

Wilson Area School District Planned Course Guide

Title of planned course: 1st grade Career and Media Arts

Subject Area: Career and Media Arts

Grade Level: 1

Course Description: Provide students with opportunities to learn about the school library and its resources. Activities and experiences will review library procedures, location and organization of age-appropriate books. Students will be exposed to various genres of literature, authors, and illustrators. Computer science and technology instruction and Career Awareness lessons will also be incorporated and implemented.

Time/Credit for this Course: 40 minutes per week

Curriculum Writing Committee: Kylie Lerch, Gwen Rose-Weidner, Jami Silifies

Curriculum Map

August:

- Orienting students to use the library
- Library procedures (review throughout the year)

September:

- Review Library Procedures
- Using books to introduce library concepts
- Instruction on proper book care and checkout procedures
- Discuss book interests
- Discuss parts of a book

October:

- Use books to compare and contrast fiction and nonfiction comparisons
- Use books to discuss literary elements in fiction stories
- Begin technology lessons (digital citizenship)

November:

- Using fiction and nonfiction books to teach and create fact and opinion
- Review areas of the library (Easy fiction, easy non-fiction, Easy Reader, and Holiday)

December:

- Conduct Author Study
- Continue with technology lessons (digital citizenship)

January: Career Awareness to identify titles of careers

February:

- Introduce Caldecott Award winning books
- Compare and contrast books
- Introduce the Fiction section of the library
- How to identify beginning chapter books in the library

March:

- Introduce Computer Science with identifying parts of a computer
- Begin introducing genres (poetry, fairytale, mystery, science fiction, biography)

April: Continue introducing genres using books to compare and contrast.

May:

- Use books to identify sequences
- Create algorithms, identify a bug and a loop in an algorithm using programming and coding resources

Planned Course Materials

Course Title: 1st grade Career and Media Arts

Supplemental Books:

- *The Pigeon has to Go to School*
- *Mr. Wiggle Loves to Read ,Beverly Billingsly Borrows a Book, A Library Book for Bear*
- *Mother Bruce*
- Seasonal books such as *The Little Old Lady Who Wasn't Afraid of Anything, Shake Dem Bones, Turk and Runt, One is a Feast,*
- A Variety of pairs of Fiction and Nonfiction books on the same subjects such as *Ridiculous* and *Hibernation*
- Various award winning books by Caldecott, Theodor Seuss Geisel Award
- A variety of fairytale and fractured fairytale books
- Beginning chapter books
- Other selections from the school's library

Teacher Resources:

- American Association of School Librarians. *Standards for the 21st Century Learner*. American Library Association, 2007. Web. 27 July 2010. <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningStandards/AASL_Learning_Standards_2007.pdf>.
- "Information Literacy for Life – Long Learning." *Pittsburgh Public Schools Library Services K – 12 Scope and Sequence*. Pittsburgh Public Schools.2009 http://www.pps.k12.pa.us/143110323123832603/lib/143110323123832603/Scope_Sequence/PS-LibraryServices-ScopeAnd_Sequence-July2009.pdf.
- [A Model Curriculum of School Library Programs](#)- PSLA
- Career videos on YouTube such as [Can you Guess Who I am?](#), and the [Yes. Our Kids Can Series](#)
- In January 2018 the Pennsylvania State Board of Education endorsed the Computer Science Teachers Association (CTSA) K-12 standards <https://www.csteachers.org/Page/standards>
- Original PA State Academic Standards for Business, Computer and Information Technology found here: http://static.pdesas.org/content/documents/BCIT_standards.pdf
- Various Computer Application and Coding Development program resources
- Typing Program, such as [Typing.com](#), link to [keyboarding standards](#)
- Scratch Jr
- Code.org---<https://code.org/> - Course B
- Code and Go Robot Mouse
- Common SenseEducation ---<https://www.commonsense.org/education/>
- TechnoKids Computer Curriculum---<https://www.technokids.com>
- Even More Picture Perfect Science k-5 Lessons and More Picture Perfect
- Science k-5 Lessons: Provides information on various books to use to link with skills
- Netsmartz website: <http://www.netsmartz.org/Educators>
- [Creative Commons Media](#)
- Teacher created activities
- Google Applications including Google Classroom
- Videos such as: <https://www.youtube.com/watch?v=ExxFxD4OSZ0>

Curriculum Scope & Sequence

Planned Course: 1st grade Career and Media Arts

Unit: Library Skills

Time frame: 36 weeks

State Standards: 1.4.W PK-2 ; 1.2.E PK-2 ; 1.2.E PK-2 ; 1.3.K PK-2; 1.5.B PK-2 ; 1.3.H PK-1; 1.3.G PK-1 ; 1.4.S PK-1; 1.2.L PK-2; 1.3.D PK-K; 1.3.E PK-1; 1.3.K PK-2; 1.1.A PK-2

Essential content/objectives: At end of the unit, students will be able to:

- Identify staff within the library
- Identify the purpose and function of the library
- Identify areas within the library
- Demonstrate appropriate behavior within the library (rules and procedures)
- Identify appropriate care and handling of books
- Select books based on own personal interest and topics of preference
- Locate and select books within appropriate sections of the library (ER, E, ENF, H)
- Listen to a story
- Discuss parts of a book (front cover, barcode)
- Identify characteristics of fiction and nonfiction books
- Identify fact and opinion
- Identify story elements (characters, setting, story sequence)
- Retell a story
- Sequence events in a story
- Respond to a story by drawing
- Apply comprehension skills to answer questions related to previously reviewed materials
- Demonstrate an understanding of ABC order
- Identify books written and illustrated by a specific author/illustrator
- Expose students to Caldecott and Geisel Award winning books
- Understand the purpose of a genre

Core Activities: Students will complete/participate in the following:

- Author study
- ABC order related to books
- Use books to introduce genres (fantasy, fable, folk tale, tall tale, realistic fiction)
- Listen and respond to stories
- Practice and demonstrate proper use of shelf markers
- Practice and demonstrate check out procedures and returning expectations
- Class discussions regarding rules
- Demonstrate and complete activities related to proper book care
- Illustrate and/or color events/settings/characters from stories
- Check out books of own choosing

Instructional Methods:

- Demonstration
- Discussion
- Student activities
- Model and practice

- Teacher read-alouds

Materials & Resources:

- A variety of books
- Shelf markers
- Library cards/ID barcodes
- Bookmarks
- Activity worksheets

Assessments:

- Teacher observation
- Student responses to discussion
- Completed student work
- Teacher created assessments

Curriculum Scope & Sequence

Planned Course: 1st grade Career and Media Arts

Unit: Computer Literacy

Time frame: 36 weeks

State Standards: K1; K2 ; K3 ; K4; Devices: 1A-CS-01; Hardware & Software: 1A-CS-02
1.4.U K-2 ; 15.4.L PK-2 ; 1.4.U K-2; 15.3.T PK-2 (Library Model)

Essential content/objectives: At end of the unit, students will be able to:

- Identify letters on a keyboard; recognize letter location and left/right hand sides of the keyboard
- Identify numbers on a keyboard
- Identify parts of a computer (keyboard, trackpad, speaker, mouse, screen, headphones, printer, mouse charger)
- Know correct keyboarding technique (2 hands on a keyboard)
- Demonstrate use of the space bar, return/backspace, and enter key
- Use shift key to create capital letters
- Keyboard simple words while maintaining right and left hand orientation
- Accessing Google Suite applications (Classroom and Slides)
- Functional software skills (open and closing a browser window, logging into and out of applications/accounts)
- Select icons using trackpad/mouse
- Simple skills using Google slides (right click using a mouse, copy and paste, select text box, click and drag, use of animation)
- Identify vocabulary terms: cursor, click, document, double-click, scroll)
- Use an application on a tablet
- Know what a password is (access/permission/protection)

Core Activities: Students will complete/participate in the following:

- Plugged and unplugged keyboarding lessons
- Google Slide activities related to stories read or to teach specific application skills
- Accessing appropriate websites to enhance content

Instructional Methods:

- Demonstration
- Student activities
- Model and practice
- Explicit instruction

Materials & Resources:

- Student computers
- Google Suite
- Keyboards
- Mouse
- Tablets

- Scratch Jr.
- Puzzlets

Assessments:

- Teacher observation
- Completed student work

Curriculum Scope & Sequence

Planned Course: 1st grade Career and Media Arts

Unit: Career Development

Time frame: 36 weeks

State Standards: 5.3.K.C; 13.1.3.B; 13.1.3.D ; 13.1.3.E

Essential content/objectives: At end of the unit, students will be able to:

- Identify the role of a illustrator and author
- Introduce career terms and occupations
- Identify a career of a character within a fiction book
- Identify careers within a community and their role in society
- Explain the responsibilities of basic careers
- Identify a career they personally identify with and explain why

Core Activities: Students will complete/participate in the following:

- Introduce career terminology (job, occupation, work,career)
- Discuss various careers that extend from the stories, and/or correlate to the theme or topic of the books
- Use career resources to allow students to match responsibilities to their careers
- Use teacher made resources to provide exposure to careers

Instructional Methods:

- Demonstration
- Discussion
- Student activities
- Model and practice
- Explicit instruction

Materials & Resources:

- Books
- Videos
- Student activity sheets

Assessments:

- Teacher observation
- Student responses to discussion
- Completed student work

Curriculum Scope & Sequence

Planned Course: 1st grade Career and Media Arts

Unit: Computer Science

Time frame: 36 weeks

State Standards: 15.4.B (PA); Troubleshooting:1A-CS-03; Cybersecurity: 1A-NI-04; Data & Analysis/Storage: 1A-DA-05; Collection, Visualization, & Transformation: 1A-DA-06; 1A-DA-07; Algorithms & Programming: 1A-AP-08; Program Development: 1A-AP-12 ; 1A-AP-13 ; 1A-AP-14 ; 1A-AP-15; Impacts of Computing Social Interactions: 1A-IC-17; Safety, Law, & Ethics: 1A-IC-18

Essential content/objectives: At end of the unit, students will be able to:

- Understand how to navigate the internet safely
- Understand how to be safe when visiting websites
- Learn that the information they put online leaves a digital footprint
- Learn appropriate ways to deal with cyberbullying
- Follow and create a simple set of instructions in a specific order to solve a problem
- Identify directions arrows (left, right, up, down)
- Introduce to correct terminology for coding tasks including algorithm, loops, commands, debug, and sequence
- Use a story to sequence a events
- Discuss District approved acceptable use policy

Core Activities: Students will complete/participate in the following:

- Use circle/cumulative books to create sequences
- Complete activities on digital citizenship and internet safety
- Digital citizenship and safety online videos and activities
- Complete plugged and unplugged activities to create algorithms

Instructional Methods:

- Demonstration
- Discussion
- Student activities
- Model and practice

Materials & Resources:

- Common Sense Media
- Code.org
- Code and Go Mouse Kits
- Scratch Jr.
- Student devices
- Tablets
- Coding resources

- Puzzles

Assessments:

- Teacher observation
- Student responses to discussion
- Completed student work