



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Elementary Schools
Course: Media Center/Library, Grade 4
Department: English

Board Approval	Supervisor	Notes
December 2008	Eleanor Hughes	Born Date
May 2009	Eleanor Hughes	Revisions
December 2012	Eleanor Hughes	Revisions
August 2013	Eleanor Hughes	Revisions
August 2018	Patrick O'Neill	Revisions

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Week	Marking Period 1	Week	Marking Period 3
1	Introduction to the media center and the librarian	21	
2		22	
3	Introduction to book care	23	
4	Develop attentiveness as a story is read	24	
5	Participate appropriately in group discussions	25	
6	Select appropriate books of interest	26	
7	Identify the basic parts of a book	27	
8	Identify the role of author and illustrator	28	
9	Introduction to the differences between fiction and nonfiction	29	
10	Be exposed to a variety of diverse books	30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	

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18		38	
19		39	
20		40	
Time Frame	Recurring		
Topic			
Think, Create, Grow, and Share			
Essential Questions			
<ul style="list-style-type: none"> • Does the student have the ability to build new knowledge, express curiosity, and seek Information from a variety of sources? • Does the student demonstrate understanding and work collaboratively? • Does the student practice responsible digital citizenship, safely and ethically using information technology/media? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. • Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. • Collaborate: Work effectively with others to broaden perspectives and work toward common goals. • Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. • Explore: Discover and innovate in a growth mindset developed through experience and reflection. • Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. 			
Alignment to National Standards/NJSLS			
<ul style="list-style-type: none"> • I.A.1 Formulating questions about a personal interest or a curricular topic. 			

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- I.A.2 Recalling prior and background knowledge as context for new meaning.
- I.B.3 Generating products that illustrate learning.
- I.D.1 Continually seeking knowledge.
- I.D.3 Enacting new understanding through real-world connections.
- II.A.1 Articulating an awareness of the contributions of a range of learners.
- II.B.1 Interacting with learners who reflect a range of perspectives.
- II.B.3 Representing diverse perspectives during learning activities.
- II.C.1 Engaging in informed conversation and active debate.
- II.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.
- II.D.1 Seeking interactions with a range of learners.
- II.D.2 Demonstrating interest in other perspectives during learning activities.
- II.D.3 Reflecting on their own place within the global learning community.
- III.A.1 Demonstrating their desire to broaden and deepen understandings.
- III.A.2 Developing new understandings through engagement in a learning group.
- III.A.3 Deciding to solve problems informed by group interaction.
- III.B.1 Using a variety of communication tools and resources.
- III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- III.D.1 Actively contributing to group discussions.
- III.D.2 Recognizing learning as a social responsibility.
- IV.A.1 Determining the need to gather information.
- IV.A.2 Identifying possible sources of information.
- IV.B.1 Seeking a variety of sources.
- IV.B.3 Systematically questioning and assessing the validity and accuracy of information.
- V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2 Reflecting and questioning assumptions and possible misconceptions.
- V.B.2 Persisting through self-directed pursuits by tinkering and making.
- V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- V.D.1 Iteratively responding to challenges.
- V.D.2 . Recognizing capabilities and skills that can be developed, improved, and expanded.
- VI.A.1 Responsibly applying information, technology, and media to learning.
- VI.A.2 Understanding the ethical use of information, technology, and media.
- VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

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- VI.B.1 Ethically using and reproducing others' work.
- VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
- VI.D.1 Personalizing their use of information and information technologies.
- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- CRP11. Use technology to enhance productivity

Key Concepts and Skills

- Reinforce appropriate library conduct and procedures
- Reinforce appropriate book care
- Participate in group discussions, demonstrating respect for different viewpoints
- Reinforce concepts of characters, plot, and setting in fiction
- Identify different genres
- Identify favorite authors and their works
- Evaluate books for their quality and illustrations
- Locate books by call number
- Search computer catalog by title, author, subject
- Reinforce how fiction and non-fiction are shelved
- Expand/reinforce information on the Dewey Decimal System and the 10 categories
- Continue and expand the concepts of digital citizenship such as plagiarism, internet safety, and website evaluation
- Use a variety of resources for research including books and internet sites
- Expand basic computer coding concepts
- Be exposed to a variety of diverse books

Learning Activities

- Story time
- Crafts & activities based upon books read
- Online activities
- Use of online catalog to aid in book selection
- Self-selection of books
- Group discussion
- Digital citizenship lessons

Assessments

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- Teacher observation
- Authentic assessment including performance tasks
- Class participation

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Integrated 21st-Century Skills and Career Ready Practices (NJSL 9)

All students will demonstrate how to:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Reinforcement of ELA skills
- Exploration of Science and Social Studies topics
- Reinforcement of technology skills

Technology Integration

- Use of various online technologies as appropriate, such as Common Sense Media, Mediasmarts, OPALS, Code.org, Carnegie Storymaker, Storyboard That, DKfindout, PebbleGo, Enchanted Learning, BrainPOP, ABCYa, Author & Illustrator websites, etc.

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Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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