

Wilson Area School District Planned Course Guide

Title of planned course: Kindergarten Career and Media Arts

Subject Area: Career and Media Arts

Grade Level: Kindergarten

Course Description: This course provides students with an introduction to the school library. It includes activities and experiences that emphasize library procedures, proper book care, and location and organization of age-appropriate books. Students will be exposed to various genres, 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 Silfies

Curriculum Map

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

September:

- Review Library Procedures
- Using books to introduce library concepts
- Discuss proper book care and checkout procedures

October:

- Encouraging reading and developing an interest in books
- Use seasonal books to discuss literary elements (character and setting) in fiction stories

November:

- Use seasonal books to discuss literary elements in fiction and nonfiction books
- Introduce areas of the library (easy fiction and easy non-fiction)

December:

- Introduce Careers (author and illustrator)
- Conduct Author Study

January:

- Introduce ABC order and alphabet books
- Begin Career Awareness

February:

- Begin incorporating technology lessons
- Introduce Caldecott Award winning books
- Compare and contrast books

March:

- Continue with technology lessons
- Introduce students to Easy Readers using Geisel Award winning books
- Begin introducing genres (fantasy, fable, folk tale, tall tale, realistic fiction)

April:

- Continue introducing genres using books to compare and contrast
- Use books to identify a sequence

May:

- Continue using books to create a sequence
- Create algorithms using arrows

Planned Course Materials

Course Title: Kindergarten Career and Media Arts

Supplemental Books:

- *Mrs. Bindergarten Goes to Kindergarten*
- *Mr. Wiggle, Stella Louella*
- Seasonal books such as *Mouse's First Fall, A Dark Dark Tale, Teeny Tiny Woman, Click Clack Boo, Pumpkin Heads, All About Turkeys, and Run Turk Run*
- Circle Stories such as *If You Give a Mouse a Cookie*
- *One Cool Friend*
- Alphabet Books such as *African Alphabet, LMNO Peas*
- Dr. Seuss book for Read Across America
- *Gilberto and the Wind* or other cultural stories
- Cumulative Stories such as *The Napping House* and *A Giraffe and a Half*
- Various award winning books by Caldecott, Theodor Seuss Geisel Award
- Other selections for 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
- 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 A
- Code and Go Robot Mouse
- Common Sense Education ---<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](#)
- [Can You Imagine That](#) Career videos on YouTube
- Teacher created activities
- Google Applications including Google Classroom
- Videos such as: <https://www.youtube.com/watch?v=ExxFxD4OSZ0>

Curriculum Scope & Sequence

Planned Course: Kindergarten 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
- Identify characteristics of fiction and nonfiction books
- Identify story elements (characters, setting, story sequence)
- Retell 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

Curriculum Scope & Sequence

Planned Course: Kindergarten 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 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)
- Turning a computer on/off using power button
- Select icons using trackpad/mouse
- 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.

Assessments:

- Teacher observation
- Completed student work

Curriculum Scope & Sequence

Planned Course: Kindergarten 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

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

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: Kindergarten 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
- Safely communicate online with people they know
- 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

Assessments:

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