



## 6-12 ELA Unit Preparation Guide

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| Teacher: | Unit: |
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*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.*

| <i>Step 1: Unit Orientation</i>   | <i>Step 2: Discuss the texts</i>  |
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| Read the Unit Overview<br>Preview the Texts: Whole Group/Small Group/ Independent Learning  | What is the relationship between the texts?   |
| <i>Step 3: Understand the Big Picture</i>   | <i>Step 4: Understand the Task and Standard(s) Alignment</i>  |
| What is the topic of the Unit?  | What is the key learning for the whole group and small group performance tasks as they relate to the standards? |
| <i>Step 5: Understand how Students Show Mastery</i>   |   |
| Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.<br><br>What is the key learning for the Performance-Based Assessment? |   |



## 6-12 ELA Weekly Lesson Preparation Guide

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| <b>Teacher Name:</b> Y. Williamson  | <b>Grade:</b> 9 <sup>th</sup><br>IG CLUE English I  |
| <b>Week of:</b> April 14-18, 2025<br><br>Because of EOC preparation, this week is a continuation of previous lessons. | <b>MyPerspectives Unit:</b> <u>N/A</u> <b>Lesson Numbers:</b> <u>N/A</u><br>Anchor Text: <i>The Immortal Life of Henrietta Lacks</i><br>Supplemental Text: "Everyday Use"<br>"Women"<br>"Paying Patients for Their Tissues"<br>Photos: Cancer Cells Killed Henrietta Lacks - Then Made Her Immoral" |

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

| Planning Questions  | Lesson _  | Lesson _   | Lesson _  | Lesson _   | Lesson _  |
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| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.<br><br>cowering - enveloped<br>furtive<br>homely<br>mercilessly<br>nature ream<br>recompose<br>rifling<br>sidle stout<br>tottering | Everyday Use,"<br>Alice Walker<br><br>How does the author's vocabulary reveal emotions toward other characters?<br><br>How does the title connect to characters' actions?<br><br>The Sunflower<br>Quilting Bee at Arles,<br>Faith Ringgold<br><br>What motifs or patterns like objects, people, or events that repeat or are emphasized in the Walker story?<br><br>What might these symbolize?<br><br>How does the symbolic meaning of these objects contribute to the | "Women"<br>Alice Walker<br><br>Guiding Question: How is the author's purpose conveyed in a text?<br><br>How<br>Is symbolism expressed in the text? | Paying Patients for Their Tissues" by Robert D. Truog, et. al<br><br>Guiding Question:<br><br>How can I use text to support a position? | Photographs from "Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal," Denise Watson<br><br>Guiding Question: How does an image convey style and central idea. | Photographs from "Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal," Denise Watson<br><br>Guiding Question:<br><br>How does an image convey style and central idea. |

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|  | development of a theme or meaning in “Everyday Use”? |  |  |  |  |
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| 2. Which standard(s) are the primary focus of the lesson? | <p>Instructional Focus</p> <p>Reading: Informational Texts</p> <p>9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <p>Language</p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> <p>A. Use context as a clue to the meaning of a word or a phrase.</p> <p>B. Use common gradeappropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>D. Use etymological patterns in spelling as clues</p> | <p>Instructional Focus</p> <p>Reading: Informational Texts</p> <p>9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <p>Language</p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> <p>A. 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|   | to the meaning of a word or phrase   | to the meaning of a word or phrase   | to the meaning of a word or phrase   | to the meaning of a word or phrase   | to the meaning of a word or phrase   |

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| 3. Based on the objectives, what will students know and be able to do after the lesson?  | Learning Target: SWBAT analyze a short story as they study vocabulary and complete a series of tasks, write a timed essay and work with a peer to improve the quality of their essay. Students also have time to work on their timelines                                      | Learning Target: SWBAT Evaluate the main claims in a nonfiction text.   | Learning Target: SWBAT Determine the author's style in "Immortal Cells, Enduring Issues." Cite textual evidence to support our analysis of the author's style choices.  | Learning Target: SWBAT Analyze how an image can support an author's central idea<br><br>Role-play a conference as curators of photographs revealing the central ideas in the anchor text.   | Learning Target: SWBAT Gather relevant information from multiple sources to write and publish a reflection on our findings.   |
| 4. What are the most important aspects of this text and how are questions focused on them?<br><br><i>Note the "Must Ask" questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These questions should represent part of your "Checks for Understanding" during the lesson.</i> | What claims are presented?<br><br>What does the author want to persuade the audience to believe?  | What claims are presented?<br><br>What does the author want to persuade the audience to believe?  | What claims are presented?<br><br>What does the author want to persuade the audience to believe?  | What claims are presented?<br><br>What does the author want to persuade the audience to believe?  | What claims are presented?<br><br>What does the author want to persuade the audience to believe?  |
| 5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.   | The Immortal Life of Henrietta Lacks examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, peer reviewed research, scientific data, and present findings. | The Immortal Life of Henrietta Lacks examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, peer reviewed research, scientific data, and present findings. | The Immortal Life of Henrietta Lacks examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, peer reviewed research, scientific data, and present findings. | The Immortal Life of Henrietta Lacks examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, peer reviewed research, scientific data, and present findings. | The Immortal Life of Henrietta Lacks examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, peer reviewed research, scientific data, and present findings. |
| 6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?   | Students engage in reading a short story, a poem, an informational article and viewing photographs to enhance critical thinking to speak and write about complex topics.  | Students engage in reading a short story, a poem, an informational article and viewing photographs to enhance critical thinking to speak and write about complex topics.  | Students engage in reading a short story, a poem, an informational article and viewing photographs to enhance critical thinking to speak and write about complex topics.  | Students engage in reading a short story, a poem, an informational article and viewing photographs to enhance critical thinking to speak and write about complex topics.  | Students engage in reading a short story, a poem, an informational article and viewing photographs to enhance critical thinking to speak and write about complex topics.  |

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| 7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?   | Think-Pair-Share<br>Digital Check-in<br>Discussion Circles<br>Collaborative Q/A   | Think-Pair-Share<br>Digital Check-in<br>Discussion Circles<br>Collaborative Q/A   | Think-Pair-Share<br>Digital Check-in<br>Discussion Circles<br>Collaborative Q/A  | Think-Pair-Share<br>Digital Check-in<br>Discussion Circles<br>Collaborative Q/A   | Think-Pair-Share<br>Digital Check-in<br>Discussion Circles<br>Collaborative Q/A   |
| 8. Note the questions you could ask within the lesson to probe students' answers and to ensure they are being precise with the evidence they are using. | How would you compare and contrast the two sisters?<br><br>How is one sister's lifestyle in conflict with her mother's legacy?  | How does the poem describe sacrifices women have made to secure rights, freedoms, and opportunities they had never experienced.   | What should patients be asked to consent to if the fruits of the research are unpredictable? Should they be compensated if, years or decades later, institutions, scientists, or drug companies benefit financially? Should each and every subsequent or conceivable use of human tissue require a separate consent from patients or their families?<br>How do we protect patient privacy in such situations?<br>Is protecting privacy essential if it slows down the progress made for science? | How does the photographer develop ideas through photographs and captions?   | How does the photographer develop ideas through photographs and captions?   |
| 9. What will serve as your literacybased closing activity to demonstrate mastery of the lesson objective?   | Compose an Objective Analysis.  | Compose an Objective Analysis.  | Compose an Objective Analysis.   | Compose an Objective Analysis.  | Compose an Objective Analysis.  |
| 10. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?                | Check-ins occur to determine:<br>Do students use textual vocabulary? Can students summarize key points?<br>Can students use textual claims to present an individual interpretation? | Check-ins occur to determine:<br>Do students use textual vocabulary? Can students summarize key points?<br>Can students use textual claims to present an individual interpretation? | Check-ins occur to determine:<br>Do students use textual vocabulary? Can students summarize key points?<br>Can students use textual claims to present an individual interpretation?  | Check-ins occur to determine:<br>Do students use textual vocabulary? Can students summarize key points?<br>Can students use textual claims to present an individual interpretation? | Check-ins occur to determine:<br>Do students use textual vocabulary? Can students summarize key points?<br>Can students use textual claims to present an individual interpretation? |
| <b>Additional Considerations</b>  |   |   |  |   |   |

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| If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework? | Students will engage in independent reading to prepare for discussion and writing in class.  | Students will engage in independent reading to prepare for discussion and writing in class.  | Students will engage in independent reading to prepare for discussion and writing in class.  | Students will engage in independent reading to prepare for discussion and writing in class.  | Students will engage in independent reading to prepare for discussion and writing in class.  |
| What materials are needed to execute the lesson?   | chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks The | chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks The | chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks The | chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks The | chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks The |