Wilson Area School District
Planned Course Guide

Title of planned course: 2nd grade Career and Media Arts

Subject Area: Career and Media Arts

Grade Level: 2nd Grade

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

Time/Credit for this Course: 40 minutes per week

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Curriculum Map

August:
- Orienting students to use the library and library procedures (review throughout the year)

September:
- Review Library Procedures
- Instruction on proper book care and checkout procedures
- Discuss book interests
- Identify library neighborhoods

October:
- Library organization
- Provide strategies to choose books on an individual basis
- Teach ABC order within the library
- Begin instruction on Career Clusters

November:
- Continue instruction on Career Clusters
- Begin Technology lessons (digital citizenship) and use of technology resources within the library
- Computer Science instruction of passwords and identify parts of a computer
- Introduce keyboarding

December:
- Conduct Author Study
- Continue with technology lessons (digital citizenship)
- Continue with Career Clusters
- Continue with keyboarding

January:
- Continue with Career Clusters
- Introduce and identify parts of a book
- Teach call numbers

February:
- Understand organization of a library (nonfiction and fiction)
- Continue with Career Clusters
- Computer Science (Describe basic hardware and software problems)
- Continue with keyboarding

March:
- Using a nonfiction book to research information on a specific topic
- Complete Career Clusters
- Access Destiny Library Services
- Locate a book on shelf
- Continue with keyboarding

April:
- Begin research on a specific topic using assigned digital resources
- Continue Technology lessons

- Continue with keyboarding

May:

- Complete research
- Computer Science (continue to explore algorithms, debug, loops, commands, and identify algorithms in their everyday life)
- Use programming and coding resources
- Continue with keyboarding

Planned Course Materials

Course Title: 2nd grade Career and Media Arts

Supplemental Books:

- *Shelf Elf* or other library etiquette books
- *The Little Old Lady Who Swallowed a Pie…* or other book to teach sequence
- Seasonal stories such as *Creepy Pair of Underwear*, *Balloons Over Broadway* and *Shante Keys and the New Year's Peas*
- Various award winning books by Caldecott, Theodor Seuss Geisel Award
- 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/aasll/guidelinesandstandards/learning Standards/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/PPS-LibraryServices-ScopeAnd Sequence-July2009.pdf.*
- A Model Curriculum of School Library Programs- PSLA
- *Career Cluster* videos on YouTube
- 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
- Code.org---https://code.org/ - 2023- CS Fundamentals Course B, Course C moving forward)
- Code and Go Robot Mouse for coding review
- 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: 2nd Grade Career and Media Arts

Unit: Library Skills

Time frame: 36 weeks (throughout the year)

State Standards 1.4.VPK-2, 1.4.WPK-2, 1.2.E PK-2, 1.3.K PK-2, 1.5.B PK-2, 1.3.G PK-2, 1.4.S PK-1, 1.4.U K-2, 1.2.L PK-2, 1.3.D PK-K, 1.3.K PK-2, 1.2.G 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
- Understand and use strategies to choose appropriate books on an individual basis (“5 Finger Rule”)
- Locate and select books within appropriate sections of the library (ER, E, ENF, H, FIC, NF)
- Listen and respond to a story
- Apply comprehension skills to answer questions related to previously reviewed materials
- Demonstrate an understanding of ABC order using words and authors’ last name
- Identify & discuss the parts of a book
- Identify characteristics of fiction and nonfiction books
- Identify call numbers of books (located on the spine)
- Understand the importance of call numbers and the section of the library that corresponds to to a specific call number and correctly write the call number
- Compare fiction and nonfiction call number format
- Understand the organization of the library
- Locate, identify, and utilize the parts of the library
- Identify and use various parts of a book to satisfy informational needs
- Select appropriate fiction and nonfiction for recreational and personal enjoyment
- Select appropriate nonfiction books for informational needs
- Using a nonfiction book to research information on a specific topic
- Understand procedures to access Destiny Library Services to find a book
- Identify books written and illustrated by a specific author/illustrator

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

- Author study
- ABC order related to books
- 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
- Introduce 5 Finger Rule for selecting books and practice using the rule

- Check out books of own choosing, based on interests
- Discuss fiction and nonfiction characteristics
- Introduce, model, and practice using their Chromebooks to use Destiny Library Services to find books for a specific subject

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

Assessments:

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

Curriculum Scope & Sequence

Planned Course: 2nd Grade Career and Media Arts

Unit: Computer Literacy

Time frame: 5-8 minutes of class twice a month (18 classes)

State Standards: 1.4.U K-2, 15.4.L PK-2 ; 1.4.U K-2; 15.3.T PK-2 , 1A-CS-02

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

- Know correct keyboarding technique
- Recognize letter location and left/right hand sides f the keyboard
- Demonstrate use of space bar, return, enter keys, shift, and escape or backspace.
- Use Shift key to create capital letters
- Use proper spacing between words and punctuation
- Keyboard simple sentences while maintaining right and left hand orientation
- Place two hands on the keyboard while typing
- Use symbols, letters, and numbers combined while typing
- Proper posture while keyboarding

Computing Systems:

- Select and operate appropriate software to perform a variety of tasks
- Access applications and programs to complete required tasks.
- Recognize that users have different needs and preferences for the technology they use
- Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware)
- Describe basic hardware and software problems using accurate terminology
- Be able to open and use a program to complete a task
- Compare and discuss primary functionality of apps and programs
- Identify external hardware such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers
- Turn on and off and restart devices
- Turn on and off speakers
- Plug in mouse and headphone
- Use terminology to troubleshoot basic hardware or software problems

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

- Plugged and unplugged coding lessons
- Google Slide activities related to stories read or to teach specific application skills
- Accessing appropriate websites to enhance content
- Programming robots with algorithms

Instructional Methods:

- Demonstration
- Student activities

- Model and practice
- Explicit instruction

Materials & Resources:

- Teacher created activities
- Google Applications including Google Classroom
- Typing activities and Program, such as Typing.com, link to keyboarding standards

Assessments:

- Teacher observation
- Completed student work

Curriculum Scope & Sequence

Planned Course: 2nd Grade Career and Media Arts

Unit: Career Development

Time frame: Throughout the course of the year (16-18 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 career clusters
- Identify careers within career clusters
- Identify features or traits of each career cluster

Core Activities: Students will complete/participate in the following:
- Research and record information from each career cluster
- Play various review games related to the information learned
- Use career resources to allow students to explore

Instructional Methods:
- Demonstration
- Discussion
- Student activities
- Model and practice
- Explicit instruction

Materials & Resources:
- www.pacareerzone.com
- Career One Stop
- Virginia Career View
- https://pbs39.pbslearningmedia.org/collection/a-z-career-lab/
- kids.gov
- Explore jobs in a cluster
- Books related to individual careers
- Student recording
- Videos related to clusters and careers

Assessments:
- Teacher observation
- Student responses to discussion
- completed student work

Curriculum Scope & Sequence

Planned Course: 2nd Grade Career and Media Arts

Unit: Computer Science

Time frame: 17-18 weeks of instruction/practice

State Standards: 1A-CS-02 , 1A-AP-08, 1A-AP-10, 1A-AP-11, 1A-AP-12, 1A-AP-14, 1A-AP-15, 1A-IC-17

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

Networks and the Internet:

- Explain what passwords are and why we use them
- Use strong passwords to protect devices and information from unauthorized access
- Know what a password is (access/permission/protection)
- Use a password to go places online safely
- Identify strong or weak passwords
- Know characteristics of a strong password

Data and Analysis:

- Establish a foundation for searching, storing, and retrieving information from a computing device
- Collect, record, and analyze data from various formats
- Identify and describe patterns in data visualizations, such as charts or graphs to make predictions
- Retrieve and search information on a device
- Collect and record data from the internet
- Create and identify patterns in data

Algorithms and Programming:

- Describe that a computer follows a set of instructions that is represented by symbols, numbers, or words
- Follow and create a simple set of instructions in a specific order to solve a problem
- Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions
- Debug (identify and fix) errors in steps for a task
- Identify the significance of a loop or repeat for instructions
- Use correct terminology for these introductory coding tasks including algorithm, loops, commands, debug, sequence
- Identify algorithms in their everyday life
- Use symbols, numbers or words to follow a set of instructions to complete a simple task

- Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words
- Use a story to sequence events
- Identify a bug or a problem in a simple algorithm
- Students could break down the steps needed to make a peanut butter and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app
- Students should be able to talk or write about the goals and expected outcomes
- Talk about the goals and expected outcomes of the programs
- Talk/read a created algorithm
- Complete plugged and unplugged activities to create algorithms
- Create a storyboard or sequential graphic organizer to illustrate what their program will do.

Impacts of Computing:

- Compare how research has improved since the use of technology and the internet.
- Discuss how to respectfully communicate with people online through a communication platform (ie google classroom).
- Interact using chat features on Google Classroom
- Have students view other students work using a shared controlled platform.
- Students could provide peer feedback in a kind and respectful manner on online collaborative spaces.
- Discuss the risk of not signing out of public devices.
- Encourage students to keep private information off the internet that could be harmful.
- Encourage students to consult with an adult prior to making decisions online
- Pause and think before you do anything online.

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

- Complete activities on digital citizenship and internet safety
- Digital citizenship and safety online videos and activities
- Complete plugged and unplugged activities to create algorithms
- Use books and teacher made resources

Instructional Methods:

- Demonstration
- Discussion
- Student activities
- Model and practice

Materials & Resources:

- 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
- Scratch ---http://scratched.gse.harvard.edu and Scratch Jr.
- Code.org---https://code.org/ Curriculum Guide 2020-21 for Course B/C
- Common Sense Education---https://www.commonsense.org/education/
- TechnoKids Computer Curriculum---https://www.technokids.com/
- Various library books related to topics
- Code and Go Robot Mouse Set
- 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

- Puzzlets
- Ozobots
- Teacher created activities

Assessments:

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