

Worldly Wisdom Schedule Academic Year 2020-2021

<u>Week Begin</u>	<u>Location</u>	<u>Writing Task</u>
August 17	PREPARING TO VOYAGE-0 “Who Put the Cookies in the Cookie Jar?” “Lucy in the City”	
August 24	EUROPEAN RUSSIA-1 “Anja’s Secret Society” “Mapping Penny’s World” “Me on the Map”	[MAPMAKING]/review
August 31	NORTH AFRICA-2 “Makanaka’s World” “Mirror” “Mapping Sam”	[MAPMAKING]/feature
September 07	USA-3 “A Green Place to Be” “A Walk in New York” “Mr. Ferris and His Wheel” “There’s a Map on My Lap!”	/review
September 14	NORTHERN EUROPE-4 “Astrid Lindgren’s Tomten Tales” “Follow that Map!” “Henry’s Map”	/animal
September 21	NEPAL & BANGLADESH-5 “Chandra’s Magic Light” “My Heart is a Compass”	/feature
September 28	INDIA & SRI LANKA-7 “Ganesha’s Sweet Tooth”	[ISLAND PROJECT]/animal
October 05	<i>catch up/break</i>	
October 12	ARGENTINA & CHILE-6 “Lucia’s Travel Bus”	/feature
October 19	BRITISH ISLES-8 “O’Sullivan Stew”	/review
October 26	CONGO, ZAMBIA, ZIMBABWE-9 “African Folktales: A Barefoot Collection”	[RETELL A STORY*]/animal
November 02	USA-NATIVE PEOPLES-10 “We are Grateful: Otsaliheliga!” “Mission to Space”	/feature
November 09	CHINA & MONGOLIA-11 “Tikki Tikki Tembo” “Zen Shorts”	/animal
November 16	FRANCE-12 “Madeline” “The Story of Babar” “Stone Soup”	[WRITE A STORY*]/review

November 23 *catch up/break*

November 30 GALAPAGOS & ECUADOR-13 /feature
 “Island: A Story of the Galapagos”
 “Tuki and Moka: A Tale of Two Tamarins”

December 07 NETHERLANDS, BELGIUM, SWITZERLAND, AUSTRIA-14/review
 “Vincent Can’t Sleep”

December 14 GERMANY-17 [RETELL A STORY**]/feature
 “Grimms’ Fairy Tales”

December 21 *catch up/break*

December 28 EGYPT, ETHIOPIA, & KENYA-15 /feature
 “Mama Panya’s Pancakes”
 “Wangari Maathai”
 “Cinderella of the Nile”

January 04 ASIAN RUSSIA & KHAZAKHSTAN-16 /review
 “Through the Window”

January 11 SOUTHEAST ASIA-18 [SONGKRAN SENSES POEM]/animal
 “Hush! A Thai Lullaby”
 “Angkat: The Cambodian Cinderella”

January 18 SOUTH AFRICA & MADAGASCAR-19 /feature
 “Anna Hibiscus”

January 25 NEW ZEALAND-20 /review
 “Elizabeth, Queen of the Seas”
 “Manu: Kiwi of Kindness”

February 01 ARCTIC & ANTARCTICA-21 /animal
 “And Tango Makes Three”
 “The Emperor’s Egg”

February 08 CANADA & ALASKA-24 /feature
 “Akilak’s Adventure”
 “A Brush Full of Color”

February 15 AUSTRALIA-26 [WRITE A STORY**]/animal
 “Possum Magic”
 “Mirror” [Revisited]

February 22 *catch up/break*

March 01 ITALY-22 /feature
 “C is for Ciao”

March 08 SPAIN & PORTUGAL-25 [RETELL A STORY***]/review
 “Food Fight Fiesta”

March 15 BRAZIL-23 /animal
 “The Rainforest Grew all Around”

March 22 MEXICO-27 /feature
 “Danza!”

March 29 COLOMBIA, VENEZUELA, & PERU-30 /review
 “Juana and Lucas”

April 05	NIGERIA, GHANA, & IVORY COAST-31 /animal “How the Leopard Got His Claws”
April 12	CENTRAL EUROPE-28 /feature “The Boy Who Loved Math”
April 19	GREECE-32 [WRITE A STORY***/review “Aesop’s Fables”
April 26	<i>catch up/break</i>
May 03	JAPAN-33 [HI, KOO! POETRY WRITING]/feature “Suki’s Kimono” “Magic Ramen” “Hi, Koo!”
May 10	KOREA-34 /review “Where’s Halmoni?” “The Ocean Calls” “The Korean Cinderella”
May 17	MIDDLE EAST-29 /feature “Lost and Found Cat”
May 24	MIDDLE EAST-35 [WRITE AUTHOR BIO]/review “Meet Yasmin”
May 31	CENTRAL AMERICA & CARRIBEAN-36 /feature “Island Born” “All the Way to Havana” “Planting Stories” “Cendrillon: A Caribbean Cinderella Story”
June 07	<i>catch up</i>
June 14	[FINALS WEEK: THE CINDERELLA PROJECT****]
June 21	<i>Program Completed!</i>

Important Notes:

This schedule does not include any references to the spine texts, which are used over multiple weeks.

We are using this program primarily for geography/social studies, and omitted many of the literature selections.

The weekly book selections were chosen for my children, who are four and are doing this program as a homeschool “preview” of Kindergarten content. Accordingly, I chose books that skew younger and did not include any works (e.g. “Ivy”) that were on the upper end of the age spectrum of Torchlight’s recommended texts, or any of the chapter book series (to keep amount of adult-directed reading content manageable). If you’re using this program with older and/or more advanced learners, you will likely want to choose more advanced books than I did.

Writing Tasks

Retell a Story [Fall*, Winter**, Spring***]

Students will retell a story they have read using a combination of drawing, dictating, and writing.

Common Core ELA Performance Tasks for Reading Literature (K & 1):

Students (with prompting and support from the teacher) **describe the relationship between key events of an overall story to the corresponding scenes illustrated.**

[RL.K.7]

Students **retell a story while demonstrating their understanding of a central message or lesson of the story.** [RL.1.2]

Write a Story [Fall*, Winter**, Spring***]

Students will author and illustrate their own narrative, using a combination of drawing, dictating, and writing.

Common Core ELA Standards for Writing:

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to **narrate** a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

The *Worldly Wisdom* curriculum already provides plenty of practice with both **opinion** writing (reviews) and **informative/explanatory writing** (feature articles and animal spotlights).

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose **opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose **informative/explanatory texts** in which they name what they are writing about and supply some information about the topic.

The Cinderella Project [Year End Performance Task****]

*Students will select **two** versions of Cinderella we've read this year and compare and contrast them.*

Students will be prompted to attend to both the literary narrative and the cultures and places from which the stories originate. They will create a poster presentation, with prompting and support, and using a combination of drawing, dictating, and writing. The poster will include maps.

Common Core ELA Performance Tasks for Reading Literature:

Students (with prompting and support from the teacher) **compare and contrast the adventures and experiences of characters in familiar stories.** [RL.K.9]

Common Core ELA Standards for Writing:

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, **recall information from experiences** or **gather information from provided sources** to answer a question.

Portfolio Assessment for Feature Articles, Reviews, and Animal Spotlights

Because I'm doing this program with younger children, I adapted it so that each week they are doing only one writing task (featured article, review, or animal spotlight) with each location. And I have pre-selected the prompts to ensure variety. This schedule results in fifteen feature articles, twelve review pieces, and nine animal spotlights.

I also moved the author bio activity to the end of the year, so that they are authoring their book first. I plan to bind the books at the end of the school year.

Feature Articles (15):

Fall:	Aug 31, Sep 21, Oct 12, Nov 02, Nov 30
Winter:	Dec 14, Dec 28, Jan 18, Feb 08, Mar 01
Spring:	Mar 22, Apr 12, May 03, May 17, May 31

Reviews (12):

Fall:	Aug 24, Sep 07, Oct 19, Nov 16
Winter:	Dec 07, Jan 04, Jan 25, Mar 08
Spring:	Mar 29, Apr 19, May 10, May 24

Animal Spotlight (9):

Fall:	Sep 14, Sep 28, Oct 26, Nov 09
Winter:	Jan 11, Feb 01, Feb 15
Spring:	Mar 15, Apr 01