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**6-12 ELA Unit Preparation Guide**

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| **Teacher:** | **Unit:** |

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

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| ***Step 1: Unit Orientation*** | ***Step 2: Discuss the texts*** |
| Read the Unit Overview  Preview the Texts: Whole Group/Small Group/ Independent Learning | What is the relationship between the texts? |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| 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? |
| ***Step 5: Understand how Students Show Mastery*** | |
| 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.  What is the key learning for the Performance-Based Assessment? | |

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**6-12 ELA Weekly Lesson Preparation Guide**

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| **Teacher Name:** Williamson, Y. | **Grade:** 9th |
| **Week of:** December 2-6, 2024 | **MyPerspectives Unit:** N/A **Lesson Numbers:** N/A  *The Tragedy of Romeo and Juliet* (No Fear), “The Poison Tree” by William Blake, “The Raven” by Edgar Allen Poe |

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

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| ***Planning Questions*** | **Lesson \_** | **Lesson \_** | **Lesson \_** | **Lesson \_** | **Lesson \_** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | What can a painting say about human experience? | How does an author use patterns and contrasts in language to create meaning? | How does an author use patterns and contrasts in language to create meaning? | How do patterns or contrasts in language reveal a central idea of *Romeo and Juliet*? | How does Shakespeare present drama through format, language, and structure? |
| 1. Which standard(s) are the primary focus of the lesson?   Text-related vocabulary:  dirge – hymn or song  dismal - gloomy  inundate - overwhelm  pensive – contemplative or ruminative  solace - comfort | (9-10.RL.KID.1)  Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence.  9-10.RL.KID.3  Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.  (9-10.RL.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.  (9-10.RL.CS.5)  Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  910.L.CSE.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. | (9-10.RL.KID.1)  Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence.  9-10.RL.KID.3  Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.  (9-10.RL.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.  (9-10.RL.CS.5)  Analyze how an author’s choices concerning text  structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  910.L.CSE.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. | (9-10.RL.KID.1)  Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence.  9-10.RL.KID.3  Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.  (9-10.RL.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.  (9-10.RL.CS.5)  Analyze how an author’s choices concerning text  structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  910.L.CSE.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. | (9-10.RL.KID.1)  Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence.  9-10.RL.KID.3  Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.  (9-10.RL.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.  (9-10.RL.CS.5)  Analyze how an author’s choices concerning text  structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  910.L.CSE.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. | (9-10.RL.KID.1)  Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence.  9-10.RL.KID.3  Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.  (9-10.RL.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.  (9-10.RL.CS.5)  Analyze how an author’s choices concerning text  structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  910.L.CSE.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | SWBAT  Study visual depictions of the impact of Romeo’s and Juliet’s actions.  SWBAT  Locate **motifs** (words, phrases, and quotations that create **patterns** and/or **contrasts**) throughout Acts IV-V.  . | SWBAT  Locate **motifs** (words, phrases, and quotations that create **patterns** and/or **contrasts**) throughout Acts IV-V. | SWBAT  Locate **motifs** (words, phrases, and quotations that create **patterns** and/or **contrasts**) throughout Acts IV-V.  . | SWBAT  Locate **motifs** (words, phrases, and quotations that create **patterns** and/or **contrasts**) throughout Acts IV-V. | SWBAT  Locate **motifs** (words, phrases, and quotations that create **patterns** and/or **contrasts**) throughout Acts IV-V. |
| 1. What are the most important aspects of this text and how are questions focused on them?   *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.* | What impact does figurative language have on the text?  What examples may be applied to the text?  anaphora - repetition  couplet – two lines of verse  imagery - visual  metaphor – comparison w/o like or as  symbolism - representation  quatrain – four-lined stanza | What impact does figurative language have on the text?  What examples may be applied to the text?  anaphora  couplet  imagery  metaphor  symbolism  quatrain | What impact does language figurative have on the text?  What examples may be applied to the text?  anaphora  couplet  imagery  metaphor  symbolism  quatrain | What impact does figurative language have on the text?  What examples may be applied to the text?  anaphora  couplet  imagery  metaphor  symbolism  quatrain | What impact does figurative language have on the text?  What examples may be applied to the text?  anaphora  couplet  imagery  metaphor  symbolism  quatrain |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Shakespeare’s The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. | Shakespeare’s The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. | Shakespeare’s The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. | Shakespeare’s The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. | Shakespeare’s The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | After reading the text, students will explain distinctions among form, language, and structure in Shakespeare’s writing. | After reading text, students will explain distinctions among form, language, and structure in Shakespeare’s writing. | After reading text, students will explain distinctions among form, language, and structure in Shakespeare’s writing. | After reading text, students will explain distinctions among form, language, and structure in Shakespeare’s writing. | After reading text, students will explain distinctions among form, language, and structure in Shakespeare’s writing. |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Turn and Talk  TAG – Tell a compliment, Ask a question, Give positive feedback  Turn and Talk  Letter on the teen brain | Turn and Talk  TAG – Tell a compliment, Ask a question, Give positive feedback  Letter on the teen brain | Turn and Talk  TAG – Tell a compliment, Ask a question, Give positive feedback  Letter on the teen brain | Turn and Talk  TAG – Tell a compliment, Ask a question, Give positive feedback  Letter on the teen brain | Turn and Talk  TAG – Tell a compliment, Ask a question, Give positive feedback  Letter on the teen brain |
| 1. Note the questions you could ask within the lesson to probe students’ answers and to ensure they are precise with the evidence they are using. | What does Romeo compare Juliet to in the  “balcony scene”?  What does Juliet wish Romeo would do with his name?  What does Romeo wish to face other than life without Juliet?  How does Juliet comment on their love?  What are Romeo’s plans? | What does Romeo compare Juliet to in the  “balcony scene”?  What does Juliet wish Romeo would do with his name?  What does Romeo wish to face other than life without Juliet?  How does Juliet comment on their love?  What are Romeo’s plans? | What does Romeo compare Juliet to in the  “balcony scene”?  What does Juliet wish Romeo would do with his name?  What does Romeo wish to face other than life without Juliet?  How does Juliet comment on their love?  What are Romeo’s plans? | What does Romeo compare Juliet to in the  “balcony scene”?  What does Juliet wish Romeo would do with his name?  What does Romeo wish to face other than life without Juliet?  How does Juliet comment on their love?  What are Romeo’s plans? | What does Romeo compare Juliet to in the  “balcony scene”?  What does Juliet wish Romeo would do with his name?  What does Romeo wish to face other than life without Juliet?  How does Juliet comment on their love?  What are Romeo’s plans? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Students will compose an introduction for an essay on decisions and consequences based on complex characters’ actions. | Students will compose an introduction for an essay on decisions and consequences based on complex characters’ actions | Students will compose an introduction for an essay on decisions and consequences based on complex characters’ actions | Students will compose an introduction for an essay on decisions and consequences based on complex characters’ actions | Students will compose an introduction for an essay on decisions and consequences based on complex characters’ actions |
| 1. 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? | 90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively” Multiple Choice Question(s) | 90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively” Multiple Choice Question(s) | 90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively” Multiple Choice Question(s) | 90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively” Multiple Choice Question(s) | 90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively” Multiple Choice Question(s) |
| ***Additional Considerations*** |  | | | | |
| 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? | N/A | N/A | N/A | N/A | N/A |
| What materials are needed to execute the lesson? | *The Tragedy of Romeo and Juliet*  (Folger digital version)  handouts  markers | *The Tragedy of Romeo and Juliet*  (Folger digital version)  handouts  markers | *The Tragedy of Romeo and Juliet*  (Folger digital version)  handouts  markers | *The Tragedy of Romeo and Juliet*  (Folger digital version)  handouts  markers | *The Tragedy of Romeo and Juliet*  (Folger digital version)  handouts  markers |