

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. Unit 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.

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| Course Title:Grade 5 Social Studies | |
| School:Thomaston Center | Grade: 5 |
| Unit One: What Makes Democracy Successful? | Unit Two: Indigenous Life in New England |
| Unit Pacing: 9 weeks | Unit Pacing: 9 weeks |
| <p>Unit Overview:In this unit, students will explain how groups of people make rules to create responsibilities and protect freedoms. Students will describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. Students will identify core civic virtues and democratic principles that guide government, society, and communities and explain how policies are developed to address public problems. Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.</p> | <p>Unit Overview:In this unit, students will learn about the vibrant societies of indigenous people of the pre-European exploration era. Students will learn about the base of the society's belief systems, trade, security, government, and communication. The societies that existed in this time period were sophisticated and elaborated. Cities and extensive trade networks were established and are now being documented through archaeology and modern technology.</p> |
| <p>Compelling Questions:</p> <ol style="list-style-type: none"> 1.What makes a democracy successful? 2.How is our government organized? | <p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What cultural practices of indigenous Americans influence how they used the land and how they interacted? 2. How have Native American interactions with Europeans affected the course of history? |
| <p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms 2.CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families 3.CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities. | <p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.HIST 5.2 Compare life in specific historical periods to life today. 2.HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. 3.CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |

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| <p>4. (Inquiry practice)Analyze three sources and generate a list of possible answers to the supporting question: “List the ways our government gets its power?”</p> <p>5. (Inquiry practice)Discussion with a partner using evidence from two sources to identify the ways the government connects with one’s daily life and helps people.</p> <p>6.(Inquiry practice)Compare the powers/rights of the federal and state governments through the creation and presentation of a Venn diagram.</p> | <p>4. (Inquiry practice)INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>5. (Inquiry practice)INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>6.(Inquiry practice)INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p> |
| <p>Unit Three: 13 Original Colonies</p> | <p>Unit Four: French and Indian War</p> |
| <p>Unit Pacing: 9 weeks</p> | <p>Unit Pacing: 9 weeks</p> |
| <p>Unit Overview:In this unit, students will learn about the similarities and differences between the southern, middle, and New England colonies. They will study the economic differences between the southern and northern colonies. Students will learn how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions. Fifth graders will study the Connecticut colony and its relationship with other colonies. Students will learn different governmental structures in the colonies and explore why some colonies were governed differently.</p> | <p>Unit Overview: In this unit, students will explore how the French and Indian War affected the relationship between England and its colonies. They will learn the role of the Connecticut militia in the French and Indian War. Students will learn the significance of the slogan, “no taxation without representation” in the American colonies and explore the major events that started the actual conflict between the British and the colonies. They will examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War. Students will learn how indigenous peoples and women both played vital roles in the Revolutionary War. Students will explore how the colonies united to fight against the injustices of the British?</p> |
| <p>Compelling Questions:</p> <p>1.How did laws and rules in the colonies both promote and hinder freedom and equality?</p> <p>2. What were the economic contributions and opportunities in the various colonies?</p> | <p>Compelling Questions:</p> <p>1. When should one question authority?</p> <p>2. What is the impact of war in society?</p> <p>3. Why were the people of the colonies so upset that they were being taxed without representation in the English government?</p> |

3. In what ways did the indigenous cultural practices influence or change the practices of the colonists?

Priority Learning Targets

1.HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

2.CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

3.CO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

4. (Inquiry practice)INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

5. (Inquiry practice)INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

6.(Inquiry practice)INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Priority Learning Targets

1.HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

2.HIST 5.9 Explain probable causes and effects of events and developments.

3.CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

4. (Inquiry practice)INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

5. (Inquiry practice)INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

6.(Inquiry practice)INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data