ES Library Media - 4th Grade
Huntingdon Area School District

UNITS (4/4 SELECTED)	SUGGESTED DURATION
🟩 Unit 1: Introduction to Library	*3 lessons*
🟧 Unit 2: Digital Citizenship	*6 lessons*
🟥 Unit 3: Book Awards	*15 lessons*
🟦 Unit 4: STEM/Hour of Code	*7 lessons*

Unit 1: Introduction to Library

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Students will review the library policies and procedures. Students will be able to use the library website. Students will be able to navigate the nonfiction and fiction sections.

1. CC.1.2.L Independently locate and select literary non-fiction on grade level
2. CC.1.3. K Independently, select grade-level-appropriate literature in a variety of genres.

STANDARDS/EXPECTATIONS

BIG IDEAS

Big Ideas

- **Library procedures**
- **Library website**
- **Library collection**

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ESSENTIAL QUESTIONS

Essential Questions

- Why are library procedures important?
- How do you access the library website?
- How is the library organized?
- Why is the library organized?
- How does the library space meet your needs?

Unit 1: Introduction to Library

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Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
Check in/check out/library cycle	Return library books and check new ones out
How to access the library website	Students can find and use the library website
How/why the library is organized	Students can select fiction/non-fiction books

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Find Library Website	Formative/summative	Questions will be asked throughout the lesson and asked to show that they can access the website at the end of the lesson.
Navigate physical library space	summative	Students will locate fiction and non-fiction books

Unit 2: Digital Citizenship
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Students will learn about how to make healthy media choices, what private and personal information can be shared online, that we leave an online footprint, how to keep games fun and friendly, how to handle cyberbullying and creator's rights and responsibilities.

STANDARDS/EXPECTATIONS

American Association of School Librarians (AASL) - Grade K-5 - Library Digital Citizenship

I.A.2	III.A.2	V.A.1	V.A.2	I.B.1	I.B.3	II.B.1	II.B.2	III.B.1	III.B.2	IV.B.2
IV.B.3	I.C.1	I.C.4	II.C.1	II.C.2	I.D.1	I.D.2	I.D.3	1.D.4	II.D.1	II.D.2

BIG IDEAS

<u>**Big Ideas**</u>

- We find balance in our digital lives
- We care about everyone's privacy
- We define who we are
- We know the power of words and actions
- We are kind and courageous
- We are critical thinkers and creators

ESSENTIAL QUESTIONS

<u>**Essential Questions**</u>

- What makes a healthy media choice?
- What information about you is OK to share online?
- How does our online activity affect the digital footprints of ourselves and others?
- How can I help myself and others be positive and have fun while playing games online?
- How can we be upstanders when we see cyberbullying?
- What rights and responsibilities do you have as a creator?

Unit 2: Digital Citizenship

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
Learn the "What? When? How Much?" framework for describing their media choices.	Use this framework and their emotional responses to evaluate how healthy different types of media choices are. Begin to develop their own definition of a healthy media balance.
Know the reasons why people share information about themselves online.	Explain the difference between private and personal information. Explain why it is risky to share private information online.
Understand what responsibilities they have for the digital footprints of themselves and others.	Define the term "digital footprint" and identify the online activities that contribute to it. Identify ways they are -- and are not -- in control of their digital footprint.
Students will know the positives and negatives of social interaction in online games.	Define "social interaction" and give an example. Create an online video game cover that includes guidelines for positive social interaction.

Unit 2: Digital Citizenship
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Knowledge	Skills
Recognize what cyberbullying is.	Reflect on the characteristics that make someone an upstanding digital citizen. Show ways to be an upstander by creating a digital citizenship superhero comic strip.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause and Think Handout	Summative	Questions on a worksheet to show understanding of learning targets and essential question.
Quiz	Summative	Quiz with questions based on learning targets.

Unit 3: Book Awards
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UNIT OVERVIEW

Students will participate in read-alouds and various comprehension activities involving books nominated for awards (ex. Pennsylvania Young Readers' Choice Award). The variety of books includes various genres that expose students to different content. Students are then asked to vote on their top book choice.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 4 - English Language Arts ELA

CC.1.2.4.A	CC.1.2.4.B	CC.1.2.5.B	CC.1.2.4.C	CC.1.2.4.D	CC.1.2.4.E	CC.1.2.4.F
CC.1.2.4.H	CC.1.2.4.I	CC.1.2.4.J	CC.1.2.4.K	CC.1.3.4.A	CC.1.3.4.B	CC.1.3.4.C
CC.1.3.4.D	CC.1.3.4.E	CC.1.3.4.F	CC.1.3.4.G	CC.1.3.4.H	CC.1.3.4.I	CC.1.3.4.K
CC.1.4.4.A	CC.1.4.4.I	CC.1.4.4.M	CC.1.4.4.P	CC.1.4.4.S		

BIG IDEAS

Big Ideas

- **Elements of genres**
- **Comprehension**

ESSENTIAL QUESTIONS

Essential Questions

Essential questions will vary based on nominated titles each year.

Unit 3: Book Awards

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Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
Vocabulary development	apply vocabulary in context
Elements of genres	apply to independent reading and features of genre

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
worksheets	summative	will vary based on books nominated
book voting	formative	Students will recall stories read throughout the unit and vote for their favorite one

Unit 4: STEM/Hour of Code

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UNIT OVERVIEW

Students will develop critical thinking and computer programming skills.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 4 - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)

3.5.3-5.C	3.5.3-5.D	3.5.3-5.G	3.5.3-5.H	3.5.3-5.J	3.5.3-5.K	3.5.3-5.L	3.5.3-5.M
3.5.3-5.N	3.5.3-5.O	3.5.3-5.P	3.5.3-5.Q	3.5.3-5.S	3.5.3-5.Z	3.5.3-5.BB	

BIG IDEAS

<u>**Big Ideas**</u>

- **We can develop, design and explain simple codes**
- **We can develop, design and explain hands-on projects**
- **We can work collaboratively with others**
- **We can use the design process**

ESSENTIAL QUESTIONS

<u>**Essential Questions**</u>

- How can we develop, design and create code?
- Why is it important to learn how to code?
- Why is it important to learn how to work together?
- How can we use the design process?

Unit 4: STEM/Hour of Code

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Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
How to code	They can develop, design, and create code
Why is it important to learn how to code.	Students will create their own code.
How to work together	Students can work on projects collaboratively
How to use the design process	Students can design, create, test and reflect.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Hour of Code	Project-based	design code
STEM	Project-based	Challenge cards/centers to complete tasks