

Course Title:	Grade 4 Library
Grade(s):	4

Course Description
The 4th-grade library curriculum builds upon the foundational skills established in 3rd grade by emphasizing student autonomy and advanced information literacy. As students progress, the focus shifts from guided exploration to independent mastery of the library's physical and digital landscapes to find books to read for personal interest and research. Additionally, after being introduced to the various facets of Digital Citizenship, students will delve further in-depth into the concepts explored in Grade 3 and demonstrate critical thinking when making choices regarding online activities. Classes run on a 6-day rotation.
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Library Skills	In this unit, students review the systematic organization of information within the library, both physical and digital. Students will: • Review the physical organization of the library to independently find books of interest to read for pleasure or academic purposes • Utilize Destiny Discover to find personal selections • Differentiate between fiction and nonfiction and the various subgenres of fiction and book formats • Utilize call numbers and sublocations to locate books of personal interest in the library • Utilize bookshelves appropriately • Care for books to maintain bookshelf life	6 weeks
Unit 2: Literature as	In this unit, students explore literature as mirrors, windows, and sliding glass	8 weeks

Mirrors, Windows, and Sliding Glass Doors	doors. Literature acts as mirrors reflecting readers' own lives, windows offer views into others' worlds, and sliding glass doors allow readers to enter those worlds, fostering empathy. Students will: • Explore individual identity to discover self in literature • Identify and select literature as mirrors or windows	
Unit 3: Digital Citizenship	In this unit, students examine Digital Citizenship as the need to be safe, responsible, and respectful online. Students will: • Examine digital consumption and its impact on digital balance • Explore the impact of digital activities on emotional well-being to make positive choices about online activities • Practice digital balance • Explore the risks of sharing private information online • Recognize phishing scams by exploring the bait utilized and practice ways to avoid taking the hook • Identify how digital footprints project an image of ourselves to the world • Explore how to keep online games friendly	10 weeks
Unit 4: Research	In this unit, students move from being passive consumers of information to active investigators. Students use both physical and digital resources to explore topics for academic purposes and personal growth. By this stage in the year, students are expected to apply their understanding of library organization and digital safety to conduct independent research inquiries. Students will: • Write open-ended research questions • Find usable and relevant sources • Determine the reliability of sources on accessible databases and use search engines (Google) with the SIFT method • Cite sources accurately using NoodleTools	10 weeks