able to explain what a text explicitly states.</p> <p>Students will be able to draw inferences from a text referring to details and examples.</p> <p>Students will be able to organize gathered information on a topic.</p> <p>Students will understand the importance of citing sources.</p> <p>With guidance and support, students will be able to write print and digital resources in modified MLA format.</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>6. NJ SLS AASL 1.3.3 follow ethical and legal guidelines in gathering and using information. (8 weeks)</p> <p>7.NJ SLS RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (2 weeks)</p> <p>8. NJ SLS RI. 4.8: Explain how an author uses reasons and evidence to support particular points in a text. (3 weeks)</p> <p>9. NJ SLS Tech 8.1.5.D.1 Understand the need for and use of copyrights. (2 weeks)</p>	<p>Students will be able to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Students will be able to identify and read charts, graphs, diagrams, timeline, animations, or webpages to learn about a topic.</p> <p>Students will be able to explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Students will be able to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>10. NJ SLS Tech 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (8 weeks)</p> <p>12.NJ SLS Tech 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue. (2 weeks)</p>	

Unit Title	Duration/Month(s)	Related Standards	Learning Goal	Topics and Skills
4 Research and Inquiry	14 weeks March-June	<p>NJ SLS AASL 1.1.2; NJ SLS AASL.1.1.3; NJ SLS AASL 1.1.4; NJ SLS AASL.2.1.6; NJ SLS AASL.3.1.4;</p> <p>NJ SLS W.4.6; NJ SLS W.4.7; NJ SLS W.4.8; NJ SLS W.4.9</p> <p>NJ SLS Tech 8.2.5.D.6; NJ SLS Tech 8.2.5.D.7</p>	<p>1. NJ SLS AASL.1.1.2 Use prior and background knowledge as context for new learning. (4 weeks)</p> <p>2. NJ SLS AASL.1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks)</p> <p>3. NJ SLS W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (14 weeks)</p> <p>4. NJ SLS AASL.1.1.3 Develop and refine a range of questions to frame the search for new understanding. (4 weeks)</p> <p>5. NJ SLS 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 (14 weeks)</p>	<p>With guidance, students will be able to recall information from past experiences to guide research.</p> <p>With guidance, students will be able to conduct short research projects individually and/or cooperatively with peers.</p> <p>With guidance, students will be able to develop questions to be answered about a topic.</p> <p>With guidance and support, students will be able to gather information from sources, including both print and digital, to answer topic questions.</p> <p>Students will be able to create a simple bibliographic list of sources used to gather information on a topic.</p> <p>Students will be able to select and utilize an appropriate digital media to present researched information.</p> <p>Students will be able to evaluate and reflect on their ability to work cooperatively and their efforts toward production of a final product.</p>

			<p>6. NJ SLS W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (14 weeks)</p> <p>7. NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (14 weeks)</p> <p>8. NJ SLS AASL.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (8 weeks)</p> <p>9. NJ SLS W.4.6 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (8 weeks)</p> <p>10. NJ SLS Tech 8.2.5.D.6: Explain the positive and negative effect of products and systems on</p>	<p>Students will understand the impact that products and technologies have on the environment and various species, through research and inquiry.</p>
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			humans, other species and the environment, and when the product or system should be used. (8 weeks)	
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NJSLS Tech 8.2.5.D.6

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			11. NJ SLS Tech 8.2.5.D.7: Explain the impact that resources such as energy and materials used in a process to produce products or systems have on the environment. (8 weeks)	

South Harrison School District

Grade 4 - Media

Unit 1: Media Center Orientation	Recommended Duration: 5 weeks
Unit Description: <ul style="list-style-type: none">• Learn/review the infrastructure of the library.• Practice use of school library following rules and procedures• Understand organization of library materials and location• Utilize various types of materials in the school library• Develop search strategies for locating library materials• Utilize the online card catalog to locate sources of information located within the library.• Locate sources of information using the internet• Understand the importance of respecting others opinions during group discussions/activities	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• How are materials organized in the library?• How can I locate materials in the library?• What is the procedure for book circulation?• What types of resources are available in the library?• How can I use online tools to organize reading selections?	<ol style="list-style-type: none">1. There are a variety of resources available in the library (books, magazines, audio books, online subscription sites etc.)2. The library is organized into sections and the main sections are: fiction, nonfiction, and reference. Each section has its own organization system.3. Non-fiction books are arranged numerically according to the Dewey Decimal System.4. Fiction books are arranged in alphabetical order by the author's last name

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: Primary or Power NJ SLS AASL 1: Inquire, think critically, and gain knowledge	1. NJSLS AASL 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (2 weeks)	With guidance, students will be able to use the OPAC to locate materials by title, author, subject, series, and keyword searches.

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS AASL 2: Draw conclusions, apply knowledge to new situations, and create new knowledge</p> <p>NJ SLS AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>NJ SLS AASL 4: Pursue personal and aesthetic growth.</p>	<p>2. NJSLS AASL 1.1.4: Find, evaluate, and select appropriate sources to answer questions. (3 weeks)</p> <p>3. NJSLS AASL 2.1.2: Organize knowledge so that it is useful. (2 weeks)</p> <p>4. NJSLS AASL.3.1.2: Participate and collaborate as members of a social and intellectual network of learners. (5 weeks)</p> <p>5. NJSLS AASL.3.1.6 Use information and technology ethically and responsibly. (5 weeks)</p> <p>6. NJSLS AASL.3.3.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (6 weeks)</p> <p>7. NJSLS.SL.4.1 Engage effectively in a range of collaborative discussion (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. (5 weeks)</p> <p>8. NJSLS AASL.4.1.1 Read, view, and listen for pleasure and personal growth. (5 weeks)</p> <p>9. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (5 weeks)</p>	<p>Students will be able to locate specific fiction and nonfiction books on the shelves.</p> <p>Students will be able to understand the organization of the media center and the main topics found in each section.</p> <p>Students will be able to locate and describe the various sections of the media center (Reference; Nonfiction; Fiction; Easy/Everybody; Biography; Magazines; Early Chapter).</p> <p>Students will be able to demonstrate knowledge of the rules and procedures of the library.</p> <p>Students will be able to identify and follow the district's Acceptable Use Policy.</p> <p>Students will understand the importance of good digital citizenship.</p> <p>Students will be able to explain and demonstrate proper netiquette when interacting online (e.g., using Web 2.0 and social media tools).</p> <p>Students will be able to recognize that fiction books are arranged alphabetically by the author's last name and nonfiction books are arranged by number according to the Dewey Decimal System.</p> <p>Students will be able to participate in group discussions and listen respectfully to others.</p>

Relevant Standards	Learning Goals	Learning Objectives
	<p>10. NJSLS AASL.4.4.1 Identify own areas of interest. (5 weeks)</p> <p>11. NJSLS AASL 4.3.2: Recognize that resources are created for a variety of purposes. (2 weeks)</p> <p>12. NJSLS Tec 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>13. NJSLS Tech 8.1.5.S.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>	<p>Students will be able to read a wide variety of books (print and digital) to explore new ideas and personal interests.</p> <p>Students will be able to create an individual “wish list” of books and place books on hold using the OPAC.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations • Exit/Admit slips • Four corners • Think Pair Share • Questioning • Venn Diagram • Doodle It • Thumbs up, middle, or down • Google Forms • Google Classroom • Discussions 	<ul style="list-style-type: none"> • Quiz or Exam • Rubrics • KWL 	<ul style="list-style-type: none"> • Scan books in/out • Retrieve specific resources from shelves • Reshelf books/magazines • Scavenger hunt • Log onto and off OPAC 	<ul style="list-style-type: none"> • Create an online reading “wish list” • Create a multimedia presentation • Create a map/floor plan of the media center <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Create an online reading “wish list” • Create a multimedia presentation • Create a map/floor plan of the media center <p>Major Activities (required): Scavenger hunt; Communicate through Google Classroom; Utilize</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
			the OPAC to locate and check out resources.

Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students <ul style="list-style-type: none"> • Additional time • Review of directions • Oral assessment • Shortened assessment • Rest breaks • Work-in-progress check • Simplified test wording • Accept short answers 	English Language Learners <ul style="list-style-type: none"> • Oral assessment • Answers dictated • Read directions aloud 	At-Risk Learners <ul style="list-style-type: none"> • Review of directions • Work-in-progress check • Written and verbal directions 	Advanced Learners <ul style="list-style-type: none"> • Offer extensions to learning activity

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> • Provide clear learning goals and scales (rubrics) • Establish classroom routines • Identify critical information • Chunk content into "Digestible Bites" • Review content • Organize students to practice and deepen knowledge • Practice skills, strategies, and processes

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students <ul style="list-style-type: none"> • Visual Aides • Enlarge text • Provide examples • Provide written directions along with oral directions and explanations • Place students in cooperative groups • Demonstrate desired outcome • Seated close to teacher 	English Language Learners <ul style="list-style-type: none"> • Review of directions • Check often for understanding • Define key vocabulary, multiple meaning words, and figurative language 	At-Risk Learners <ul style="list-style-type: none"> • Written and verbal directions • Provide examples • Place students in cooperative groups 	Advanced Learners <ul style="list-style-type: none"> • Create opportunities for advanced learner students to work together • Extend assignments to include more critical thinking

Unit Vocabulary
Unit Vocabulary: Fiction; Nonfiction; Reference; Destiny; OPAC; Dewey Decimal System (DDS); shelf marker; Respect; Procedures; Policies

Interdisciplinary Connections	Integration of Technology	21 st Century Themes	21 st Century Skills
21 st Century Life and Careers: NJ SLS CRP2 – Apply appropriate academic and technical skills NJ SLS CRP4 – Communicate clearly and effectively and with reason NJ SLS CRP11 – Use technology to enhance productivity	Technology: <ul style="list-style-type: none"> • Computer workstations – used for creating a variety of presentations and accessing the OPAC to locate books in the media center. • iPads – used for creating videos and taking pictures. • Google Drive – Used for sharing files and information with teacher and classmates • Google Classroom – Used 		<ul style="list-style-type: none"> • Creativity & Innovation – Students will use creativity and innovation in preparing presentations.

Interdisciplinary Connections	Integration of Technology	21 st Century Themes	21 st Century Skills
	for teacher/student communication, assessment, and sharing.		

Resources
<p>Texts/Materials:</p> <p>Materials: Computers; iPads; SmartBoard; Various books, magazines, online resources; Acceptable Use Policy; Destiny Online Library Management Program; Common Sense Media</p>

South Harrison School District

Grade 4 - Media

Unit 2: Literature Appreciation

Recommended Duration: 8 weeks

Unit Description:

- Identify the role of the author, illustrator, and publisher
- Expose, recognize, and identify the various literary genres
- Respond to literature experiences (reading, listening, and viewing in a variety of ways and formats).

Essential Questions

- How are materials organized in the library
 - How can I locate materials in the library?
 - What is the procedure for book circulation?
- What types of resources are available in the library?

Enduring Understandings

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Nonfiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author's last name

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power</p> <p>NJ SLS AASL 1: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p> <p>NJ SLS AASL 1.1.4 4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>NJ SLS AASL 4.1.2 12 Refer to details and examples in a text and make relevant</p>	<p>1. NJSLS AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions. (2 weeks)</p> <p>2. NJSLS 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. (13 weeks)</p>	<p>Students will be able to identify and define biographies as books about famous people.</p> <p>Students will be able to read literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.</p> <p>Students will be able to create a product which communicates and summarizes the theme of a story.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJ SLS AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>NJ SLS 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.</p> <p>NJ SLS RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>NJ SLS Tech 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<p>3. NJSLS. RL.4.12 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. (4 weeks)</p> <p>4. NJSLS AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. (8 weeks)</p> <p>5. NJSLS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (8 weeks)</p> <p>6.NJ SLS Tech 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. (4 Weeks)</p>	<p>Students will understand that fiction and nonfiction books can be used for recreational reading.</p> <p>Students will be able to identify story elements in various fictions genres.</p> <p>Determine the main idea of grade level text.</p> <p>Explain how key details from the text support the main idea.</p> <p>Students will be able to use and format a word processing application to communicate learned information and to communicate online with others.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations • Exit/Admit slips • Four corners • Think Pair Share • Questioning • Graphic Organizers • Thumbs up, middle, or down • List Ten Things 	<ul style="list-style-type: none"> • Student created anchor charts • Tests/quizzes • Rubrics 	<ul style="list-style-type: none"> • Dramatization • Oral presentations • Story illustrations • Notebooks 	<ul style="list-style-type: none"> • Create anchor charts referencing story elements • Illustrate major story elements of a story. • Character analysis

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education <ul style="list-style-type: none"> • Additional time • Review of directions • Oral assessment • Shortened assessment • Rest breaks • Work-in-progress check • Simplified test wording • Accept short answers • Limit distractions • Project based assessments 	English Language Learners <ul style="list-style-type: none"> • Additional time • Review of directions • Check often for understanding • Define key vocabulary, multiple meaning words, and figurative language • Answers to be dictated 	At-Risk Learners <ul style="list-style-type: none"> • Review of directions • Work-in-progress check. 	Advanced Learners <ul style="list-style-type: none"> • Independent study • Choose from a menu of assignment options

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> • Provide clear learning goals and scales (rubrics) • Establish classroom routines • Identify critical information • Chunk content into “Digestible Bites” • Review content • Organize students to practice and deepen knowledge • Practice skills, strategies, and Processes

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education <ul style="list-style-type: none"> • Visual Aides • Enlarge text • Provide examples • Provide written directions along with oral directions and explanations • Place students in cooperative groups • Demonstrate desired outcome • Seated close to teacher • Tiered assignments • Project based learning 	English Language Learners <ul style="list-style-type: none"> • Review of directions • Check often for understanding • Define key vocabulary, multiple meaning words, and figurative language. • Extra visual and verbal cues and prompts 	At-Risk Learners <ul style="list-style-type: none"> • Oral and written directions • Check frequently for understanding 	Advanced Learners <ul style="list-style-type: none"> • Choose from a menu of assignment options • Independent study • Extend activity

Unit Vocabulary
Unit Vocabulary: author; illustrator; publisher; theme; main idea; genre; connections; biography; story elements

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and informational purposes. • iPads – used for creating videos and taking pictures. • Google Drive – Used for sharing files and information with teacher and classmates • Google Classroom – Used for teacher/student communication, assessment, and sharing. 		<ul style="list-style-type: none"> • Creativity & Innovation – Students will use creativity and innovation in preparing presentations. • Communication & Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.

Resources
<p>Texts/Materials:</p> <p>Materials: Biographies; World Book Online; Graphic organizers; Computer Workstations; iPads; Variety of books and digital resources.</p>

South Harrison School District

Grade 4 - Media

Unit 3: Informational Literacy

Recommended Duration:

Unit Description: This unit will provide students with the pre-requisite knowledge and skills to conduct research legally and ethically. Students will understand the concepts of plagiarism and following copyright laws. They will learn/review nonfiction text features, and will become familiar with the print and digital informational resources available to them.

Essential Questions

- How are materials organized in the library?
- How can I locate materials in the library?
- What is the procedure for book circulation?
- What types of resources are available in the library?

Enduring Understandings

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Nonfiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author's last name
- Nonfiction books can be read for pleasure, as well as for research purposes.

Relevant Standards

NJ SLS AASL1.1.6 6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather information.

NJ SLS 1.3.3 follow ethical and legal guidelines

Learning Goals

1. NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (8 weeks)

2. NJ SLS L.4.4 C. Consult reference materials

Learning Objectives

Students will be able to utilize reference materials (print and digital) to locate information (e.g. dictionary, thesaurus, encyclopedia, atlas, and almanac).

Students will be able to explain how information

Relevant Standards	Learning Goals	Learning Objectives
<p>in gathering and using information.</p> <p>NJ SLS AASL 2.1.2 Organize information so that it is useful.</p> <p>NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>NJ SLS L.4.4 C Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>NJ SLS RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>NJ SLS RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>NJ SLS. RI.4.9 9 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.</p>	<p>(e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (3 weeks)</p> <p>3. NJ SLS AASL1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather information. (8 weeks)</p> <p>4. NJ SLS. RI.4.9 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. (8 weeks)</p> <p>5. NJ SLS AASL 2.1.2 Organize information so that it is useful. (8 weeks)</p> <p>6. NJ SLS AASL 1.3.3 follow ethical and legal guidelines in gathering and using information. (8 weeks)</p> <p>7.NJ SLS RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (2 weeks)</p> <p>8. NJ SLS RI. 4.8:</p>	<p>from various sources contributes to understanding.</p> <p>Students will be able to use the organizational tools within a book (e.g. table of contents, index, chapter headings) to locate information</p> <p>Students will understand the importance of using multiple sources when gathering information.</p> <p>Students will be able to discuss the criteria for evaluating a website (e.g. credibility, relevance, bias, accuracy, and currency).</p> <p>Students will be able to demonstrate understanding of plagiarism by paraphrasing information.</p> <p>Students will be able to explain what a text explicitly states.</p> <p>Students will be able to draw inferences from a text referring to details and examples.</p> <p>Students will be able to organize gathered information on a topic.</p> <p>Students will understand the importance of citing sources.</p> <p>With guidance and support, students will be able to write print and digital resources in modified MLA format.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS Tech 8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>NJ SLS Tech 8.1.5. E.1 1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>NJ SLS Tech 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text. (3 weeks)</p> <p>9. NJ SLS RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. (2 weeks)</p> <p>10. NJ SLS Tech 8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>11. NJ SLS Tech 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (8 weeks)</p> <p>12.NJ SLS Tech 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue. (2 weeks)</p>	<p>Students will be able to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Students will be able to identify and read charts, graphs, diagrams, timeline, animations, or webpages to learn about a topic.</p> <p>Students will be able to explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Students will be able to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations • Exit/Admit slips • Four corners • Think Pair Share • Questioning • Graphic Organizers • Thumbs up, middle, or down 	<ul style="list-style-type: none"> • Rubrics for written, oral, or visual products/presentations • Quizziz • Written test/quiz 	<ul style="list-style-type: none"> • Multimedia presentations • Dramatization • Debate • Collage • Anchor charts 	<ul style="list-style-type: none"> • Newscast • Debate • Dramatization • Creation of Works Cited page • Use of graphic organizers

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> List Ten Things Quizziz 			

Possible Assessment Modifications /Accommodations/Differentiation:

Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Additional time Review of directions Oral assessment Shortened assessment Rest breaks Work-in-progress check Simplified test wording Accept short answers 	<ul style="list-style-type: none"> Additional time Review of directions Check often for understanding Define key vocabulary, multiple meaning words, and figurative language Answers to be dictated 	<ul style="list-style-type: none"> Written and oral directions Review of directions Work-in-progress check 	<ul style="list-style-type: none"> Essays Choice boards Offer extension activities

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Provide clear learning goals and scales (rubrics)
- Establish classroom routines
- Identify critical information
- Chunk content into “Digestible Bites”
- Review content
- Organize students to practice and deepen knowledge
- Practice skills, strategies, and Processes

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Visual Aides • Enlarge text • Provide examples • Provide written directions along with oral directions and explanations • Place students in cooperative groups • Demonstrate desired outcome • Seated close to teacher • Compact content • Learning contracts 	<ul style="list-style-type: none"> • Clear and concise instruction • Translate abstract concepts to concrete • Simplify vocabulary • Provide concrete examples 	<ul style="list-style-type: none"> • Written and oral directions • Frequent checks for understanding • Use of cooperative groups 	<ul style="list-style-type: none"> • Flexible pacing • Independent Study

Unit Vocabulary

Unit Vocabulary: Research; sources, Works cited; copyright; Fair use; evidence; inference; paraphrase; plagiarism

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research. • iPads – used for creating videos, taking pictures, 		<ul style="list-style-type: none"> • Creativity & Innovation – Students will use creativity and innovation in preparing presentations. • Communication & Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
	<p>research, apps</p> <ul style="list-style-type: none"> • Google Drive – Used for sharing files and information with teacher and classmates • Google Classroom – Used for teacher/student communication, assessment, and sharing. 		

Resources
<p>Texts/Materials:</p> <p>Materials:</p> <ul style="list-style-type: none"> • Computer workstations; various informational websites and informational texts; World Book Online; iPads and apps; Google Classroom and Drive; graphic organizers

South Harrison School District

Grade 4 - Media

Unit 4: Research

Recommended Duration: 15 weeks

Unit Description: Students will further develop research skills. They will recall information from past experiences to guide research, locate credible sources, gather and organize information, and look for gaps within their research. Students will create works cited pages using a modified MLA format, understanding the importance of giving credit to authors/publishers.

Essential Questions

- How are materials organized in the library?
- How can I locate materials in the library?
- What is the procedure for book circulation?
What types of resources are available in the library?

Enduring Understandings

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Non-fiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author's last name

Relevant Standards

NJ SLS AASL 1.1.2 Use prior and background knowledge as context for new learning.

NJ SLS AASL.1.1.3 Develop and refine a range of questions to frame the search for new understanding.

Learning Goals

1. NJ SLS AASL.1.1.2 Use prior and background knowledge as context for new learning. (4 weeks)
2. NJ SLS AASL.1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks)

Learning Objectives

With guidance, students will be able to recall information from past experiences to guide research.

With guidance, students will be able to conduct short research projects individually and/or cooperatively with peers.

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>NJ SLS AASL.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>NJ SLS W.4.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>NJ SLS W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>NJ SLS 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.</p> <p>NJ SLS W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>3. NJ SLS W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (14 weeks)</p> <p>4. NJ SLS AASL.1.1.3 Develop and refine a range of questions to frame the search for new understanding. (4 weeks)</p> <p>5. NJ SLS 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 (14 weeks)</p> <p>6. NJ SLS W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (14 weeks)</p> <p>7. NJ SLS AASL.2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (14 weeks)</p> <p>8. NJ SLS AASL.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (8 weeks)</p> <p>9. NJ SLS W.4.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (8 weeks)</p>	<p>With guidance, students will be able to develop questions to be answered about a topic.</p> <p>With guidance and support, students will be able to gather information from sources, including both print and digital, to answer topic questions.</p> <p>Students will be able to create a simple bibliographic list (Works Cited) of sources used to gather information on a topic.</p> <p>Students will be able to select and utilize an appropriate digital media to present researched information.</p> <p>Students will be able to evaluate and reflect on their ability to work cooperatively and their efforts toward production of a final product.</p> <p>Students will understand the impact that products and technologies have on the environment and various species, through research and inquiry.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS Tech 8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.</p> <p>NJ SLS Tech 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment</p>	<p>10. NJ SLS Tech 8.2.5.D.6: Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.</p> <p>11. NJ SLS Tech 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment. (8 weeks)</p>	

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> Strategic questioning Think Pair share Exit/Admit tickets Google forms 3-2-1 Countdown 	<ul style="list-style-type: none"> Test/Quiz Rubrics Google Forms KWL 	<ul style="list-style-type: none"> Multimedia presentations Dramatization Debate Collage Anchor charts 	<ul style="list-style-type: none"> Newscast Debate Dramatization Creation of Works Cited page Use of graphic organizers Multimedia presentation

Possible Assessment Modifications /Accommodations/Differentiation:			
<p>Special Education Students</p> <ul style="list-style-type: none"> Visual Aides Enlarge text Provide examples Provide written directions along with oral directions and explanations 	<p>English Language Learners</p> <ul style="list-style-type: none"> Additional time Review of directions Check often for understanding Define key vocabulary, multiple meaning words, and figurative language 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> Written and oral directions Review of directions Work-in-progress check 	<p>Advanced Learners</p> <ul style="list-style-type: none"> Essays Problem-based

Possible Assessment Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> Place students in cooperative groups Demonstrate desired outcome Seated close to teacher Compact content Learning contracts 	<ul style="list-style-type: none"> Answers to be dictated 		

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> Provide clear learning goals and scales (rubrics) Establish classroom routines Identify critical information Chunk content into "Digestible Bites" Review content Organize students to practice and deepen knowledge Practice skills, strategies, and Processes

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students <ul style="list-style-type: none"> Visual Aides Enlarge text Provide examples Provide written directions along with oral directions and explanations Place students in cooperative groups Demonstrate desired outcome Seated close to teacher 	English Language Learners <ul style="list-style-type: none"> Clear and concise instruction Translate abstract concepts to concrete Simplify vocabulary Provide concrete examples 	At-Risk Learners <ul style="list-style-type: none"> Written and oral directions Frequent checks for understanding Use of cooperative groups 	Advanced Learners <ul style="list-style-type: none"> Flexible pacing Independent Study

Possible Instructional Modifications /Accommodations/Differentiation			
<ul style="list-style-type: none"> • Compact content • Learning contracts 			

Unit Vocabulary

Unit Vocabulary: impact; environment; species; credible;

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>Science:</p> <p>NJ SLS 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>NJ SLS 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans</p> <p>Social Studies: NJ SLS 6.1 U.S. History: America in the World</p> <p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research. • iPads – used for creating videos, taking pictures, research, apps • Google Drive – Used for sharing files and information with teacher and classmates • Google Classroom – Used for teacher/student communication, assessment, and sharing. 	<p>Global Awareness:</p> <p>Environmental issues and their global impact</p>	<ul style="list-style-type: none"> • Creativity & Innovation – Students will use creativity and innovation in preparing presentations. • Communication & Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>			

Resources
<p>Texts/Materials:</p> <p>Materials: Computer workstations; iPads; Various digital resources including World Book Online; Print informational text; Google Drive and Google Classroom</p>