

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 (Note: The following units are taught in collaboration with content area teachers)		
School: Thomaston High School	Grade: 7-12	Curriculum Pacing: 36 weeks
Unit One: Digital Citizenship	Unit Two: Information Literacy	Unit Three: Inquiry
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
Unit Overview: In this unit, students will continue to build capacity regarding digital citizenship. Students will demonstrate internet safety while adhering to laws and guidelines that protect users. Students will apply skills of digital citizenship as they create and share digital products with others.	Unit Overview: In this unit, students use print and/or digital resources to collect, organize, and share information.	Unit Overview: In this unit, students will learn to utilize inquiry practices to identify problems, think critically, and conduct research to answer questions and solve problems.
Compelling Questions <ol style="list-style-type: none"> 1. Can I demonstrate acceptable digital citizenship? 2. Can I produce original work and respect intellectual property of others? 	Compelling Questions <ol style="list-style-type: none"> 1. Can I use the resources available in the learning commons, the virtual library (including databases) and search engines to independently select resources from a variety of formats, genres and perspectives? 2. Can I utilize the MLA8 Format to correctly produce a research paper including proper citations and Works Cited pages? 	Compelling Questions <ol style="list-style-type: none"> 1. Can I develop an essential question, define subsidiary questions/arguments for further research, and develop a thesis statement? 2. Can I use a variety of print and digital graphic organizers; take notes, categorize, and connect information from multiple sources and various formats in order to answer the research questions?
Priority Learning Targets <ol style="list-style-type: none"> 1. I can use digital technology responsibly and ethically following the guidelines in the Thomaston Public School's Acceptable Use Agreement. (ISTE 1.C, 2.B) 2. I can evaluate and select information/media/resources based on usefulness, timeliness, accuracy, authority and point of view/bias. (ISTE 3.B, 7.B) 3. I can produce original work and respect intellectual property of others. (ISTE 2.C, 6.B) 	Priority Learning Targets <p>I can use appropriate print and digital tools to communicate information and ideas. (ISTE 6.A, 6.B, 6.C)</p> <p>I can evaluate information that I gather from digital resources and use the accurate information. (ISTE 3.B, 3.C)</p> <p>I can choose my own research project idea and find supporting information. (ISTE 1.A, 3.A, 5B)</p>	Priority Learning Targets <ol style="list-style-type: none"> 1. I can take the steps needed to solve a problem or a task when I am using technology. (ISTE 1.A, 3.A, 3B) 2. I can work on my own with print, non-print and technology resources to help me learn. (ISTE 3.C) 3. I can learn from my mistakes with technology and try new strategies. (ISTE 1.A, 4.D)

Unit Four: Communication and Collaboration	Unit Five: Creativity and Innovation	Unit Six: Empowered Learner
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
Unit Overview: In this unit, students will work effectively with others to broaden perspectives and work toward common goals.	Unit Overview: In this unit, students discover and innovate in a growth mindset developed through experience and reflection.	Unit Overview: In this unit, students take an active role in choosing, achieving and demonstrating competency in learning goals.
Compelling Questions 1.What communications skills do I need? 2.How can I collaborate with others?	Compelling Questions 1.How can I develop and communicate new ideas? 2.How can I act on my creative ideas?	Compelling Questions 1.Why do I need technology? 2.How can print and digital literacy impact me?
Priority Learning Targets 1. I can work on my own with print, non-print and technology resources to help me learn. (ISTE 3.C) 2.I can use technology to gather and present information. (ISTE 6.A, 6B)	Priority Learning Targets 1.I can take the steps needed to solve a problem or a task. (ISTE 1.A, 5.C) 2.I can use digital writing and drawing tools to communicate and illustrate my ideas.(ISTE 4.A, 6.B, 6C) 2.I can use digital writing and drawing tools to communicate and illustrate my ideas.(ISTE 4.A, 6.B, 6C)	Priority Learning Targets 1.I can develop a range of strategies to help me gather information effectively about a topic. (ISTE 1.A, 3.A, 5.A) 2.I can gather information from a variety of websites and determine which sites were most helpful. (ISTE 3.B, 5.B) 3.I can use presentation software (GoogleSlides, Prezi, PowerPoint, etc.) to share information and communicate ideas effectively. (ISTE 4.B, 6.D)