

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit 2Plan

Unit Title: Excursions Across Time

Essential Questions:

Contributions-What contributions were made by early civilizations?

Democracy-How did democracy develop?

Ancient Societies-What was life like for people in ancient cultures?

Influences-What influences the development of a culture?

Past and Present-What can the past teach us?

Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)

Reading Informational Text 1.1

C.C.1.2.6A –Determine the central ideas of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.

C.C.1.2.6.B-Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and / or generalizations drawn from the text.

C.C.1.2.6.C-Analyze in detail how a key individual, event, or idea is introduced illustrated and elaborated in a text.

C.C.1.2.6.D-Determine an author's point of view, or purpose in a text, and explain how it is conveyed in a text.

C.C.1.2.6.E-Analyze author's structure through the use of paragraphs, chapters, or sections.

C.C.1.2.6.F-Determine the meaning of words and phrases as they are used in grade level reading and content including interpretation of figurative language and context.

C.C.1.2.6.G-Integrate information presented in different media and formats, as well as in words, to develop a coherent understanding of a topic or issue.

C.C.1.2.6.H-Evaluate an author's argument by examining claims and determining if they are supported by evidence.

C.C.1.2.6.I-Examine how two authors present similar information in different types of text.

C.C.1.2.6.J-Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C.C.1.2.6.K-Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

C.C.1.2.6.L-Read and comprehend literary non-fiction and informational text on grade-level, reading independently and proficiently.

Reading Literature 1.3

C.C.1.3.6.A-Determina a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

C.C.1.3.6.B-Cite textual evidence to support analysis of what the text says explicitly, as well as, inferences and/ or generalizations drawn from the text.

C.C.1.3.6.C-Describe how a particular story or drama's plot unfolds in a series or episodes, as well as, how the characters respond or change as the plot moves towards a resolution.

C.C.1.3.6.D-Determine an author's purpose in a text, and how it is conveyed in a text.

C.C.1.3.6.E-Analyze how the structure of a text contributes to the development of them, setting, and plot.

C.C.1.3.6.F-Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context.

C.C.1.3.6.G-Compare and contrast the experiences of reading a story, drama, or poem to the experience of listening to or viewing an audio, video or live version of the text. Including contrasting what is (seen and heard) when reading the text to what is perceived when listening or watching.

C.C.1.3.6.H-Compare and contrast text in different forms or genres in terms of their approaches to similar themes and topics, as well as, their use of additional literary elements.

C.C.1.3.6.I-Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.

C.C.1.3.6.J-Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing 1.4

C.C.1.4.6.A-Write informative/explanatory text to examine a topic and convey ideas, concepts, and information clearly.

C.C.1.4.6.B-Identify and introduce the topic for an intended audience.

C.C.1.4.6.C-Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

C.C.1.4.6.D-Organize ideas, concepts and information using strategies such as definition, classification, comparison/ contrast; and cause/ effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

C.C.1.4.6.E-Write with an awareness of the stylistic aspects of composition. Use precise language and domain specific vocabulary to inform about or explain a topic. Use sentences of varying length and complexities.

Develop and maintain a consistent voice. Establish and maintain a formal style.

C.C.1.4.6.F-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.C.1.4.6.G-Write arguments to support claims.

C.C.1.4.6.H-Introduce and state an opinion on a topic.

C.C.1.4.6.I-Use clear reasons and relevant evidence to support claims using credible sources and demonstrating an understanding of the topic.

C.C.1.4.6.J-Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows the argument presented.

C.C.1.4.6.L-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

C.C.1.4.6.M-Write narratives to develop or imagined experiences or events.

C.C.1.4.6.N-Engage and orient the reader by establishing a context and introducing a narrator and or characters.

C.C.1.4.6.O-Use narrative techniques such as dialogue, descriptions, and pacing to develop experiences, events and/ characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

C.C.1.4.6.P-Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another, provide a conclusion that follows from the narrated experiences and events.

C.C.1.4.6.Q-Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader / listener, interest and style. Use precise language. Develop and maintain a consistent voice.

C.C.1.4.6.R-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

C.C.1.4.6.S-Draw evidence from literary or informational texts to support analysis, reflection in research, applying grade-level reading standards for literature and literary non-fiction.

C.C.1.4.6.T-With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C.C.1.4.6.U-Use technology, including the internet to produce and publish writing, as well as, to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

C.C.1.4.6.V-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

C.C.1.4.6.W-Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism, and providing basic bibliographic information from sources.

C.C.1.4.6.X- Write routinely over extended time frames (time for research, reflection, and revision)and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks,

purposes, and audiences.

Speaking and Listening 1.5

C.C.1.5.6.A-Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues building on other's ideas and expressing their own clearly.

C.C.1.5.6.B-Delineate a speaker's argument and specific claim by identifying specific claims, by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.

C.C.1.5.6.C-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

C.C.1.5.6.D-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

C.C.1.5.6.E-Adapt speech to a variety of contexts and tasks.

C.C.1.5.6.F-Include multimedia components and visual displays in presentations to clarify information.

Summative Assessments: Weekly Vocabulary & Comprehension Assessments, Unit 2 Assessment

Objectives:	Assessment Method (check one)
All students will: *become familiar with and understand the aspects of past and present cultures. *be able to draw conclusions on the contributions and influences of past cultures.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test (Completion) <input type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assessment Comprehension/Vocabulary Assessments (Weekly) Skills Assessment (Weekly) <input type="checkbox"/> Other (explain) Spelling & English Assessments

DAILY PLANS

Day	Objective (s) All students will...	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	-build background knowledge on contributions made by early civilizations. -listen for a purpose. -identify characteristics of expository text.	1-2	READ ALOUD RWW PG. 94-97	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
2	-acquire and use grade appropriate vocabulary.	1	RWW PG. 92-93 PRACTICE BOOK PG. 51	I	READING/WRITING WORKSHOP PRACTICE BOOK	
3	-cite textual evidence to support analysis in the text. -determine the central ideas and supporting ideas of the text.	2-3	LA PG. 98-110 " PG. 114-115 LEVEL READER PRACTICE BOOK PG. 52-60	W G	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	COMPREHENSION-VOCAB. TEST SKILLS TEST
4	-distinguish common and proper nouns while using the correct capital letters and punctuation.	2	ENGLISH PG. 26-30	I	ENGLISH TEXT	
5	-spell and define words that are irregular plurals.	1	SPELLING PG. 31-35	W I	SPELLING TEXT	SPELLING TEST
6	-build background on how democracy was developed. -listen for a purpose. -identify characteristics of expository text.	2	READ ALOUD RWW PG. 108-111	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
7	--acquire and use grade appropriate vocabulary	1	RWW PG. 106-107 PRACTICE BOOK PG. 61	I	READING/WRITING WORKSHOP PRACTICE BOOK	
8	- cite textual evidence to support analysis in the text.	2-3	LA PG. 116-125 " PG. 128-129 LEVEL READER	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	COMPREHENSION-VOCAB. TEST SKILLS TEST

	-determine the central ideas and supporting ideas of the text.		PRACTICE BOOK PG. 62-70			
9	-distinguish between singular and plural nouns while using the correct capital letters and punctuation.	3	ENGLISH PG. 31-40	W I	ENGLISH TEXT	
10	-spell and define words that have inflectional endings.	1	SPELLING PG. 37-41	I	SPELLING TEXT	SPELLING TEST
11	-build background knowledge on ancient cultures. -listen for a purpose. -identify characteristics of historical fiction.	2	READ ALOUD RWW PG. 122-125	W G	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
12	-acquire and use grade appropriate vocabulary.	1	RWW PG. 120-121 PRACTICE BOOK PG. 71	I	READING/WRITING WORKSHOP PRACTICE BOOK	
13	-make, confirm, and revise predictions to increase understanding.	2	LA PG. 130-145 “ PG. 148-150 LEVEL READER PRACTICE BOOK PG. 72-80	I G	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	COMPREHENSION-VOCAB. TEST SKILLS TEST
14	-spell, sort, and define words that have short syllables.	1	SPELLING PG. 43-47	I	SPELLING TEXT	SPELLING TEST
15	-explain how an author develops point of view and create examples.	2	READ ALOUD RWW PG. 136-139	W I	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
16	-build background knowledge on cultural influences.	2	LA PG. 152-167 “ PG. 170-173	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
17	- cite textual evidence to support analysis in the text. -identify characteristics of historical fiction.	2-3	LA PG. 152-167 “ PG. 170-173 PRACTICE BOOK PG. 72-80	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	COMPREHENSION-VOCAB. TEST SKILLS TEST
18	-acquire and use grade appropriate vocabulary.	1	RWW PG. 134-135 PRACTICE BOOK PG. 81	I	READING/WRITING WORKSHOP PRACTICE BOOK	
19	-make, confirm, and revise predictions about a fictional text.	2	LEVEL READER	I G	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY	
20	-form singular and plural possessive nouns.	1	ENGLISH PG. 41-45	W I	ENGLISH TEXT	
21	--build background knowledge on the relationship between the past and present.	2	RWW PG. 150	W I	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	
22	-identify characteristics and various types of poetry.	1	RWW PG. 152-153	W	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY	
23	-determine the theme of a text.	2	LA PG. 174-179 PRACTICE BOOK PG. 82-90	W G	READING/WRITING WORKSHOP LITERATURE ANTHOLOGY PRACTICE BOOK	COMPREHENSION-VOCAB. TEST SKILLS TEST

24	-identify appositives.	1	ENGLISH PG. 46-50	W I	ENGLISH TEXT	
25	-understand the features of explanatory text and create an explanatory essay.	1-2-3	WRITING WORKSHOP	W G I	READING/WRITING WORKSHOP	
	UNIT 2 ASSESSMENT					ASSESSMENT