Component Parts of a Thematic Unit:

1. **Theme**: Select an appropriate theme reflecting curriculum topics (text), student interests, experiences, issues, and/or problems. (See list of websites at the end of this document for ideas.)

2. **Grade Level Appropriateness**: Use the Scope and Sequence matrices to find appropriate ASOL.

3. **Focus**: Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

4. **Objectives**: Identify three or four specific objectives you wish students to master by the completion of the unit.

5. **Materials and Resources**: It is advantageous to determine all the necessary materials and resources after the unit has been written so that you are not limited to a few familiar items.
   a. **Printed Resources**: newspapers, pamphlets, notices, travel guides, junk mail, journals, diaries, letters, maps, advertisements, brochures, flyers, encyclopedias, dictionaries, magazines, booklets, and professional journals, etc.
   b. **Computer and CD-ROM Resources**: Educational software, reference works, educational games and simulations related to curriculum, and CD-ROM adaptations of literature, etc.
   c. **Internet Resources**.
   d. **Audio/Visual Resources**: videos, films, filmstrips, movies, slide programs, overhead transparencies, records, audio tapes, books and tapes, and CD’s, etc.

6. **Community Resources**:
   1. guest speakers
   2. field trips

7. **Instructional Television Resources**:
   1. ETV
   2. Cable

8. **Literature Resources**:
   1. fiction
   2. non-fiction
   3. poetry

9. **General Activities**: Develop activities that are broad-based, covering the range of curricular areas and reflecting elements of a literature-based program.

10. **Discussion Questions**: Include a variety of open-ended questions that help students think about the topic in varied and divergent ways.
11. **Literature Selections:** See Materials and Resources above. Select age appropriate books related to the topic of each thematic unit from a variety of genres. For literature selections you may wish to develop a pre-reading activity, a variety of cross-curricular learning activities, and open-ended discussion questions.

12. **Culminating Activity:** The culminating activity engages students in a meaningful summarization of their discoveries and leads to new ideas, understandings, and connections. Ideas include: a video, interviews, power point, newspaper article, etc.

13. **Evaluation:** Select a variety of appropriate means of evaluating student progress and growth. Avoid relying on formal pencil and paper tests, making sure active student participation is documented. Ideas include: conferences, logs, and student journal writing, etc.

14. **Related Works of Literature:** Select books that relate to the theme and make these available for independent reading and reading aloud.


**Websites that provide ideas for thematic units:**

3. [http://www.theteacherscorner.net/thematicunits/](http://www.theteacherscorner.net/thematicunits/)
THEMATIC PLANNING SHEET

1. Theme:

2. Curricular Areas: Which curricular areas are being addressed?

3. Time Span:

4. General Goal(s) or Focus:

5. Specific ASOL to be addressed:

6. Classroom Management: How will you meet individual needs and multiple learning styles? How will you adapt group activities for individual lessons? Places to consider delivering lessons (Story Corner, Math Station, Computer Station, Snack Time, Music & Songs, Art Station, PE / Movement / Dance, Multi-sensory Play Area)

7. Critical Thinking Strategies:
8. **Traditional Materials:**

___ Books, Folk Tales:
___ Songs, Chants, Poems:
___ Props for Books, Songs, Dance:
___ Supplies for Other Toys & Games:
___ Manipulatives:
___ Art Supplies:
___ Snacks & Cooking Tools:

- **Low Tech Materials:**
  ___ Ability Switches (#___)
  ___ Power Link &/or ___ switch latch/timer
  ___ Voice Output Device:
  ___ Battery-Operated Toys:
  ___ Other Low-Tech Adaptations:

- **Computer Hardware:**

  ___ Computer(s) (#___)
  ___ IntelliKeys (#___)
  ___ Switches (#___)
  ___ Printer
  ___ Digital Camera
  ___ Other:

- **Software:**
  ___ BoardMaker V.6
  ___ Classroom Suite
  ___ Text to Speech Software
  ___ Clicker Software
  ___ Educational Software:
  ___ Books on CD-ROM:
  ___ iPad apps
  ___ Other Software:

**Critical Communication and Functional Skills to Embed in Theme:**

**Supplemental Materials:**

**Testing for Student Understanding/Assessment(s):**
Creating Cross-Curricular Thematic Lessons
As you design a thematic unit, take the time to assess its structure based on the following rubric. This will help you to produce quality instructional units designed to thoroughly integrate learning and meet the needs of your students.

**Thematic Unit Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>- no theme evident</td>
<td>- some attempt at a theme is evident but mostly unclear</td>
<td>- theme is evident</td>
<td>- theme is clear; purpose of unit is clear</td>
<td></td>
</tr>
<tr>
<td>Focus Question</td>
<td>- no focus question</td>
<td>- focus question is too specific</td>
<td>- focus question is broad but not necessarily real-world oriented</td>
<td>- focus question is broad, global</td>
<td></td>
</tr>
<tr>
<td>Instructional Objectives</td>
<td>- no goals or objectives listed; unit not age appropriate</td>
<td>- goals and objectives lack inter-discipline approach; activities are age appropriate</td>
<td>- goals and objectives based on standards; objectives written in measurable terms</td>
<td>- objectives integrate all disciplines; objectives encourage higher order thinking skills</td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Resources</td>
<td>- textbooks serve as sole resource</td>
<td>- a variety of print sources are made available to students</td>
<td>- inclusion of non-print resources is encouraged; coordination among team members allocates resources effectively</td>
<td>- students are encouraged to locate resources independently; use of web resources is appropriate and effective</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>- activities are not clearly defined; students are required to simply restate facts</td>
<td>- activities focus on knowledge level of Bloom’s Taxonomy; students are not provided a choice in activities</td>
<td>- activities are project oriented; activities draw upon several disciplines</td>
<td>- activities provide for multiple intelligences; activities encourage creative expression and problem solving</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>- no evidence of evaluation for students or for the unit</td>
<td>- assessment is conducted only at the culmination of the unit; assessment focuses on student performance</td>
<td>- assessment is a continuous processes throughout the unit; assessment criteria developed with student input; assessment correlates with unit objectives</td>
<td>- students are encouraged to self-assess their participation and performance in the unit; peer assessment is utilized with group activities; team members share perceptions throughout the unit and modify as necessary</td>
<td></td>
</tr>
</tbody>
</table>

Information obtained from “Creating Cross-Curricular Thematic Units” by Patricia J. Terry