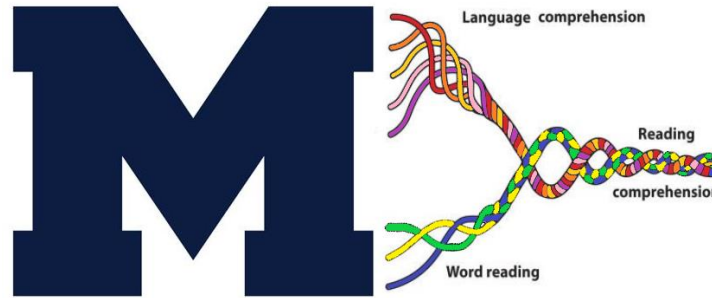




SECOND GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #3: Georgia's Physical and Human Geography</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Essential Questions

<p>Factual—</p> <p>What are Georgia’s regions?</p> <p>What are Georgia’s major rivers?</p> <p>How did (Georgia historical figure) contribute to the state?</p>	<p>Inferential—</p> <p>How did Georgia’s regions affect early life in the state?</p> <p>How does Georgia’s geography affect current life in the state?</p>	<p>Critical Thinking-</p> <p>Which historical figure made the biggest impact on the state?</p> <p>Which region of Georgia has the biggest impact on the overall population of the state?</p>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
map, place, when, where	founding, colony, interpret, alphabet, civil rights, region, river, features	Historical figures and geographic terms related to SS2H1 and SS2G1

Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Use the Fluency Grids to practice various groups of vocabulary related to this unit:</p> <ul style="list-style-type: none"> ● <i>Ridge, Piedmont, Coastal, Valley, Appalachian, Plateau</i> ● <i>River, Savannah, Flint, Chattahoochee, Ocmulgee, Altamaha</i> 	<p>Phonics Strategy</p> <p>Refer to Tool 4 handouts to break down multisyllabic words in this unit using Syllaboard and Syllable Spelling (pp. 31-32) and bring attention to uncommon spelling patterns using Heart Words routine (pp. 22-25).</p> <p>Geor gia <i>review function of e and i with soft g sound</i></p> <p>Ap pa la chian <i>schwa a and affix chian are only irregular until explicitly taught</i></p>
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Assessments

Formative Assessment(s):

Description: Think Pair Share

Give students a map of Georgia with only the rivers marked. Tell them they are colonists coming to Georgia. If they can live anywhere in Georgia, where might they choose to settle and why. Listen for any understanding of why they might choose to live on or near a river (transportation from one place to another, food source, a way to ship out crops or goods to trade, a place a boat can reach to allow more colonists to come, a way to make a living making boats or ships, etc.)

Standards:

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Summative Assessment(s):

Description: [Mapping Georgia](#)

Allow students to use resources they have generated during this unit (notes, passages, maps) to complete the performance task prompts.

Standards:

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Writing Task and Rubric:

Description: Planning a Trip

Using their completed map from the Summative Assessment and all available resources from this unit, have students respond to the following prompt

Choose two of the cities on your map. Plan a trip from one city to the other that includes:

- 1. A route connecting the two cities drawn on your Georgia map*
- 2. Written directions that match your drawn route and include the city names, directions you'll travel, rivers you'll cross, and regions you'll pass through*

Standards:

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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Accuracy	Align all evidence with the main purpose and subject of the text.	Align all evidence with the main purpose and subject of the text.	Align all evidence with the main purpose and subject of the text.	Align all evidence with the main purpose and subject of the text.

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C o h e r e n c e	W r i t t e n d i r e c t i o n s c o r r e c t l y r e f l e c t t h e d r a w n r o u t e a n d a	W r i t t e n d i r e c t i o n s c o r r e c t l y r e f l e c t t h e d r a w n r o u t e	W r i t t e n d i r e c t i o n s r e f l e c t s o m e i n c o n s i d e r i n g t h e r e f o r e	W r i t t e n d i r e c t i o n s d o n o t a l i g n w i t h d r a w n r o u t e

d d a d d i t i o n a l i n f o r m a t i o n	d r a w n r o u t e			
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Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: Georgia's Location and Resources	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Using all available resources from this unit, have students select a city in Georgia to travel to from Marietta. Students should create a map and plan out what they plan to see in the place they visit.	
Performance Task - students should use both written and verbal expression to complete the task.	Have students work with a partner to make a brochure about Georgia. Students can fold the brochure into 3 sections and decorate the cover. Students could also make a poster about Georgia using these 3 topics. Be sure to have the anchor chart available for students to reference when creating their brochure. Students should use complete sentences in their writing.	

Recommended High Quality Complex Text By Lexile Band

Georgia's Location and Resources - (District provided with previous transdisciplinary unit)
Trick or Treat in Georgia (District provided)