

FOURTH GRADE - Research Unit (Disasters)

1. Students will access information to address personal or curricular information needs.

1.1 Define the need for personal or curricular information.

Exemplary: Define the scope of personal or curricular information needs by independently identifying topics of interest and their relationship to prior knowledge.

1.3 Identify a wide range of information sources.

Define and differentiate among print, audio, visual, electronic and community resources including:

glossary

atlas

television documentaries

database

internet

subject experts

1.4 Develop successful information-seeking strategies.

recognize and locate fiction and nonfiction by call number

classify identified questions by broad categories and specific subtopics

define subject headings

define keywords

expand searches by broadening search terms

define hypertext links

limit searches by narrowing search

terms

broaden or narrow simple search statements using Boolean operators

4. Students will use information and technology ethically.

4.3 Respect intellectual property rights.

communicate the ideas of others in one's own words

explain ways in which plagiarism can be avoided

4.4 Use information products and technology ethically.

Discuss Cecil county's Acceptable Use Policy (AUP)

6. Students will appreciate literature and creative expressions of information.

6.2 Develop listening strategies – note taking skills

7. Students will participate in groups to pursue and generate information.

7.2 Work cooperatively with others, in person or remotely, to use info. effectively when addressing identified info. needs

Proficient: Work cooperatively to create and evaluate complex information products.

FOURTH GRADE - Research Unit (National Parks)

1. Students will access information to address personal or curricular information needs.

1.2 Form questions based on identified information needs.

Identify open and closed questions

With assistance, students will relate different forms of questions to specific cognitive processes and question stems

Students will independently generate multiple types of questions

With assistance, students will identify essential and subsidiary questions.

1.3 Identify a wide range of information sources.

thesaurus

1.4 Develop successful information-seeking strategies.

explain the basic organization and use of the Dewey Decimal System

2. Students will review, evaluate and select information in order to address identified questions or information needs.

2.2 Evaluate content form print, visual, audio and electronic media.

use the acknowledgement, preface, introduction or foreword to ascertain authority

3. Students will use information effectively to address their identified questions or information needs.

3.1 Record pertinent information.

use a graphic organizer to capture each main idea and supporting details

3.3 Synthesize information.

integrate new information gathered from a variety of sources with prior information

record necessary information that identifies all sources used to address an information need.

3.4 Communicate results.

independently generate a list of possible presentation formats and select one suited to the audience and purpose and justify selection

7. Students will participate in groups to pursue and generate information.

7.2 Work cooperatively with others, in person or remotely, to use info. effectively when addressing identified info. needs

Work cooperatively to create and evaluate complex information products.

FOURTH GRADE - Biography Unit – Famous Americans

1. Students will access information to address personal or curricular information needs.

1.3 Identify a wide range of information sources.

Define and differentiate among print, audio, visual, electronic and community resources including:

biography

autobiography

1.4 Develop successful information-seeking strategies.

use subheadings to locate information in an encyclopedia

use "see" and "see also" references to locate additional information in an encyclopedia

use previewing techniques to scan for major concepts and keywords

2. Students will review, evaluate and select information in order to address identified questions or information needs.

2.2 Evaluate content form print, visual, audio and electronic media.

identify primary and secondary sources

3. Students will use information effectively to address their identified questions or information needs.

3.1 Record pertinent information.

paraphrase the main ideas which address an information need

4. Students will use information and technology ethically.

4.3 Respect intellectual property rights.

Describe how copyright protects the rights of authors etc. to control the distribution, performance, display or copying of their work.

Recognize that copyright violation is a crime with serious consequences

Define Fair Use.

Obtain permission for any use of copyrighted works not covered by Fair Use

Discuss the impact of Technology on copyright issues.

6. Students will appreciate literature and creative expressions of information.

- 6.1 Develop competence as an independent reader.
develop skills to summarize an informational selection using a minimum of four details

FOURTH GRADE - Literature Unit

- 6. Students will appreciate literature and creative expressions of information.
 - 6.1 Develop competence as an independent reader.
develop skills to summarize a literary selection that includes characters, setting, problem, events and solution
 - 6.2 Develop competence as an independent listener.
identify musical elements of literary language (rhyme scheme, rhythm, alliteration, assonance, consonance, onomatopoeia.)
clarify meaning through interaction (reflection, questioning, restating)
 - 6.4 Comprehend and apply meaning derived from literature and other creative expressions.
identify Newbery Medal books and other notable award-winning books