

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Michele Leitner

Subject : Reading

Start Date(s):January 21,2015

Grade Level (s):

7

Building :MKEMS

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.

Deciding What is Right

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

What qualities make a leader?

Why is being a follower often seen as negative? How might it be positive?

What happens when a leader becomes a destructive force? What responsibilities do followers have in these instances?

What is mob mentality?

What mood does descriptive language convey?

How might setting foreshadow later events?

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

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.2

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions and/or generalizations drawn from the text.

E07.A-K.1.1.1

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

E07.A-K.1.1.3

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

E07.A-C.2.1.3

E07.A-V.4.1.1

E07.A-V.4.1.2

CC.1.3.7.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.

E07.A-V.4.1.1

CC.1.3.7.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.

E07.A-V.4.1.1

E07.A-V.4.1.2

CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and Proficient.

Summative Unit Assessment : Students will evaluate what they have learned and will provide to the teacher information about the amount of learning that has occurred on Themes in the Oral Tradition by completing a Unit Test.

Summative Assessment Objective	Assessment Method (check one)
<p>Students will complete a Unit Test consisting of vocabulary from throughout the unit as well as essays and short answers on the theme “Deciding What is Right” in order to give the instructor an idea of how much content the students have retained . The teacher will use the results to determine effective learning and teaching techniques for the class.</p> <p>Students will write an argumentative essay on the most effective leader or role model of the twenty first century.</p>	<p><input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group</p> <p><input type="checkbox"/> Student Self-Assessment</p> <p><input type="checkbox"/> Other (explain)</p>

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	<p>Analyze pieces of literary fiction and non-fiction text to identify literary elements, describe relationships, roles, and purpose of the characters or historical figures, identify author’s purpose and point of view. Cite evidence from text to provide a summary of the main events.</p>	2 3	<p>Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work</p>	W I	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	<p>Formative-Random questions and answers.</p> <p>Summative- Student Self - Assessment-</p>
2	Continued from Day 1	2 3	<p>Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking</p>	W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-Question and answer period.

			and discussion. Graphic organizer Group work	I		Summative- Student Self - Assessment-
3	Analyze how an author uses details about setting, characters, and plot to communicate a mood. Consider the impact this mood has on a reader's expectations. Formulate inferences about characters' relationships based on descriptive details in the passage. Cite evidence from the text to support your inference.	1. 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work	W S I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative- Summative- Vocab quiz Student Self - Assessment-
4	Differentiate between forms of persuasive writing: arguments, editorials, letters to the editor, persuasive essays, persuasive speeches, propaganda, and reviews.	1 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-Ticket out the door(Name three propaganda techniques Summative- Student Self - Assessment-
5	Analyze how tone has been established through the author's choice of words.	1 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-previewing and predicting questions Summative- Student Self - Assessment-
6	Compare and contrast a written story, drama, or	1 2 3	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-Vocabulary builder 230 Summative-

	poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).	4	and discussion. Graphic organizer Group work Computer work		Video clip	Summative: Compare and Contrast Essay Student Self - Assessment-
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DAILY PLAN						
Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
7	Continued from day 6	2 3	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Creative writing Group work	W I	Textbooks, supplemental materials that aid or enhance learning expectations and instruction. Middle School computer lab	Formative-Random questions and answers. Summative- Compare/contrast essay Student Self - Assessment-
8	Continued from day 6	1 2 3	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking	W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative- Summative- Compare/contrast

		4	and discussion. Creative writing Group work	I		essay. Student Self - Assessment-
9	Analyze the tone of Monsters are Due. Consider what this tone implies about the roles of leaders and followers.	1. 2 3 4	Vocabulary Development Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Group work	W S I	Textbooks, supplemental materials that aid or enhance learning expectations and instruction. Internet	Formative-random questions and answers. Summative- Student Self - Assessment-
10	Compose strong conclusion by restating position and ending with a call to action or forceful statement that will leave audience thinking	1 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Group work Internet research	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction. Internet	Formative- Summative-Vocabulary quiz Student Self - Assessment-
11	Select variety of details: logical reasoning, statistics, expert opinions, personal observations. Use transitions to tie paragraphs and ideas together.	1 2 3 4	Vocabulary Development Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer	I W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-questions and answers Summative- Student Self - Assessment-
12	Differentiate between the Salem Witch Trials and the McCarthy hearings.	1 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer	I W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction. U Tube clip America Not so Beautiful by Andy Rooney	Formative- Summative- Compare Contrast Essay Student Self - Assessment-

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
13	Analyze sentence structure and length while editing.	2 3	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking	W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-Random questions and answers.

	Recognize and correct fragments and run-on		and discussion. Graphic organizer Group work Pair share	I		Summative- Compare Contrast essay Student Self - Assessment-
14	Analyze the structure of text to determine the organization of key ideas. Consider headings, type size and style, major sections, and placement on a page.	1 2 3 4	Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work Pair share	W I	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative Summative- Compare contrast essay Student Self - Assessment-
15	Analyze descriptive language and its role in conveying mood.	1. 2 3 4	Vocabulary Development Structured overview Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. chart Group work	W S I	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-Random question and answers Summative- Student Self - Assessment-
16	Demonstrate an understanding of conventions including: Punctuation marks: Comma, semicolon, colon, quotation marks, hyphen, apostrophe, parentheses, dash, brackets, and ellipses. Phrases: Prepositional, appositives, and appositive phrases, verbals Verbal phrases: Participles, gerunds, infinitives Independent clauses Subordinate: Adjective, adverb, elliptical adverb clause Subordinating	1 2 3 4	Structured overview quiz Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Graphic organizer Group work	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative- Summative- Vocabulary quiz Student Self - Assessment-

	conjunctions					
17	Students will-assess what they have learned by completing a review for a unit test on the theme "Deciding What is Right"	1 2 3 4	Direct Instruction Guided and shared reading, listening, viewing, thinking and discussion. Group work	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative-oral review for unit test-questions and answers. Summative- Student Self - Assessment-
18	Students will demonstrate comprehension of the theme : "Deciding What is Right"	1 2 3 4	Unit Test	I S W	Textbooks, supplemental materials that aid or enhance learning expectations and instruction.	Formative- Summative-Unit test on the theme "Deciding What is Right" Student Self - Assessment-