

**Building :** Maple Manor

**Unit Plan**

**Unit Title:** an educational unit title summarizes content across several lessons that establishes and reinforces certain skills and essential knowledge for grade levels and content areas.

**Examples - Building Complete Sentences**

**Essential Questions:** Essential questions are concept in the form of questions. Questions suggest inquiry. Essential questions are organizers and set the focus for the lesson or unit. Essential questions are initiators of creative and critical thinking. Essential questions are conceptual commitments focusing on key concepts implicit in the curriculum

Examples - What must a scientist do in order to research something?

What is the role of geometry in advertising, architecture, or fabric design?

Do stories need a beginning, middle, and end? Why?

How do people express themselves through art today?

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

S4 B1.1 Life Cycles Identify and Describe Similarities and Differences Between Living Things and their Life Processes

3.3.4A 3.3.4B 4.3.4A

1. What are the stages of the life cycle of the apple tree?
2. What are the stages in the life cycle of the coniferous tree?
3. How are the life cycles of the two trees similar?
4. How are the life cycles of the trees different?
5. What are the stages in the life cycle of the butterfly?
6. What are the stages in the life cycle of a frog?
7. What are the stages in the life cycle of the bird?

Summative Assessment Objective	Assessment Method (check one)
Students will-identify landforms in Pennsylvania. Students will compare and contrast communities. Students will recognize similarities and differences of the rural, urban and suburban community. Students will recognize why some communities were formed near bodies of water.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assessment  <input checked="" type="checkbox"/> Other (explain) Create a Project

# DAILY PLAN

RL3.1 The student will answer questions to demonstrate the understanding of the text.  
S4 B 1.1

Day	Objective (s)	DOK LEVEL	
1	Students will-become familiar with new Vocabulary of the life cycles. New Vocabulary words : chrysalis,conifer,fruit,individual,larva, life cycle,offspring,pupa,seed tadpole	Identify key vocabulary-Level 1 Glossary use Word, definition, pronunciation	
2	Students will use key details to support differences between the life cycles of the apple tree, coniferous tree, butterfly, frog and the bird.	Level 1-Recall details Cite the evidence from the informational text. Answer Questions in a journal- open ended questions. Creative Writing-Level 3	
3	Students will-compare and contrast life cycles	Level 2 Diagram and Construct Project and explain. the life cycles of the apple tree, coniferous tree, butterfly, frog and bird.	
4	Students will-recognize key terms of life cycles and cite examples from the informational text.	Level 1 Identify and recall definitions.	
5	Students will use informational text and background knowledge to contrast life cycles	Level 3 Analyze how and why communities are different.	
6	Students will-compare and contrast the life cycles of the apple tree, coniferous tree, butterfly, frog and bird.	Level 3 Compare and Contrast Features of Life Cycles	