

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

Course Title: Grade 5 Science	
School: TCS	Curriculum Pacing: 36 weeks
Unit One: Properties of Matter & Chemical Reactions	Unit Two: Ecosystems and the Food Web
Unit Pacing: 9 weeks	Unit Pacing : 9 weeks
<p>Unit Overview: In this unit of study, students will understand that matter is made of particles too small to be seen by developing a model. They will understand that all things are made up of matter. Students demonstrate a grade-appropriate proficiency in developing and using models, as well as planning and carrying out investigations, and use these practices to demonstrate understanding of the core idea.</p> <p>This unit also helps students develop the concepts of “substances” and “chemical reactions.” Students see that chemical reactions enable us to make new materials by transforming the ones we have. Students will find that the results of these reactions are interesting and sometimes profoundly useful.</p> <p>Students develop an understanding of the idea that regardless of the change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in a new substance.</p>	<p>Unit Overview: In this unit of study, students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment, and they can explain the energy in animal’s food was once energy from the sun.</p>
<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. How can I make a larger representation of a smaller object? 2. How does studying matter help us better understand our place on Earth? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. Explain how living things can only survive in an environment that meets their needs. 2. How does knowing the movement of matter through plants and animals affect my life?
Priority Learning Targets	Priority Learning Targets

<ol style="list-style-type: none"> 1. I can identify that matter makes up all living things. (PS1.A) 2. I can identify materials based on their properties. (5-PS1-3) 3. I can build a model to show that matter is made of particles. (5-PS1-1) 4. I can provide evidence that the total weight of matter is conserved when substances are mixed. (5-PS1-2) 5. (5-PS1-4) 	<ol style="list-style-type: none"> 1. I can use a model to show that energy in an animal's food was once energy from the sun. (5PS3-1) 2. I can make a model to show the movement of matter, among plants, animals, decomposers and the environment. (5LS1-1) 3. I can support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)
<p>Unit Three: Water Cycle and Earth's Systems</p>	<p>Unit Four: Interaction Within The Earth, Sun and Moon Systems</p>
<p>Unit Pacing: 9 weeks</p>	<p>Unit Pacing: 9 weeks</p>
<p>Unit Overview: In this unit of study, students graph data to provide evidence about the distribution and importance of water on earth. Students are able to describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact.</p>	<p>Unit Overview: In this unit of study, students develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>
<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. How can we protect Earth's natural resources? 2. How does the movement of water affect the Earth and its systems? 3. How does the interaction of Earth's spheres work to create a balanced ecosystem? 4. Which sphere is the most important to maintaining human life? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. Why do we need to understand what exists outside the Earth's surface? 2. What does the night sky tell us about our life on Earth?

<p>Priority Learning Targets</p> <ol style="list-style-type: none">1. I can describe the amounts of water in various places on Earth. (5.ESS2.2)2. I can graph the amounts of water in various places on the earth. (5-ESS2-2)3. I can describe why water is essential to living things.4. I can build a model to show ways that the geosphere, hydrosphere, the biosphere , and/or the atmosphere interact. (5-ESS2-1)	<p>Priority Learning Targets</p> <ol style="list-style-type: none">1.I can show patterns of daily changes in shadows, day and night, and the seasonal appearance of stars in the sky. (5.ESS1.2)2.I can explain why some stars, including the sun, are brighter than others. (5.ESS1.1)3.I can build a model showing the position of the earth, sun and moon.