

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

<b>Course Title: Grade 4 Social Studies</b>		
<b>School: TCS</b>	<b>Grade: 4</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Connecticut Geography</b>	<b>Unit Two: Early life in Connecticut</b>	<b>Unit Three: Unrest in Connecticut</b>
<b>Unit Pacing: 5 Weeks</b>	<b>Unit Pacing: 9 weeks</b>	<b>Unit Pacing : 5 weeks</b>
<p><b>Unit Overview:</b> Students will study Connecticut as it existed millions of years ago. Students will identify Connecticut in relation to the states near it. Students will study Connecticut's four physical regions, identifying characteristics of each. Students will study the Algonquian-speaking tribes and their interactions with the early European explorers.</p>	<p><b>Unit Overview:</b> Students will learn that the search for the Northwest Passage brought many European explorers to North America. Students will study Dutch and English settlements of the Northeast. Students will study the role of slavery in the new colonies. Students will learn about the interactions between the colonists and American Indians in establishing the colonies. Students will study the events that led to the French and Indian War. Students will study what life was like for the colonists. Students will learn about the business of peddlers in colonial America. Students will learn about the books and materials used in the education of Connecticut children.</p>	<p><b>Unit Overview:</b> Students will learn that colonial unrest began with a series of laws that the colonists resented. Students will study the First Continental Congress as a response to further laws and taxes enacted by the British. Students will study the role of Connecticut soldiers in the Revolution. Students will learn about the hardships that followed the Revolutionary War.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• What life forms existed in prehistoric Connecticut?</li> <li>• What are the geographic features of Connecticut?</li> <li>• What are the physical and tourist regions of Connecticut?</li> <li>• Who were the American Indian tribes in Connecticut?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• What impact did the age of exploration have on the colonization of the area that is now Connecticut?</li> <li>• Where were the early colonies and settlements of Connecticut like?</li> <li>• What was slavery like in America and around the globe?</li> <li>• What events led to the growth of the Connecticut Colony?</li> <li>• What was the French and Indian War really like?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• Which incidents contributed to unrest in Connecticut and other Colonies prior to the war?</li> <li>• How did early battles lead to the Declaration of Independence?</li> <li>• In what ways did Connecticut support the Revolutionary War?</li> <li>• Which events lead up to the ratification of the U.S. Constitution prior to Connecticut becoming the fifth state under the new Constitution?</li> </ul>

	<ul style="list-style-type: none"> <li>• What was colonial life like in Connecticut?</li> <li>• What is the difference between colonial schools and schools of today?</li> </ul>	
<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will tell of life forms in prehistoric Connecticut.</li> <li>• Students will describe the geographic features of Connecticut, including climate and weather.</li> <li>• Students will list and describe physical and tourist regions of Connecticut.</li> <li>• Students will tell of American Indian tribes in Connecticut, yesterday and today.</li> </ul>	<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will tell about the age of exploration and the impact it had on the colonization of the area that is now Connecticut.</li> <li>• Students will describe the early colonies and settlements of Connecticut.</li> <li>• Students will tell of how slavery was a huge market for trade, in America and around the globe.</li> <li>• Students will understand the various events that led to the growth of the Connecticut Colony.</li> <li>• Students will explain that the French and Indian War was really a series of wars between the French and English, fought both in North America and Europe. Students will list some strategies of fighting and how they changed during this series of wars.</li> <li>• Students will describe colonial life in Connecticut.</li> <li>• Students will tell of the emergence of the Yankee Peddler in colonial America.</li> <li>• Students will relate information about colonial schools and schools of today.</li> </ul>	<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will describe incidents that contributed to unrest in Connecticut and other Colonies prior to the war.</li> <li>• Students will tell of early battles that led to the Declaration of Independence.</li> <li>• Students will describe the ways Connecticut supported the Revolutionary War.</li> <li>• Students will describe the events leading up to the ratification of the U.S. Constitution prior to Connecticut becoming the fifth state under the new Constitution.</li> </ul>
<p><b>Unit Four: Connecticut History</b></p>	<p><b>Unit Five: Early Connecticut Industry</b></p>	<p><b>Unit Six: Connecticut Humanities and Economy</b></p>
<p><b>Unit Pacing: 7 weeks</b></p>	<p><b>Unit Pacing: 5 weeks</b></p>	<p><b>Unit Pacing: 5 Weeks</b></p>

<p><b>Unit Overview:</b> Students will study the similarities between state and federal government, such as the use of three branches of government. Students will study important documents of the United States and their roles in making the U.S. what it is today. Students will learn about the emancipation of slaves in Connecticut in 1848. Students will study the suffragist movement in the United States and will learn that women’s roles in the abolitionist movement inspired their skills in this new movement. Students will consider the negative and positive effects of the Industrial Revolution.</p>	<p><b>Unit Overview:</b> Students will identify major inventors with their inventions. Students will study advents in transportation that changed the U.S. Students will study the motivations for the rise in immigration to the United States. Students will study Connecticut’s roles in World War I and World War II.</p>	<p><b>Unit Overview:</b> Students will study the importance of the humanities and will learn about the museums and performing and visual art institutions of Connecticut. Students will study Connecticut’s major industries. Students will use a series of puzzles and games to review the material they have covered this year.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• What are the components of Connecticut’s government and how do they function?</li> <li>• What documents have been important to the history of the United States?</li> <li>• Why do African Americans still have a long road ahead of them if slavery has been abolished?</li> <li>• How have the roles of women changed during the last two centuries?</li> <li>• What is the Industrial Revolution and how did it impact the lives of the people of Connecticut?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• Who were some inventors from Connecticut and what were their important contributions?</li> <li>• How did the improvements in transportation impact the ability of Connecticuters and the rest of the world to improve their lifestyles?</li> <li>• How and why did so many immigrants come to the United States and what was their role in Connecticut and American history?</li> <li>• What were some events that ushered in the 20th century?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• What are some areas of art and leisure in Connecticut?</li> <li>• How can I describe Connecticut today and what it’s future will be like?</li> </ul>
<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will describe the components of Connecticut’s government and how it functions.</li> </ul>	<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• inventors of Connecticut and their important contributions.</li> <li>• Students will tell of ways the improvements in transportation impacted the ability of Connecticuters</li> </ul>	<p><b>Priority Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will describe and list some areas of art and leisure in Connecticut.</li> <li>• Students will describe Connecticut today and in the future.</li> </ul>

- Students will tell of the importance of several historical documents of the United States.
- Students will tell that although slavery was abolished, African Americans still had a very long road to freedom.
- Students will tell of the changes for women in society during the last two centuries.
- Students will tell about the Industrial Revolution and how it impacted the lives of the people of Connecticut.

and the rest of the world to improve their lifestyles.

- Students will tell some of the history of immigrants, how and why so many immigrants came to the United States and their role in Connecticut and American history.
- Students will tell of the spectrum of events that ushered in the 20th century.