



PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

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Grade Level: 4

Date of Board Approval: June 2026

Curriculum Map

Overview: Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. Marking Period One -Overview with time range in days:

- Exploring the Newbery Award (history/notable award winners and/or authors) - 2 days
 - Drawing evidence from literature and nonfiction
 - Applying strategies to create meaning from literary fiction
- Exploring Biographies - 2 days
 - Constructing questions for research and inquiry
 - Drawing evidence from literature and nonfiction
- Website Evaluation - 2 days
 - Using information in research and inquiry processes
 - Evaluating information sources
- Digital Curation - 3 days
 - Selecting information for use in research and inquiry processes
 - Using and synthesizing information

Marking Period 2 (9 class periods)

2. Marking Period Two -Overview with time range in days:

- Online Safety/Digital Citizenship - 4 days
 - Rights and responsibilities as a creator
 - Digital footprint and responsible communication
 - Combating negative online behavior
 - Online security and passwords
- Coding - 3 days
 - Apply knowledge to create and share original, interactive programs, reinforcing responsible authorship
- Keyboarding - 2 days
 - Use technology and keyboarding

Big Ideas:

UNIT: Learners Inquire & Curate

Big Idea # 1: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Big Idea # 2: Learners make meaning for themselves and others by collecting, organizing and sharing resources of personal relevance.

Essential Questions:

- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?
- How do learners act on an information need?
- How do learners gather information appropriate to the task?
- How do learners determine an author's purpose?
- How do learners systematically question and assess the authority, bias, accuracy, relevancy and currency of information?
- How do learners select and organize information for a variety of audiences?

Concepts:

- Constructing questions for research and inquiry
- Using information in research and inquiry processes
- Drawing evidence from literature and nonfiction
- Applying strategies to create meaning in literary fiction
- Summarizing main ideas and details
- Integrating diverse media
- Using sources of information
- Locating nonfiction and informational texts
- Evaluating information sources
- Selecting information for use in research and inquiry processes
- Using and synthesizing information

Competencies:

- Choose aspects of a topic to investigate.
- Develop questions to be answered about a topic for short research projects.
- Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.
- Apply strategies to create meaning from literary fiction by questioning, reflecting, responding and evaluating.
- Paraphrase part of text read aloud or presented orally or in other media formats.
- Use various print and digital reference sources independently.
- Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability and currency of information.

- Locate information from sources, including both print and digital, to answer a question or solve a problem.
- Organize answers to questions by sorting information into provided categories.
- Use grade-level appropriate note-taking skills, including paraphrasing and/or summarizing.

UNIT: Learners Engage

Big Idea # 1: Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Attributing information sources
- Creating multimedia to demonstrate learning
- Developing digital skills
- Demonstrating etiquette in using technology
- Applying principles of intellectual property
- Using information and technology safely and responsibly

Competencies:

- Identify bibliographic information to create a list of sources used.
- Select and utilize multimedia to create digital media appropriate to audience.
- Use technology and keyboarding skills to produce and publish a product, with guidance and support.
- Apply proper etiquette when using technology.
- Apply intellectual property principles.
- Explain the importance of safe, legal and responsible use of technology.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Inquire & Curate - Access to library collection (Newbery Award winners and Newbery Honor books, biographies); ALA Newbery Medal Home Page - <https://www.ala.org/alsc/awardsgrants/bookmedia/newbery> ; website evaluation tools and video - [Evaluating Websites](#) (for Elementary students); digital curation tools (Wakelet, Padlet, Google Slides, etc.)

Unit: Learners Engage - Common Sense - A Creator's Rights and Responsibilities: <https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities>

Google's Interland Online Safety Resources:
https://beinternetawesome.withgoogle.com/en_in/Educators

Code.org - Course D: <https://studio.code.org/courses/coursed-2025/units/1>

Typing Club: <https://www.typingclub.com/>

Curriculum Plan

Unit 1: Learners Inquire & Curate

Time Range in Days: 9 class periods

- **Standards:**

PA Academic Standards - English Language Arts/Career Education & Work

AASL Standards for Learners

ISTE Standards for Students

- **Standards Addressed:**

PA CC ELA -

1.4.4.V- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

1.4.4.W- 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.

1.4.4.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

1.4.4.I- Provide reasons that are supported by facts and details.

1.3.4.K-Read and comprehend literary fiction on grade-level, reading independently and proficiently.

1.5.4.B- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

1.2.4.L- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.2.4.G- Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

CEW -

13.1.3.F - Explore how people prepare for careers.

13.2.3.B - Discuss resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

AASL -

I.A.2 - Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.

I.B.2 - Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

I.A.1 - Learners display curiosity and initiative by formulating questions about a personal interest or curricular topic.

I.B.1 - Learners engage with new knowledge by following a process that includes using evidence to investigate questions.

IV.B.3 - Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.

I.C.1 - Learners adapt, communicate and exchange learning products with others in a cycle that includes interacting with content presented by others.

I.B.3 - Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

VI.C.2 - Learners responsibly, ethically and legally share new information with a global community by disseminating new knowledge through means appropriate for the intended audience.

VI.D.1 -Learners engage with information to extend personal learning by personalizing their use of information and information technologies.

IV.B.3 - Learners gather information appropriate to the task by organizing information by priority, topic or other systematic scheme.

ISTE -

2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.

3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits

3b Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.

3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.

6a Students choose appropriate digital platforms and tools to meet communication and creation goals.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6d Students publish or present content that customizes the message and medium for their intended audience.

1. Students will compare current Newbery winners/authors to older Newbery winners/authors. (DOK 2 and DOK 3)
2. Students will be able to identify key features of the Newbery Award. (DOK 1)
3. Students will be able to identify key features of a biography. (DOK 1)
4. Students will evaluate the reliability of the sources used in their research. (DOK 3)
5. Students will find a select relevant digital information on a chosen topic. (DOK 2)
6. Students will curate digital content using online tools to create a shared collection. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the Newbery Award and its history. Promote the award by sharing selected titles with class.
2. Direct instruction on the biography genre. Read aloud/share examples of well-written biographies.
3. Direct instruction on evaluation and the use of different print and non-print reference sources. Discuss criteria that deem a source or website reliable/authentic.
4. Digital Curation Project: Students will choose a topic connected to their curriculum (Science or Social Studies) or an area of personal interest (perhaps a famous person). Working in small groups, they will curate a digital collection of resources - videos,

images, articles and websites - to teach classmates about their topic. Students will evaluate sources using a student-friendly checklist, then publish their final curated collection using a digital tool (Wakelet, Padlet, Google Slides, etc.)

Assessments:

Diagnostic: Discussion and questioning during presentation; discussion of internet use and previous website evaluation strategies; discussion of students' use of reference sites/tools

Formative: Teacher observation of small group work, exit slips, think-pair-share, polls

Summative: Teacher made rubric for final digital products; observation of students selecting Newbery winners and/or biographies

Extensions: Have students award a mock "Newbery Award" to a book of their choice and defend their reasons for choosing it. Students can also "book talk" their choice and create a video book trailer for it.

1. Create a class digital museum using student collections.
2. Students can create a virtual travel brochure for a specific destination, including photos, facts and maps.
3. Have students evaluate each other's collections using a simplified rubric.

Correctives: Modification of content, peer assistance, share examples of previous students' work to guide students

Curriculum Plan

Unit: Learners Engage

Time Range in Days: 9 days

Standard(s):

PA Academic Standards - English Language Arts/Career Education & Work

AASL Standards for Learners

ISTE Standards for Students

Standards Addressed:

PA CC ELA -

1.4.4.W - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information in notes and finished work, and provide a list of sources.

1.4.4.U - With some guidance and support, use technology, including the Internet, to produce and publish writing as well to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CEW -

13.2.5.B Identify and review resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

AASL -

VI.A.2 - Understanding the ethical use of information, technology and media.

VI.B.2 - Acknowledging authorship and demonstrating respect for the intellectual property of others.

I.B.3 - Generating products that illustrate learning.

I.C.4 - Sharing products with an authentic audience.

VI.A.1 - Responsibly applying information, technology and media to learning.

VI.C.2 - Disseminating new knowledge through means appropriate for the intended audience.

VI.D.3 - Inspiring others to engage in safe, responsible, ethical and legal information behaviors.

ISTE -

2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.

6a Students choose appropriate digital platforms and tools to meet communication and creation goals.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6d Students publish or present content that customizes the message and medium for their intended audience.

7b Use collaborative technologies to work with others to explore ideas, solve problems, and achieve goals, broadening perspectives and enriching learning through effective teamwork.

Objectives:

1. Students will define “copyright” and explain how it applies to creative work. (DOK 2)
2. Students will describe their rights and responsibilities as creators. (DOK 1)
3. Students will apply copyright principles to real-life scenarios. (DOK 4)
4. Students will analyze how to see privacy concerns from different perspectives. (DOK 4)
5. Students will understand how different scenarios call for different levels of privacy. (DOK 2)
6. Students will define what being positive means and looks like online. (DOK 2)
7. Students will learn to identify online situations in which a trusted adult should be consulted. (DOK 2)
8. Students will practice how to create strong passwords and explain why they matter. (DOK 1)
9. Students will complete projects/puzzles within the activities in [Code.org](https://code.org) to strengthen foundational concepts, including sequencing, events, loops and conditionals. (DOK 3)
10. Students will strengthen their keyboarding skills in order to meet current ELA standards

Core Activities and Corresponding Instructional Methods:

1. Librarian will utilize/present digital citizenship/online safety lessons from Common Sense Education - “A Creator’s Rights and Responsibilities” and Google’s Interland site - “Share with Care”, “It’s Cool to be Kind” & “Secure Your Secrets”. Direct instruction will utilize videos, whole-group/small-group activities, games and follow-up activities to deepen understanding of key concepts.
2. Librarian will introduce students to key concepts in [Code.org](https://code.org)’s Course D - and assist students/guide them through completion of activities, including sequencing, events, loops and conditionals.
3. Librarian will introduce keyboard site(s) such as Typing Club - and assist students/guide them through completion of activities.

Assessments:

Diagnostic: Discussion of students’ online habits, including using others’ intellectual property, experiences in sharing personal information online, cyberbullying and personal passwords. Typing pre-test to assess current levels/wpm.

Formative: Exit slips, Interland games, whole-group discussion

Summative: Digital citizenship “quiz”; completion of coding and typing lessons/activities

Extensions:

Students can act out responses to various online scenarios; continued work on coding/typing lessons outside of library class

Correctives:

Modification of content; peer assistance; partner work in coding activities.

