

## 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.

<b>Course Title: World Geography</b>		
<b>School: THS- Middle School</b>	<b>Grade: 7</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Asia Geography/ Physical Features</b>	<b>Unit Two: Asia Economy/ Government</b>	<b>Unit Three: South America Geography/ Physical Features</b>
<b>Unit Pacing: 6 weeks</b>	<b>Unit Pacing: 6 weeks</b>	<b>Unit Pacing: 6 weeks</b>
<b>Unit Overview:</b> In this unit, students will work to understand the geography of the Asian continent past and present. Students will explore how the region settled and cultures due to that geography.	<b>Unit Overview:</b> In this unit, students will explore how geography affects the economy of a region. Students will make connections with the economy and the way people live exploring how economic decisions are made.	<b>Unit Overview:</b> In this unit, students will discover how geography affects manufacturing and resource availability and its effects on a society. They will determine the causes and effects of various conflicts within South America and around the world.
<b>Compelling Questions:</b>  1. Why am I considered to be from a different culture than somebody who lives in the same town?  2. How has technology changed the way I live?	<b>Compelling Questions:</b>  1. How does the geography of Thomaston affect the way people live here versus the geography of Asia?  2. How does changes in the economy affect my home life?	<b>Compelling Questions:</b>  1. Why do we fight over resources available in the world?  2. Why do we grow different crops/ manufacture different products in New England than what is grown in South America?
<b>Priority Learning Targets</b>  1. I can explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. (GEO 6-7.5)  2. I can explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. (GEO 6-7.6)  3. I can analyze the ways in which cultural and	<b>Priority Learning Targets</b>  1. I can compare historical and contemporary means of changing societies and promoting the common good.(CIV 6-7.3)  2. I can explain how economic decisions based on supply and demand and the quantities of goods and services affect the well-being of individuals, businesses, and society (ECO 6-7.1 & 6-7.3)  3. I can describe the roles of institutions such	<b>Priority Learning Targets</b>  1. I can explain how cultural how patterns and economic decisions influenced environments and the daily lives of people (GEO 6-7.3)  2. I can evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. (GEO 6-7.8)  3. I can explain how the relationship between the environmental characteristics of places and the production of goods influences the world

<p>environmental characteristics vary among various regions of the world. (GEO 6-7.9)</p> <p>4. I can identify how physical geography affected the locations of settlements in Asia.</p>	<p>as corporations, nonprofits, and labor unions in a market economy. (ECO 6-7.5 )</p> <p>4. I can predict the consequences of rainfall on Asia's population and economies.</p> <p>5. I can discuss and evaluate the products produced by various regions in Asia.</p> <p>6.I can examine current economic and environmental issues in Asia.</p>	<p>trade. (GEO 6-7.10)</p> <p>4. I can draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (INQ 6-8.15)</p>
<p><b>Unit Four: South America Economy/ Government</b></p>	<p><b>Unit Five: Australia Geography/ Physical features</b></p>	<p><b>Unit Six: Australia Economy/ Government</b></p>
<p><b>Unit Pacing: 6 weeks</b></p>	<p><b>Unit Pacing: 6 weeks</b></p>	<p><b>Unit Pacing: 6 weeks</b></p>
<p><b>Unit Overview:</b></p> <p>In this unit, students will explore the influence of the Spanish and Portuguese on the laws, economy, and religions of South America. Students will evaluate cultural, social, political, and economic characteristics that may define this region.</p>	<p><b>Unit Overview:</b></p> <p>In this unit, students will understand the origins and culture of the Aborigines through exploring the impact of the European exploration and colonization of Australia. Students will analyze the pattern and impact of the Australian geography on settlements and cultural development.</p>	<p><b>Unit Overview:</b></p> <p>In this unit, students will evaluate cultural, social, political, and economic characteristics that may define any region. Students will compare civic responsibilities and economic possibilities between the United States of America and Australia.</p>
<p><b>Compelling Questions:</b></p> <p>1. How are the laws that affect me proposed and passed?</p> <p>2. How can the economy be used to make things fair and equitable for different groups of people in the US versus South America?</p>	<p><b>Compelling Questions:</b></p> <p>1. How is my culture different from that of Australia?</p> <p>2. How is Thomaston different from a typical Australian town?</p>	<p><b>Compelling Questions:</b></p> <p>1. What are my civic responsibilities compared to other countries?</p> <p>2. What would be the benefits of starting my own business in the US versus Australia?</p>
<p><b>Priority Learning Targets</b></p>	<p><b>Priority Learning Targets</b></p>	<p><b>Priority Learning Targets</b></p>

<p>1. I can assess specific rules and laws (both actual and proposed) as means of addressing public problems. (CIV 6-7.2)</p> <p>2. I can evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. (ECO 6-7.2)</p> <p>3. I can explain barriers to trade and how those barriers influence trade among nations. (ECO 6-7.6)</p>	<p>1. I can analyze the cultural and environmental characteristics that make places both similar to and different from one another. (GEO 6-7.4)</p> <p>2. I can analyze how relationships between humans and environments extend or contract settlement and movement. (GEO 7.7)</p> <p>3. I can explain how global changes in population distribution affect changes in land use in particular regions. (GEO 6-7.11)</p>	<p>1. I can explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders). (CIV 6-7.1)</p> <p>2. I can explain the benefits and the costs of trade policies to individuals, businesses, and society. (ECO 6-7.7)</p> <p>3. I can analyze the role of innovation and entrepreneurship in a market economy. (ECO 6-7.4)</p>
---	--	--