

Grades 4 & 5 Media Trimester 1: The Stories We Tell Ourselves

September- December

Targeted Standards:

This curriculum aligns with the American Association of School Librarians (AASL) National School Library Standards.

Students will demonstrate growth in:

- Inquire – Build new knowledge by asking questions. I.A.1
- Include – Demonstrate empathy and appreciation of diverse perspectives. I.B.3
- Collaborate – Work effectively with others. III
- Curate – Gather and organize information. IV
- Explore – Discover and innovate. V
- Engage – Use information responsibly and ethically. VI

English Language Arts (2023) Grade 4

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

English Language Arts (2023) Grade 5

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

NJ Visual & Performing Arts

- 1.4.5.Cr2a–b: Devise original ideas for a drama/theatre work that reflect inquiry about characters and plot.
- 1.4.5.Cr3a–c: Revise and refine ideas and reflect on artistic choices.

- 1.4.5.Pr6a: Present rehearsed drama/theatre work for sharing.
- 1.4.5.Re7a: Explain responses to dramatic work.
- 1.4.5.Re9a–c: Compare and contrast personal experiences and justify responses.
- 1.4.5.Cn10a: Explain how theatre connects self to community.
- 1.4.5.Cn11a–b: Identify how theatre connects to history, culture, and global issues.
- 1.4.5.Pr5a–b: Apply characterization using voice and movement; investigate how choices convey meaning.
- 1.4.5.Re8a–c: Identify artistic choices and their meaning; explain emotional reactions.

Rationale and Transfer Goals:

By understanding storytelling and the use of a library as a tool, students can identify the history and themes of literary text and relate it back to original source material. By reading traditional folk and fairy tales, students can extract and summarize information verbally. By performing a self-developed readers' theatre in small groups, students engage in the act of traditional storytelling by citing literary text. Through the use of modern media, students will be able to make real-life connections of storytelling to historical traditions.

Enduring Understandings:

Through the use of reading, speaking, and multimedia design, students will be able to identify differing forms of fictional works and interpret its meaning.

Essential Questions:

1. How can we use the library to find materials?
2. What are the genres of fiction materials?
3. How did storytelling originate?
4. How did storytelling develop?
5. In what ways does storytelling relate to our everyday lives?

Content/Objectives		Instructional Actions	
**differing activities/skills for 4th and 5th grade are notated in individual sections.			
Content What students will know	Skills What students will be able to do	Activities/Strategies How we teach content and skills	Evidence (Assessments) How we know students have learned
Week 1			
● Introduction to the Library: Part 1 (Getting Cards)	● Use the library.	● Teacher presentation on use of library/media space. ● Make library cards.	● Library cards used. ● Processes followed
Week 2			
● Introduction to the Library: Part 2 (Searching for Books)	● Search for books.	● Complete a scavenger hunt in small groups.	● Scavenger hunt completed.

• Introduction to the Library: Part 3 (Identifying Genre)	• Identify genre.	• Do call-and-response Booktalk Trivia on identifying genre	• In-class observations of trivia challenge.
Week 3			
• Introduction to Folk and Fairy Tales (Highlight on Hispanic Folktales)	Grade 4: • Read a parable independently. Grade 5: • Read a fairy tale or folktale independently.	• Teacher Read-Aloud • Independent Reading	• Verbal book report the following week.
Week 4			
• Book Reports and Readers' Theatre Small Groups	Grade 4 • Verbally present and summarize a parable. Grade 5: • Verbally present and summarize a fairy tale or folktale. • Communicate about preferences in stories in a small group setting.	• Teacher demonstrates example of verbal book report. • Direct a readers' theatre performance	• Verbal book report completed. • In-class observations.
Week 5			
• Exploration of Setting (Digital Design)	• Design a virtual background for a performance using Google Slides.	• Teacher demonstrates how to design Google slides to make backgrounds.	• Created background setting.

		Students work in small groups to design their backgrounds.	
Week 6			
Voicing Characters	Grade 4: - Perform a parable with a narrator and characters in small groups. Grade 5: - Perform a fairy tale or folk tale with a narrator and characters in small groups.	- Teacher shares a demonstration clip from the film, "Into the Woods." - Students perform their readers' theatre.	In-class observations.
Week 7			
The Heart of the Story (Reflection)	Voice opinions on performances in dyads.	Conduct an in-depth group reflection on narrative, theme, and characterization.	In-class observations.
Week 8			
History of Storytelling in Native Culture	Communicate the history of storytelling in other cultures.	Teacher presentation on the history of storytelling.	In-class observations of students comparing and contrasting current knowledge with new knowledge.

Week 9			
Modern Media in Storytelling	Identify modern day storytellers and connect it to their lives.	Collaborative discussion on social media stars.	In-class observations.
Week 10			
Modern Language in Storytelling (Design a Meme)	- Create multimedia content based on language and storytelling. - Identify different formats of media used in storytelling.	- Teacher example of completed project. - Explanation of “memes” and other modern tools as a form of short storytelling Grade 4: - Design a meme. Grade 5: - Collaborate in small groups to make a video performance.	- In-class observations. - Completed projects.
Week 11			
The Way Stories Make Us Feel	- Communicate a story that is important to themselves to another in dyads. - Describe emotional reactions to stories in large group discussion.	- Teacher example and reactions in collaborative discussion. - Turn-and-talk work in dyads.	In-class observations.

	Define “nostalgia” and how it relates to storytelling.		
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
- Builds on knowledge of the library with higher levels of reading. - Builds on knowledge of fictional materials through multiple activities. - Builds on knowledge of multimedia use.	- Locate and independently choose appropriate library books. - Compare works by a single author. - Builds on previous experience of Readers’ Theatre. - Expands on previous knowledge of fiction. - Expands knowledge of multimedia use. - Apply the AASL Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—to reading, research, and digital citizenship experiences.	- Develop skills and tools to use the library through scavenger hunts and explanation of library processes. - Complete a readers’ theatre on a story that is new to them. - Use digital tools to create storytelling. - Relate it to their lives.	

21st Century Skills:

Students will walk away from this being able to identify an interest, search for desired content, develop characters through their own voice, and be able to read and summarize stories from literature and their lives.

Key resources:

- Library cards
- Scavenger hunt
- Booktalk Trivia Genre Presentation
- Folktales and Fairy Tales section of the library
- History of Storytelling Presentation
- Chromebooks with Google Slides for multimedia projects

Interdisciplinary Connections

- The history of storytelling in varying cultures connects to Social Studies.
- Multimedia design connects to Art and Theatre.
- Reading and summarizing materials connects to ELA.

Modifications and Differentiation

- Students can work either individually or in groups.
- Extra time given for those who need it.
- Adaptive to verbal, visual, or written presentations depending on ability.
- ESL: Use visual supports, provide sentence frames ("My story was about..."). Pair with higher-level English speaker.
- SpEd: Scaffold with simpler stories and smaller audience for presentation. Use adaptive materials or modified scripts.
- Gifted: Open capability to create more complex projects. Create and direct original plays; analyze professional performances.
- Intervention: Scaffold script reading and provide modeling.

Grades 4 & 5 Media Trimester 2: The Research Cycle

December - March

Targeted Standards:

This curriculum aligns with the American Association of School Librarians (AASL) National School Library Standards.

Students will demonstrate growth in:

- Inquire – Build new knowledge by asking questions. I.A.1
- Include – Demonstrate empathy and appreciation of diverse perspectives. I.B.3
- Collaborate – Work effectively with others. III
- Curate – Gather and organize information. IV
- Explore – Discover and innovate. V
- Engage – Use information responsibly and ethically. VI

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.English Language Arts (2023) W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

English Language Arts (2023) Grade 4

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

English Language Arts (2023) Grade 5

- SL.PE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- L.VL.5.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.WF.5.2 Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.IW.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.5.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Mathematics (2023)

- 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Rationale and Transfer Goals:

Working on a sustained informational group/individual writing project helps students understand the range of writing in drafting, research, reflection, and revision process in developing and accurately conveying new ideas. Through the research and design process, students will engage their prefrontal cortex in decision making and cause and effect. Through the creative elements, students will use social emotional understanding to identify how they work best, increase frustration tolerance, and self-regulate in difficult tasks.

Enduring Understandings:

Through the use of research, design, and informational writing, students will be able to increase their skill levels in developing creative projects and build on their inventiveness and curiosity within the framework of informational design.

Essential Questions:

1. How do we learn how to play games?
2. How can we teach others to play through writing alone?
3. What is the history of game design?
4. What tools do we need to make our idea a reality?
5. How can we make a project interesting to others?

Content/Objectives		Instructional Actions	
<i>**differing content/skills/activities/evidence for Grade 4-5 are notated into individual sections.</i>			
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
Grade 4			
Week 1:			
Teaching Game Mechanics	Learn how to play an unfamiliar board game by reading instructions.	- Teacher presents on the materials in group instruction. - Do small group activity. - Show examples of finished products. - Provide as-needed support for students in groups.	In-class observations.
Week 2:			
Doing Research: Easy	- Learn about different types of games. - Identify how probability works in game design.	- Small group exploration activity. - Provide as-needed support for students in groups.	In-class observations.

		Show examples of finished products.	
Week 3:			
Writing Instructions: Recipes	- Identify format of a new type of informational writing. - Compare and contrast different forms of informational writing. - Learn how to write instructions.	- Teacher presents on the materials in large group instruction. - Use examples to expand on the use of materials. - Provide worksheets to facilitate independent learning.	Completed worksheets.
Week 4:			
Rules as Laws (Civil Rights)	- Identify format of a new type of informational writing. - Identify history of instructional writing.	Do read-alouds in large group instruction.	In-class observations.
Week 5:			
Game Development: Mind Maps	Create a mind map.	- Teacher presentation and examples in large group instruction. - Small group exploration activity.	Completed worksheets.

		• Provide as-needed support for students in groups.	
Week 6:			
• Game Development: Design	• Identify and write down needed materials.	• Teacher presentation and examples in large group instruction. • Small group work. • Provide as-needed support for students in groups.	• Completed “shopping list” of supplies needed.
Week 7:			
• Game Development: Engineer	• Create project in small groups.	• Small group work. • Provide as-needed support for students in groups.	• Progress towards a game that has a beginning, middle, and end.
Week 8:			
• Stories of Black Inventors	• Identify multicultural history of creators.	• Teacher read-aloud. • Continue project in small groups. • Provide as-needed support for students in groups.	• Progress towards a game that has a beginning, middle, and end.
Week 9:			

Game Development: Alpha Test	- Review peer projects. - Compare and contrast to own project.	- Large group instruction with example. - Small group work. - Provide as-needed support for students in groups.	Complete survey on another group's project.
Week 10:			
Game Development: Revise	Revise materials.	- Continue project in small groups. - Provide as-needed support for students in groups.	In-class observations of revising materials.
Week 11:			
Game Development: Beta Test	- Review other projects and compare and contrast to own project. - Review final surveys.	- Teacher presents on the materials in group instruction. - Small group activity.	Complete survey on another group's project.
Week 12:			
Stories of Women Inventors	Identify history of inventors.	- Do read-alouds in large group instruction. - Take volunteers for final presentations.	Presentations on final product.

Grade 5			
Week 1:			
Teaching Character Design: Worksheet	Design their own main character.	- Teacher presents on the materials in group instruction. - Provide worksheets to facilitate independent learning. - Do small group activity. - Show examples of finished products. - Provide as-needed support for students in groups.	Completed worksheets.
Week 2:			
Teaching Monster Design: Worksheet	Design an antagonist.	- Teacher presents on materials in group instruction. - Provide worksheets to facilitate independent learning. - Do small group activity. - Show examples of finished products.	Completed worksheets.

		• Provide as-needed support for students in groups.	
Week 3:			
• Teaching Game Mechanics: Hard	• Create informational writing on game design • Identify how probability works in game design. • Identify how cause-and-effect operates in Choose Your Own Adventure games.	• Teacher presents on the materials in group instruction. • Provide worksheets to facilitate independent learning. • Do small group activity. • Show examples of finished products. • Provide as-needed support for students in groups.	• Completed worksheets.
Week 4:			
• Rules as Laws (Civil Rights)	• Identify history of rules writing	• Do read-alouds in large group instruction.	
Week 5:			
• Choose Your Own Adventure: Flow Chart / Outline	• Outline trajectory of game • Outline the hero's journey in their story	• Teacher presents on the materials in group instruction. • Provide worksheets to facilitate independent learning.	• Completed worksheets.

		• Do small group activity. • Show examples of finished products. • Provide as-needed support for students in groups.	
Week 6:			
• Choose Your Own Adventure: Story Hook.	• Summarize a story with strong language skills. • Revise story game based on peer feedback.	• Teacher presents on the materials in group instruction. • Provide worksheets to facilitate independent learning. • Do small group activity. • Show examples of finished products. • Provide as-needed support for students in groups.	• Completed worksheets.
Week 7:			
• Choose Your Own Adventure: Rising Action	• Outline trajectory of game • Compare and contrast the hero's journey to their story game.	• Teacher presents on the materials in group instruction. • Provide worksheets to facilitate independent learning. • Do small group activity.	• Completed worksheets.

		• Show examples of finished products. • Provide as-needed support for students in groups.	
Week 8:			
• Black Heroes Storytime	• Identify multicultural influential figures in history. • Reflect on personal heroes and their journeys • Compare and contrast the hero's journey to their story game.	• Do read-alouds in large group instruction.	• In-class observations
Week 9:			
• Choose Your Own Adventure: Conflict / Climax / Conclusion	• Outline trajectory of game • Compare and contrast the hero's journey to their story game.	• Teacher presents on the materials in group instruction. • Provide worksheets to facilitate independent learning. • Do small group activity. • Show examples of finished products.	• Completed worksheets.

		• Provide as-needed support for students in groups.	
Week 10:			
• Choose Your Own Adventure: Revise	• Review other projects and compare and contrast to own project. • Revise story game based on peer feedback.	• Do small group activity. • Provide as-needed support for students.	• Revised worksheets.
Week 11:			
• Choose Your Own Adventure: Presentations	• Present on completed and revised materials. • Orally present on their game		• Completed presentations.
Week 12:			
• Women Heroes Storytime	• Identify multicultural influential figures in history. • Compare and contrast the hero's journey to their story game. • Reflect on personal heroes and their journeys	• Do read-alouds in large group instruction. • Take volunteers for final presentations.	• In-class observations • Completed presentations.

	Orally present on their game		
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
- Increase understanding of the expanded role of libraries in the modern day. - Write and create informational content for review by peers. - Build on knowledge of multimedia use through physical materials. - Connect content to historical values.	- Builds on knowledge of more library materials. - Builds on knowledge of storytelling through informational game design. - Builds on knowledge of multimedia use. - Apply the AASL Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—to reading, research, and digital citizenship experiences.	Complete an informational product through the research, design, and user experience model.	
<u>21st Century Skills:</u> By exploring game design, user experience, and informational writing, students are able to complete the research process in a way that is similar to how they would in a modern career.			

Key resources:

- Worksheets
- Mind Map
- [Presentation on Board Games](#)
- [Alpha and Beta Test Surveys](#)

Interdisciplinary Connections

- By exploring the history of informational design and the people who took part in it, we connect the material to Social Studies.
- By using game design, we teach probability.
- By using informational reading and writing, we increase ELA understanding.

Modifications and Differentiation

- Students can work either individually or in groups.
- Adaptive to verbal, visual, or written presentations depending on ability.
- ESL: Use visual supports, provide sentence frames (“My program works because...”).
- SpEd: Scaffold with simpler games and instructions. Extra time given for those who need it.
- Gifted: Open capability to create more complex projects.
- Intervention: Small-group reteach, repeat early concepts, focus on single concepts at a time.

Grades 4 & 5 Media Trimester 3: Smarter than AI

March - June

Targeted Standards:

This curriculum aligns with the American Association of School Librarians (AASL) National School Library Standards.

Students will demonstrate growth in:

- Inquire – Build new knowledge by asking questions. I.A.1
- Include – Demonstrate empathy and appreciation of diverse perspectives. I.B.3
- Collaborate – Work effectively with others. III
- Curate – Gather and organize information. IV
- Explore – Discover and innovate. V
- Engage – Use information responsibly and ethically. VI

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.NT.2 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

- 8.2.5.ITH.3 Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

English Language Arts (2023) Grade 4

- L.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

English Language Arts (2023) Grade 5

- W.WP.5.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- L.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- SL.PE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Rationale and Transfer Goals:

By utilizing STEM concepts of computer design and algorithmic thinking, students are able to better process information found in textual evidence.

Enduring Understandings:

Once completed, students will understand the process of asking and finding the answers to questions using trustworthy resources.

Essential Questions:

1. How did computers begin?
2. What is the difference between artificial and natural intelligence?
3. In what ways can we do the work of AI?
4. In what ways are we more capable than AI?
5. What are the ethical considerations when using AI?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
Week 1:			
Origin of Computers	Identify major inventors of history	Do read-alouds in large group instruction.	In-class observations.
Week 2:			
Identifying Patterns	Use pattern recognition to solve problems	- Teacher presents on the materials in group instruction. - Do small group challenge. - Provide as-needed support for students.	- Completion of timed challenges - In-class observations.
Week 3:			
Using Resources	- Identify differences between Artificial and Natural Intelligence. - Identify reliable reference tools	- Teacher presents on the materials in large group instruction. - Do small group challenge. - Provide as-needed support for students.	- Completion of timed challenges - In-class observations.

Week 4:			
Power of Human Thought	- Identify differences between Artificial and Natural Intelligence. - Expand on understanding of coding through poetry	- Teacher presents on the materials in large group instruction. - Do small group challenge. - Provide as-needed support for students.	- Completion of timed challenges - In-class observations.
Week 5:			
Building Foundations of Knowledge	Use reference tools correctly	- Teacher presents on the materials in large group instruction. - Do small group challenge. - Provide as-needed support for students.	- Completion of timed challenges - In-class observations.
Week 6:			
Expanding Knowledge through the use of References	Use reference tools correctly	- Teacher presents on the materials in large group instruction. - Do small group activities to select topics in group projects.	- Completion of small group assignments - Completion of worksheets for research projects.

		• Provide as-needed support for students.	
Week 7:			
• The Research Cycle: Part 1 (Asking Questions)	• Brainstorm a research project through use of language.	• Teacher presents on the materials in large group instruction. • Complete worksheets to expand individual understanding. • Do small group discussions for projects. • Provide as-needed support for students.	• Completion of small group assignments • Completion of worksheets for research projects.
Week 8:			
• The Research Cycle: Part 2 (Art Connection)	• Brainstorm a research project through art.	• Teacher presents on the materials in large group instruction • Complete individual art designs for group project. • Provide as-needed support for students.	• Completion of individual work for group projects.
Week 9:			

• The Research Cycle Part 3 (Literature Review)	• Identify reliable reference tools • Use reference tools correctly • Identify answers to questions through informational texts	• Teacher presents on the materials in large group instruction. • Independent reading. • Small group discussions. • Provide as-needed support for students.	• Completion of individual work for group projects.
Week 10:			
• AI v. Google Search Exploration	• Compare and contrast answers through Google searches and AI tools. • Explain limitations for the use of AI.	• Teacher presents on the materials in large group instruction. • Complete worksheets to expand individual understanding. • Small group discussions. • Provide as-needed support for students.	• Completion of individual work for group projects. • Completion of worksheets for research projects.
Week 11:			
• Coding	• Expand on algorithmic processes through unplugged coding activities.	• Teacher presents on the materials in large group instruction.	• Completion of timed challenges

	Describe the ethical considerations of AI.	- Complete timed challenges in small groups. - Provide as-needed support for students.	
<u>Spiraling for Mastery</u>			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
- Use nonfiction library reference materials. - Develop a research question. - Search for the answer to the question. - Evaluate textual evidence through compare and contrast. - Develop algorithmic thinking to lead into computer science	- Builds on knowledge of more library materials - Builds on knowledge of informational design. - Recognize characteristics of poetry. - Apply the AASL Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—to reading, research, and digital citizenship experiences. - Builds on knowledge of multimedia use.	- Spelling Tests with dictionary - Poetry competition with rhyming dictionary - Research with encyclopedias - Research with AI and Google - Complete a coding challenge	

21st Century Skills:

Once completed, students will have the knowledge of the ethical use and capabilities of AI as compared to themselves as they progress in their education.

Key resources:

- [Presentation on AI](#)
- [Spelling Test](#)
- [Vocabulary Word Map](#)
- [Research Map](#)

Interdisciplinary Connections

- By identifying historical figures in the development of computer design, we connect to Social Studies
- By exploring a variety of topics of interest, we connect to Science, Technology, Engineering, Math, Art, Culture, and Biographies.

Modifications and Differentiation

- Students can work either individually or in groups.
- Extra time given for those who need it.
- Adaptive to verbal, visual, or written presentations depending on ability.
- ESL: Use visual supports, provide sentence frames (“My program works because...”).
- SpEd: Scaffold with simpler games and instructions.
- Gifted: Open capability to create more complex projects.
- Intervention: Small-group reteach, repeat early concepts, focus on single concepts at a time.

