

Wilson Area School District Planned Course Guide

Title of planned course: 3rd Grade Career and Media Arts

Subject Area: Career and Media Arts

Grade Level: 3rd Grade

Course Description: Provide students with opportunities to review and learn more about the school library and its resources. Encourage students to grow a deeper love of books and the enjoyment of reading. Career Exploration and developing a better understanding of career opportunities with career based evidences will be incorporated. Greater emphasis will be focused on basic Computer Science principles. Students will review accessing, identifying, and evaluating library resources, and introducing the research process. Students will complete a research project.

Time/Credit for this Course: 40 minutes per week

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

Curriculum Map

August/September:

- Orientation and Library Procedures
- Encourage Reading and the Love of Literature (throughout year)
- Library Organization and Accessing Information
- Keyboarding

October:

- Library Organization and Accessing Information
- Keyboarding
- Computer Science -Computing Systems

November:

- Computer Science-Algorithms and Programming
- Computer Science-Impacts of Computing
- Producing and Publishing with Technology
- Keyboarding

December:

- Computer Science-Algorithms and Programming
- Keyboarding
- Producing and Publishing with Technology
- Intro Career Education

January:

- Career Education
- Keyboarding
- Computer Science-Algorithms and Programming

February:

- Career Education
- Keyboarding
- Computer Science-Algorithms and Programming

March:

- Career Education
- Encourage Reading and the Love of Literature (Read Across America)
- Keyboarding
- Computer Science-Algorithms and Programming

April:

- Digital Citizenship-Plagiarism, Paraphrasing, Giving Attribution, Copyright
- Computer Science-Data Analysis
- Research Process and Producing and Publishing with Technology
- Keyboarding

May:

- Digital Citizenship
- Research Process and Producing and Publishing with Technology
- Computer Science
- Keyboarding

June:

- Research Process and Producing and Publishing with Technology

Wilson Area School District Planned Course Materials

Course Title: 3rd Grade Career and Media Arts

Supplemental Books: Various award winning books and chapter books to talk and encourage the love of reading

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/PPS-LibraryServices-ScopeAnd_Sequence-July2009.pdf.
- [A Model Curriculum of School Library Programs](#)- PSLA
- PACareerZone.com
- CareerOnestop.org
- 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---<http://scratched.gse.harvard.edu>
- Code.org---<https://code.org/> - Curriculum Guide 2020-21 for Course E
- Kodable---<https://www.kodable.com>, [Kodable lesson library 4th grade](#)
- Common SenseEducation ---<https://www.commonsense.org/education/>
- TechnoKids Computer Curriculum---<https://www.technokids.com>
- [Ozobots](#)
- [Makey Makey](#)
- 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: 3rd Grade Career and Media Arts

Unit: Orienting Students to CAMA, Library Organization and Accessing Information

Time frame: 7 classes

State Standards: 1.3.K, 1.2.L

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

- Identify the purposes and functions of a library
- Demonstrate appropriate behavior: follow rules and procedures; select, borrow, and return materials; demonstrate the appropriate care and handling of materials
- Locate, identify and utilize the sections/resources of the library
 - Circulation desk
 - OPAC (Destiny)
 - Acceptable Use Policy
 - Fiction and Nonfiction sections of the library
- Select appropriate fiction and nonfiction books for informational needs
- Locate and read award winning titles in the library (Caldecott and Newbery)
- Respond to a story through discussion
- Connect ideas in books to students' interests, previous knowledge, and experiences
- Identify and read age/level appropriate series and authors

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

- Review library and emergency procedures
- Library scavenger hunt
- Guided practice using OPAC to review keyword, subject, author, title searches
- Listen and respond to stories/books
- Introduce and book talk books of all types and genres (new books, books in a series, fantasy, mystery, historical fiction...)

Instructional Methods:

- Discussion
- Review
- Model
- Group instruction and activities
- Independent activities

Materials & Resources:

- Library
- Computers
- Teacher Created materials
- books of various topics and genres

Assessments:

- Teacher observation
- Student responses and discussion
- Activity sheets

Curriculum Scope & Sequence

Planned Course: 3rd Grade Career and Media Arts

Unit: Digital Citizenship

Time frame: 4 classes

State Standards: 1.5.B, 1.4.S, 1.4.V, 1.4.W, 15.3.M, 15.4.B

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

- Identify their responsibilities for themselves, their community, and their world
- Understand the use and purpose of a password
- Use the 5 W's to evaluate a website/ Evaluate a website or other resource for accuracy, authenticity, relevancy, bias and currency

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

- Identify and Create strong passwords
- Identify cyberbullying and strategies to deal with it
- Create powerful and positive posts

Instructional Methods:

- Whole group Instruction
- Class discussion
- Small group completion of activities
- Individual student activities

Materials & Resources:

- Computers
- Videos
- Teacher created activities

Assessments:

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

Planned Course: 3rd Grade CAMA

Unit: Research Process/ and Producing and Publishing with Technology

Time frame: 7 weeks

State Standards: 1.4V, 1.5F, 1.4U, 1.2L, 1.4I, 1.4.W, 1.2.G, 1.4.S, 15.4.G

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

- Create multimedia projects using Google Slides
 - add slides, backgrounds, add images text boxes, change colors, use animation to enhance a project
- Use assigned resources to investigate specific information on an assigned topic.
- Use resources to answer research questions
- Explore resources by utilizing skimming and scanning
- Extract and compile information from resources by utilizing note-taking skills
- Organize notes, data and information
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process
- Add multimedia components and visual displays to presentations
- Present a research product to peers

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

- Use Google Slides with multiple slides to present research findings
- Individual Research presentation on a common topic such as animals or famous people.

Instructional Methods:

- Whole Group Instruction
- Small Group Instruction
- Model and practice
- Independent activities

Materials & Resources:

- Computers
- Videos
- websites for research
- Research Collection sheets and rubric
- Google Slides

Assessments:

- Teacher observation
- Student responses to discussion
- Completion of research project presentations
- Presentation of project using rubric
- Self-evaluation using rubric

Curriculum Scope & Sequence

Planned Course: 3rd grade Career and Media Arts

Unit: Keyboarding

Time frame: 10-15 minutes of each class (30 classes)

Keyboarding Standards:

- K1 Use correct left/right hand positions on the keyboard
- K2 Demonstrate correct use of the space bar and **Return/Enter** key.
- K3 Use specialized computer keys such as **Shift** and **Esc**
- K4 Demonstrate proper finger position on Home Row keys
- K5 Keyboard word lists and sentences using correct posture and proper keyboard technique
- K6 Use language skills including capitalization, punctuation, spelling, word division, and the use of numbers and symbols as grade- level appropriate
- Use a variety of software applications to produce, proofread, and correct errors within documents.
- K7 Use a variety of software applications such as Word, Kid Pix, Excel, or Inspiration to produce, proofread, and correct errors within a document.
- K7 Students will keyboard 10 words per minute with 90% accuracy by the end of the fourth grade.
- K9 Use one space after all punctuation marks.

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

- Know correct keyboarding technique
 - Demonstrate correct use space bar, return, enter, shift, tab, Esc and Control keys
 - Demonstrate correct use of right and left hands
 - Learn alphabetic keys by touch
 - Master home row keys
 - Demonstrate correct fingering of period, comma and question mark
 - Demonstrate proper spacing after punctuation
 - Show correct body and finger positions
 - Compose at the keyboard as well as proofread and correct errors within a document
- Demonstrate required speed and accuracy
 - Achieve minimum speed of 10 wpm speed at 90% accuracy on two-minute timed writings

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

- Access specific grade level lessons in Typing.com
- Practice progressive skill based lessons in Typing.com

Instructional Methods:

- Direct instruction
- Modeling correct keyboarding techniques
- Independent practice
- Individual student assistance (hand-over-hand)

Materials & Resources:

- Computer and other peripherals
- Google applications
- Typing.com Grade 3 sequence
- Supplemental worksheets

Assessments:

- Daily Assignments
- Observation
- Self-monitoring progress the Typing.com interface
- Teacher reports for semester progress from Typing.com

Curriculum Scope & Sequence

Planned Course: 3rd Grade Career and Media Arts

Unit: Computer Science

Time frame: 17-18 weeks of instruction/practice

State Standards: 1B-CS-01, 1B-CS-02, 1B-CS-03, 1B-NI-04, 1B-NI-05, 1B-DA-07, 1B-AP-10, 1B-AP-11, 1B-AP-17, 1B-AP-13, 1B-AP-15, 1B-AP-16, 1B-IC-21

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

- Expand their knowledge of using devices, hardware and software, often through research centered projects
- Determine and use potential solutions to solve simple hardware and software problems using common troubleshooting strategies
- Emphasis will be placed on creating and using strong passwords, and discussing real world cyber-security problems as well as how to protect themselves
- Learn about and practice digital citizenship, including copyright
- Collect, present and store data and expand on their programming skills
- Continue to improve their typing skills through practice and class projects with a goal of 10 wpm.

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

- Know that computing devices depend on other devices or components
- Distinguish between Hardware & Software
- Distinguish between Hardware Input & Output
- Identify different types of computer applications & software
- Diagnose and identify possible solutions for hardware/software problems using simple troubleshooting techniques
- Use data to operate a robot/Ozobot (speed, distance...)
- Make predictions based on data that has been organized
- Use programs such as Code.org to create programs that use sequence, events, loops and conditionals
- Break down events into smaller pieces as well as test and debug programs and outline and discuss program development
- Use Code.org to create programs using looping, sequencing, events and conditionals
- Test and debug code activities
- Practice appropriate laws and ethics while creating materials and projects, understanding that they must not copy or use copyrighted materials
- Complete unplugged activities (model on paper or drawing program, program an animation to demonstrate it)
- Collaborate and seek feedback from others with the purpose to make improvements to projects
- Create code for a robot to follow

Instructional Methods:

- Direct instruction
- Model tasks
- Discussion
- Independent practice
- group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Google applications
- Common Sense Media materials
- EdPuzzle
- Unplugged activities
- Code.org materials

Assessments:

- Discussions
- Observation
- Self Evaluations
- Peer Evaluations
- Google Classroom assignments
- Completed unplugged worksheets
- Projects

Planned Course: 3rd Grade Career and Media Arts

Unit: Encouraging Reading and the Love of Literature

Time frame: throughout the year

State Standards: 1.4.I, 1.4S, 1.3K

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

- Apply and integrate comprehension skills to answer questions related to previously reviewed library skills
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Locate and read award winning titles in the library (Caldecott and Newbery)
- Identify and locate books of different genres in the library (science fiction, realistic fiction, adventure, sports fiction, historical fiction, fantasy, biography, poetry, graphic novel)
- Connect ideas in books to students' interests, previous knowledge, and experiences
- Identify and read age/level appropriate series and authors
- Understand the concept of intellectual property (plagiarism – giving credit for others pictures, words, ideas)
- Select, listen to and/or view, and read literature for enjoyment

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

- Listen and respond to stories/books
- Introducing and book talk books of all types and genres (new books, books in a series, fantasy, mystery, historical fiction...)
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- Discuss social responsibility – giving credit for creator of words and pictures (review concept of plagiarism)
- Explore, listen to, select award winning books, showing understanding of why books received the award
- Check out books of own choosing, based on interests

Instructional Methods:

- Teacher read
- Discussion
- Activities related to book selection/theme

Materials & Resources:

- Selected books related to /genre/theme/concept/season
- Examples of book reviews

Assessments:

- Teacher observation
- Student responses to discussion

Curriculum Scope & Sequence

Planned Course: 3rd Grade Career and Media Arts

Unit: Career Education

Time frame: 8 classes

State Standards: 1.5F, 1.2.L, 1.2.G, 15.4.G; **Career Standards:**13.1.5, 13.2.5, 13.3.5

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

- Identify a career of choice and give reason for choosing that career.
- Research a career of choice
- Students will identify the career cluster that career belongs to.
- Students will research the attributes of the career clusters and a career that belongs to it.
- Students will identify aspects of multiple careers within a selected career cluster.

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

- My future's so bright
- Name that Career Cluster
- A Cluster of Careers

Instructional Methods:

- Group instruction
- Independent completion of Career evidences

Materials & Resources:

- Computers
- PA Career Zone
- Career Assignments
- Xello Google Classroom
- Career Videos from CareerOneStop.org

Assessments:

- Teacher observation
- Student responses to discussion
- Completion of Career evidences