

## Wilson Area School District Planned Course Guide

**Title of planned course:** 4th Grade Career and Media Arts

**Subject Area:** Career and Media Arts

**Grade Level:** 4th 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 self interests and aligning interests with career opportunities using career based evidence. Greater emphasis will be focused on basic Computer Science principles. Students will review accessing, identifying, and evaluating library resources, and practicing the research process. Students will complete a research project.

**Time/Credit for this Course:** 40 minutes per week

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

# 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 (passwords)
- 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- website evaluation
- 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:** 4th Grade Career and Media Arts

### **Supplemental Books:**

- No TRex in the Library by Buzzeo (or other similar book care review stories)
- Multiple versions of *The Legend of Sleepy Hollow*
- *Scary Stories to Tell in the Dark* by Alvin Schwartz
- *Oh, the Places You'll Go* by Dr. Seuss
- Various award winning books and chapter books to book talk and encourage the love of reading

### **Teacher Resources:**

- American Association of School Librarians. *Standards for the 21<sup>st</sup> 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](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](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](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.common sense.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:** 4th 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
- Scavenger Hunt sheets
- Shelf It Game
- Teacher Created materials
- Books of various topics and genres

**Assessments:**

- Teacher observation
- Student responses and discussion
- Activity sheets

## Curriculum Scope & Sequence

**Planned Course:** 4th 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:

- Create and identify strong passwords
- Identify credible and not credible sources
- Use the 5 W's to evaluate a website/ Evaluate a website or other resource for accuracy, authenticity, relevancy, bias and currency
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process

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

- Identify and Create strong passwords
- Identify plagiarism
- Use paraphrasing skills to avoid plagiarism
- Give credit for others' pictures, words, ideas

**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

## Curriculum Scope & Sequence

**Planned Course:** 4th Grade Career and Media Arts

**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, theme, text boxes, add shapes, change colors, add and cite sources of images, use animation and transitions to enhance a project
- Choose aspects of a topic to investigate
- Identify appropriate resources to answer a research question
- Locate and explore resources by utilizing skimming and scanning
- Extract and compile information from resources by utilizing note-taking skills
- Organize notes, data and information
- Properly cite resources used for research by recording data needed for the Works Cited page
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process
- Add multimedia components and visual displays to presentations
  - borders, drop shadows, slide transitions, animation, hyperlinks, remove backgrounds, Download slide to PNG file
- Present a research product to peers
- Respond to others given a sense of the others' point of view

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

- Use Google Slides to create picture (ie. Turkey), change shape colors, use ORDER feature, and add text.
- Students will use Google Slides to animate an image across a page
- Individual Research/Slideshow presentation on a common topic such as States or Famous Landmarks.

**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:** 4th Grade Career and Media Arts

**Unit:** Keyboarding

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

### **Keyboarding Standards:**

- K1 Use correct posture when keyboarding and demonstrate proper keyboarding technique for each letter of the alphabet.
- K2 Demonstrate correct use of the space bar and **Return/Enter** key.
- K3 Use specialized computer keys such as **Shift, Esc,** and **Ctrl.**
- K5 Use language skills including capitalization, punctuation, spelling, word division, and the use of numbers and symbols as grade-level appropriate.
- K6 Use a variety of software applications to produce, proofread, and correct errors within documents.
- K7 Students will keyboard 15 words per minute with 92% accuracy by the end of the fourth grade.
- K8 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 15 wpm speed at 92% 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 4 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:** 4th 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
- Continue to develop and practice troubleshooting strategies
- Collect, present and store data and expand on their programming skills
- Continue to learn about and practice their digital citizenship skills, including copyright, creating and using strong passwords, and discussing real world cyber-security problems including how to protect themselves.

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

- Identify and describe the function of internal & external parts of computing devices
- Distinguish between Hardware & Software
- Distinguish between Hardware Input & Output
- Identify different types of computer applications & software
- Model how computer hardware & software work together to accomplish tasks
- 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
- Observe intellectual properties and give attribution to owners
- Use mathematical operations to add to the score of a game or subtract from the number of lives available in a game
- 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
- Give attribution for ideas and materials used
- 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

## Curriculum Scope & Sequence

**Planned Course:** 4th 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
- 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
- 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:** 4th 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 various careers pertain to the student's interest via an interest inventory
- Each student will use the results of the interest inventory to identify 3 personality types that match their interests.
- Students will identify careers that interest them based on their personality type results.
- Students will identify one career to further explore

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

- Complete interest inventory assessment and assignment
- Here's the Scoop project
- Now Hiring ad Project

**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