

Wilson Area School District Planned Course Guide

Title of Planned Course: 5th Grade Career and Media Arts

Subject Area: Career and Media Arts

Grade Level: 5th Grade

Course Description: This course is designed to provide students with activities and experiences to help lead them toward information literacy, i.e. the ability to collect, evaluate, process and appropriately utilize information of all sorts throughout their lives; to help them become familiar with the library and its many functions; and to develop a love of reading. Research skills such as paraphrasing, note taking, evaluating websites and citing of sources and images are taught and used to complete research projects. Technology instruction in Google Slides skills are built upon from previous grade lessons and used to create multimedia presentations. Career Awareness instruction and projects are completed to align with State mandated Career Standards. Students are exposed to a variety of careers and explore their own interests to learn about future career choices.

Time/Credit for this Course: One Full Academic Year / 1 Day per Week

Curriculum Writing Committee: Jami Silfies

Curriculum Map

August/September:

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

October:

- Library Organization and Accessing Information
- Digital Citizenship- Internet Safety, Acceptable Use Policy

November:

- Digital Citizenship Using Information ethically- Plagiarism, Paraphrasing, Giving Attribution

December:

- Identify and Evaluate Sources

January:

- Career Education

February:

- Career Education

March:

- Career Education
- Research Process/ and Producing and Publishing with Technology

April:

- Research Process/ and Producing and Publishing with Technology

May:

- Research Process/ and Producing and Publishing with Technology

June:

- Research Process/ and Producing and Publishing with Technology

Wilson Area School District Planned Course Materials

Course Title: 5th Grade Career and Media Arts

Supplemental Books:

- *The Sweetest Fig* by Chris Van Allsburg
- *A Giraffe and a Half* by Shel Silverstein
- *Winnie The True story of the Bear Who Inspired Winnie-the -Pooh* by sally walker
- *The Pirates of Plagiarism* by Kathleen fox and Lisa Downey
- *The Nantucket Sea Monster; A fake news story* by Darcy Pattison
- *Do You Know Dewey: Exploring the Dewey Decimal System* by Brian Cleary
- *The Man Who Walked Between the Towers* by Mordicai Gerstein

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/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
- Teacher created resources

Curriculum Scope & Sequence

Planned Course: 5th Grade Career and Media Arts

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

Time frame: 6 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

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

Instructional Methods:

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

Materials & Resources:

- Library
- Computers
- Scavenger Hunt sheets

Assessments:

- Teacher observation
- Student responses and discussion
- Activity sheets

Curriculum Scope & Sequence

Planned Course: 5th Grade Career and Media Arts

Unit: Digital Citizenship

Time frame: 6 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:

- Understand the Acceptable Use Policy
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process

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

- Class discussion and activity on District approved Acceptable Use Policy (AUP)
- AUP contract for display in classroom
- Identify plagiarism
- Use paraphrasing skills to avoid plagiarism
- State information in concise form and in own words
- Identify parts of a citation and where to find them in print and online materials
- Extract and compile information from resources by utilizing note-taking skills
- Cite sources and images with basic material information

Instructional Methods:

- Whole group Instruction
- Class discussion
- small group completion of activities
- individual student activities

Materials & Resources:

- Computers
- Videos
- teacher created activities
- Student activities pertaining to plagiarism and paraphrasing

Assessments:

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

Curriculum Scope & Sequence

Planned Course: 5th Grade Career and Media Arts

Unit: Identify and Evaluate Sources

Time frame: 5 classes

State Standards: 1.2.D, 1.4.I, 1.4.W

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

- Use the 5 W's to evaluate a website/ Evaluate a website or other resource for accuracy, authenticity, relevancy, bias and currency
- Compare and contrast sources of information to select appropriate resources for specific informational needs
- Distinguish between a credible and not credible website
- Evaluate sources for credibility and currency

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

- Complete a webquest using a credible website to identify evaluation criteria
- Evaluate various websites (example... Save the Guinea Worms, Dihydrogen Monoxide, Dog Island) as not credible websites when also given credible websites

Instructional Methods:

- Direct group instruction and discussion
- Independent practice and activities
- Model and practice
- Videos

Materials & Resources:

- Computers
- Examples of Credible and not credible websites
- Activity sheets

Assessments:

- Teacher observation
- Student responses to discussion
- Completion of activity sheets

Curriculum Scope & Sequence

Planned Course: 5th 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 Xello Matchmaker assessment
- Each student will identify 3 careers of interest from the Matchmaker Assessment to research
- Students will identify their own short and long term goals
- Students will research manufacturing companies in the Lehigh Valley

Core Activities: Students will complete/participate in at least three of the following:

- Complete Xello Matchmaker assessment
- 3 Careers That Interest Me and Why career assignment
- Short and Long Term Goals career assignment
- What's So Cool About Manufacturing career assignment using student made videos
- Career Day Research Project using Google Slides

Instructional Methods:

- Group instruction
- Independent completion of Career evidences

Materials & Resources:

- Computers
- Xello
- Career Assignments
- What's So Cool About Manufacturing videos
- Xello Google Classroom
- Career Videos from PA Career Zone

Assessments:

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

Curriculum Scope & Sequence

Planned Course: 5th Grade Career and Media Arts

Unit: Research Process/ and Producing and Publishing with Technology

Time frame: 12 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:

- 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:

- Individual Research/Slideshow presentation on a common topic such as States, Countries, Presidents, etc. (Be a Travel Agent Project)
- As a small group, students will choose a topic to research, create presentation and present to peers (Earth Day Crisis Debate)

Instructional Methods:

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

Materials & Resources:

- Computers
- Videos
- 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: 5th 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
- Introduce 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