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: Library Media 4-6		
School: Center School	**Grade: 4-6**	**Curriculum Pacing: 36 weeks**
Unit One: Digital Citizenship	**Unit Two: Computer & Keyboarding Skills**	**Unit Three: Inquiry**
Unit Pacing: Throughout the school year	**Unit Pacing: Throughout the school year**	**Unit Pacing: Throughout the school year**
Unit Overview: Throughout the year, students will demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Students will have opportunities to think critically and develop the habits of mind to navigate digital dilemmas in their everyday lives.	**Unit Overview:** Throughout the year, students will use digital tools to create innovative and original products that express their learning and help others. In keyboarding, students will learn how to use their hands on the keyboard correctly and will practice speed and accuracy.	**Unit Overview**: Throughout the year, students build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Compelling Questions 1.What does it mean to be a good digital citizen? 2. Why is it important to understand what digital citizenship is?	**Compelling Questions** 1. How do I benefit from digital literacy? 2. How does technology impact my thinking and the way I can learn?	**Compelling Questions** 1. How can I investigate a topic to solve a problem? 2. How can I create a product to demonstrate my knowledge?
Priority Learning Targets 1. I can demonstrate appropriate online behavior and knowledge of how to stay safe online. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (ISTE 2.A) 2. I can identify credible and trustworthy information sources and reflect on their	**Priority Learning Targets** 1. I can use the internet to perform specific searches and locate specific websites. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3.A) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing	**Priority Learning Targets** 1. I can recall prior and background knowledge and apply it to make new meaning. Recalling prior and background knowledge as context for new meaning. (AASL.A.I.2) 2. I can conduct research by using a variety of sources to acquire new information. Using evidence to investigate questions. (AASL.B.I.1)

responsibilities as thoughtful media creators and consumers. Students learn how to evaluate sources for accuracy, perspective, credibility, and relevance. (ISTE 3.B) Responsibly applying information, technology, and media to learning. (AASL.A.IV.1) 3. I can engage in positive, safe, legal, and ethical behavior when using technology. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)	answers and solutions. (ISTE 3.D) 2. I can use digital media tools to create something new. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (ISTE 4.B) Students publish or present content that customizes the message and medium for their intended audiences. (ISTE 6.D) 3. I can conduct research by using credible sources to acquire new information. Learners gather information appropriate to the task by seeking a variety of sources. (AASL IV.B.1) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3.A)	Identifying possible sources of information. (AASL.A.IV.2) 3. I can share the products I make with an authentic audience. Sharing products with an authentic audience. (AASL.C.I.4)
Unit Four: Communication and Collaboration	**Unit Five: Coding & Problem Solving**	**Unit Six: Makerspace & Creativity**
Unit Pacing: Throughout the school year	**Unit Pacing: Throughout the school year**	**Unit Pacing: Throughout the school year**
Unit Overview: Throughout the year, students work effectively with others to broaden perspectives and work toward common goals. They will be working in small diverse group settings in order to learn about each other's perspective and to take one another's thoughts into consideration.	**Unit Overview**: Throughout the year, students will engage in a variety of coding activities independently and in small groups. Students will learn problem solving skills needed to successfully complete tasks. Students will learn how to troubleshoot problems and how to apply previous knowledge to a situation in	**Unit Overview**: Throughout the year, students will use the makerspace materials to complete tasks and design projects of their own. Students will work individually and collaboratively to persevere through problems and find solutions creatively. Students will assume group roles such as ‘Materials

	order to change their direction of thinking. Students will learn how to work with others and communicate their ideas with partners or in a group.	Manager', 'Designer', 'Time Keeper', and so on. Students will need to work with others, learn to collaborate, and share their ideas in an effective and efficient manner.
Compelling Questions 1. Why is it important to know how to work collaboratively in a group? 2. How can we communicate with one another so that every perspective is heard?	**Compelling Questions** 1. Why is it important to persevere and follow through on a task? 2. How can I use my critical thinking problem solving skills to complete a difficult task?	**Compelling Questions** 1. Why is it important for me to persevere and follow through on a task? 2. How can I use my creativity to create a product?
Priority Learning Targets 1. I can listen to my peers' perspectives so I can deepen my own understanding. Demonstrating their desire to broaden and deepen understanding. (AASL.A.III.1) 2. I can develop new understandings through engaging with my small group. Developing new understandings through engagement in a learning group. (AASL.A.III.2) 3. I can interact with my peers effectively in a diverse group setting. Interacting with learners who reflect a range of perspectives. (AASL.A.III.2)	**Priority Learning Targets** 1. I can understand, create, and troubleshoot complex algorithms and sequences. Problem solving through cycles of design, implementation, and reflection. (AASL.B.V.2) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. (ISTE 5.A) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. (ISTE 5.C) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. (ISTE 5.D)	**Priority Learning Targets** 1. I can preserve through a problem to create a product. Persisting through self-directed pursuits by tinkering and making. (AASL.B.V.2) 2. I can effectively collaborate with others to complete a task. Learners actively participate with others in learning situations by actively contributing to group discussions. (AASL III.D.1) 3. I can problem solve through the design cycle. Problem solving through cycles of design, implementation, and reflection. (AASL.B.V.2)

	2. I can effectively problem solve to complete a difficult task. Students develop, test, and refine prototypes as a part of a cyclical design process. (ISTE 4.C) 3. I can preserve and follow through on a task. Learners develop through experience and reflection by iteratively responding to challenges. (AASL.V.D.1)	