

Thematic Units - Humanities 17.18

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 / TPU	Unit 7
# of Days	21 + 2 ASSMT	21 + 2 ASSMT	20 + 2 ASSMT	(K-G2) 19 + 2 ASSMT (G3-G5) 24 + 2 ASSMT	(K-G2) 20 + 2 ASSMT (G3-G5) 25 + ASSMT	(K-G2) 22 + 2 ASSMT	(K-G2) 20 + 2 ASSMT
Genre of the Month	August Fiction	October Mystery (Halloween)	November Folktales/Fables	January Informational Text	March Historical Fiction	April Poetry (national poetry month)	May Fantasy
	Sept Realistic Fiction	NA	December Myths/Legends	February Biography/Autobiography (black history month)	NA	NA	June Science Fiction
TK - Essential Questions	What makes me feel good at school? How can I make others feel good at school?	Why do readers ask questions?	What makes folktales interesting?	Why is it important to learn from the past?	Why are some people famous?	How do we use what we know about nature when listening to poems?	Why do people move?
TK - RC 16.17	<b>All About Me! : Listening and Telling Stories About Ourselves (Storybooks)</b>	<b>Great Readers Ask Thoughtful Questions (Fiction)</b>	<b>Animals, Plants and the Environment (Folktales, Nonfiction)</b>	<b>Stories from the Past (Fairytales, Nonfiction)</b>	<b>Famous People from the Past and Present (Biography, Nonfiction)</b>	<b>Describing Nature Through Words (Poetry, Nonfiction)</b>	<b>Moving from Place to Place (Fiction, Nonfiction)</b>
TK - Writing	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Informational - How-To-Books (K Calkins Unit 3)	Informational - How-To-Books (K Calkins Unit 3)	Informational - How-To-Books (K Calkins Unit 3)	Opinion - Persuasive Writing of All Kinds (K Unit 4)
K - Essential Questions	What makes me feel good at school? How can I make others feel good at school?	Why do readers ask questions?	What roles do different animals play in folktales?	Why is it important to learn from the past?	What makes them heroines and heroes?	How can we use text clues and schema to help us visualize?	Why is it important to learn from other people's experiences and adventures?
K - RC	<b>Welcome to My Community (Storybooks)</b>	<b>Great Readers Ask Thoughtful Questions (Storybooks &amp; Nonfiction)</b>	<b>Animals and Plants in Folktales and Nonfiction (Folktales &amp; Nonfiction)</b>	<b>Stories from the Past (Fairytales &amp; Nonfiction)</b>	<b>Heroines and Heroes from America and around the World (Biography)</b>	<b>The Words and the Ideas of Seasons and Weather (Poetry &amp; Nonfiction)</b>	<b>Comparing Characters and What They Want and Need (Chapter Books, Realistic Fiction, Nonfiction)</b>
K - Writing	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Writing for Readers (K Calkins Unit 2)  *Students will take diagnostic writing assessment on informational writing.	Informational - How-To-Books (K Calkins Unit 3)	Opinion - Persuasive Writing of All Kinds (K Calkins Unit 4)	All About Books (Kinder Calkins If-Then)  *Students are assessed on opinion writing.	Writing Songs and Poetry (Kinder Calkins If-Then)	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)
G1 - Essential Questions	What makes someone a good citizen? What makes someone a bad citizen?	How do animals survive and grow?	Why did people from different cultures tell stories?	How are families alike and different?	How does listening to poetry help us become better writers?	How do people in a community fulfill their needs and wants?	Why do we need to know about the Solar system and planets?
G1 - RC	<b>Stories of Citizenship and our Community (Storybook, Nonfiction)</b>	<b>How Aquatic Animals Survive and Grow (Stories &amp; Nonfiction)</b>	<b>Stories of Different Cultures (Fables, Folktales &amp; Nonfiction)</b>	<b>Geography Affects the Way People Live (Folktales &amp; Nonfiction)</b>	<b>Light &amp; Sound All Around (Poetry &amp; Nonfiction)</b>	<b>Goods &amp; Services that My Community Provides (Realistic Fiction &amp; Nonfiction)</b>	<b>Exploring A New Frontier (Chapter Book, Biography &amp; Nonfiction)</b>
G1 - Writing	Narrative - Small Moments: Writing with Focus, Detail, and Dialogue (G1 Calkins Unit 1)	Informational - How-To-Books (K Calkins Unit 3)  *Students will take diagnostic writing assessment on informational writing.	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)	Opinion - Writing Reviews (G1 Calkins Unit 3)	Writing Songs and Poetry (G1 Calkins If-Then)  *Students are assessed on opinion writing.	Narrative - From Scenes to Series: Writing Fiction (G1 Calkins Unit 4)	Narrative - From Scenes to Series: Writing Fiction (G1 Calkins Unit 4)
G2 - Essential Questions	What makes someone a good citizen? What makes someone a bad citizen?	How do authors use settings and symbols to tell a story?	How do scarcity and wants affect the way we make choices?	Why do plants and animals need different environments to survive?	Why do authors create their own version of the same story?	What clues from the past help us understand our Earth in the past and today?	What makes someone heroic?

	On-Demand Writing ASSMT
	Writing Tasks/Deliverables

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G2 - RC	<b>Our Core Values (Narrative &amp; Nonfiction)</b>	<b>Water, Weather, and Plants in Stories (Folktales, Realistic Fiction &amp; Nonfiction)</b>	<b>Recognizing Wants and Needs in Stories (Fables, Folktales, &amp; Nonfiction)</b>	<b>Interdependent Relationships in Ecosystems (Poetry &amp; Nonfiction)</b>	<b>Stories from around the World (Fantasy, Fairy Tale, Nonfiction)</b>	<b>Earth's Surface (Fantasy, Mystery, Nonfiction)</b>	<b>Going Back in Time (Biography, Historical Fiction, Nonfiction)</b>
G2 - Writing	Narrative - Small Moments: Writing with Focus, Detail, and Dialogue (G1 Calkins Unit 1)	Narrative - Lessons from the Masters: Improving Narrative Writing (G2 Calkins Unit 1)  *Students will take diagnostic writing assessment on informational writing.	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)	Narrative - Poetry: Big Thoughts in Small Packages (G2 Calkins Unit 4)	Opinion - Writing about Reading - Letter Writing (G2 Calkins Unit 3)  *Students are assessed on opinion writing.	Informational - Lab Reports and Science Books (G2 Calkins Unit 2)	Informational - Lab Reports and Science Books (G2 Calkins Unit 2)
G3 - Essential Questions	How can I read to build background knowledge?	How do changes in habitat affect organisms?	How do readers use poetry and realistic fiction to think about life?	Are heroes of myths, legends, and tall tales held to the same standard as those we classify as heroes in present day?	Why do human rights need to be protected? What impact can citizens have on their government?		
G3 - RC	<b>Stories from the Americas (Realistic Fiction, Narrative Nonfiction, Nonfiction)</b>	<b>How Animals Adapt and Survive (Fable, Folktales &amp; Nonfiction)</b>	<b>Learning about Ourselves through Poetry &amp; Realistic Fiction (Poetry, Realistic Fiction &amp; Chapter Books)</b>	<b>Heroes and Heroines of Myths, Legends, and Everyday Life (Myths, Legends, Tall Tales, Nonfiction)</b>	<b>Citizenship and Government (Historical Fiction, Narrative Nonfiction, Speech, Nonfiction)</b>		
G3 - Writing	Narrative - Crafting True Stories (G3 Calkins Unit 1)	Informational - The Art of Information Writing (G3 Calkins Unit 2)	Narrative - Poetry: Big Thoughts in Small Packages (G2 Calkins Unit 4)  *Students will take diagnostic writing assessment on informational writing.	Narrative - Once Upon a Time: Adapting and Writing Fairy Tales (G3 Calkins Unit 4)	Opinion - Changing the World: Persuasive Speeches, Petitions, and Editorials (G3 Calkins Unit 3)		
G4 - Essential Questions	How does the perspective of the storyteller impact the reader or listener's understanding of the event (for example, a historical event)?	What is a topic that have you become interested in that surprised you? How did you feel before reading about it and why? What caused the change?	What is one lesson that can be learned from history?	What is the best way to reduce the negative impacts that natural Earth processes have on humans? Are our genetics or our environment more influential in developing us into who we are?	What what are you willing to do to preserve or protect the things you value most?		
G4 - RC	<b>Making Meaning from Text (historical fiction, historical nonfiction, and tall tales)</b>	<b>Exploring New Genres and Topics</b>	<b>Strength and Challenge</b>	<b>Beneath the Surface</b>	<b>Values and Empathy</b>		
G4 - Writing	G3 Unit 1 Narrative - Crafting True Stories	G3 Unit 2 Informational - "The Art of Information Writing"	G4 Unit 3 - Information "Bringing History to Life"	G3 Unit 3 Opinion - "Changing the World"	G4 Unit 2 Opinion - "Boxes and Bullets: Personal and Persuasive Essays"	Post-Test Option: G4 Unit 1 Narrative - The Arc of Story	
G5 - Essential Questions	Why is it important to reflect on the historical past and your personal past?	Think about why your favorite book is your favorite. What choices did the author make to make the topic or plot appeal to you?	What is one lesson that everyone should learn from history?	Would you rather things stayed the same for years, or they changed everyday?	Is struggle necessary for progress?		

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G5 - RC	<b>Learning from the Past (Short Stories, Folktales, and Historical Nonfiction)</b>	<b>Exploring New Genres and Topics</b>	<b>Understanding the Great Depression</b>	<b>Forces of Nature</b>	<b>Struggle</b>		
G5 - Writing	G3 Unit 1 Narrative - Crafting True Stories	G3 Unit 2 Informational - "The Art of Information Writing"	G5 Unit 2 - Information "The Lens of History: Research Reports"	G3 Unit 3 Opinion - "Changing the World"	G5 Unit 4 Argument - "The Research-Based Argument Essay"	Post-Test Option: G5 Unit 1 Narrative - Narrative Craft	