



## 6-12 ELA Unit Preparation Guide

<b>Teacher:</b> Williamson, Y. <b>IG CLUE</b>	<b>Unit:</b> Romantic Literature <i>Frankenstein</i> by Mary Shelley
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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.*

<b>Step 1: Unit Orientation</b>	<b>Step 2: Discuss the texts</b>
<p><b>Read the Unit Overview</b>  <b>Preview the Texts: Whole Group/Small Group/ Independent Learning</b>            Reading <i>Frankenstein</i> allows students to explore the impact of societal expectations and norms upon writers. Specifically, students examine values, customs, and bioethics within <i>Frankenstein</i> via the impact of the Industrial Revolution, the Romantic movement, and Mary Shelley’s marginalization as a female writer. Students determine how themes develop in novels and are relevant to time and to beliefs. As students read informational texts, they analyze short stories and poems with contemporary bioethical issues and thematic connections to write an informative research paper using multiple sources, correct grammar with advanced sentence structures in MLA formatting.</p>	<p><b>What is the relationship between the texts?</b>             Students explore contemporary bioethical issues and their thematic connection to Mary Shelley’s <i>Frankenstein</i>.</p>
<b>Step 3: Understand the Big Picture</b>	<b>Step 4: Understand the Task and Standard(s) Alignment</b>
<p><b>What is the topic of the Unit?</b>            Ethical Dilemmas in Society</p>	<p><b>What is the key learning for the whole group and small group performance tasks as they relate to the standards?</b>             Students will read and discuss informational and literary texts in diverse formats, including art, articles, and poetry to assess moral principles in regard to individual and collective responsibility to humankind.</p>
<b>Step 5: Understand how Students Show Mastery</b>	

Review the Performance-Based Assessment at the end of the unit. Identify key “look forsG” that will indicate student mastery as you prepare to review student responses.

What is the key learning for the Performance-Based Assessment?

Bio Ethics Research Paper

Students will create a research paper on a topic within the realm of bioethics (examples: stem cells, “designer babies”, cloning, animal testing). This 4-page double spaced paper will include five reputable sources, an outline, an MLA works cited page, a title page, and correct MLA formatting throughout the paper (in text citations, page numbers, etc). Students will create an informational research paper based on a contemporary bioethical concern that directly relates to the bioethical dilemmas presented in *Frankenstein*. They will provide information on the specific issue and the ethical concerns surrounding it. Additionally, students will address the connection to the bioethical concerns in the novel and how they are similar or different. This writing will allow students to combine non-fiction research with the finalized accounts of *Frankenstein* demonstrating an in-depth knowledge of the complexities of the novel (such as themes, character development, or motifs).



## 6-12 ELA Weekly Lesson Preparation Guide

<b>Teacher Name:</b> Williamson, Y.	<b>Grade:</b> 9th
<b>Week of:</b> January 6-10, 2025	<b>MyPerspectives Unit:</b> ____ <b>Lesson Numbers:</b> ____ N/A

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

<b>Planning Questions</b>	<b>Lesson _</b>	<b>Lesson _</b>	<b>Lesson _</b>	<b>Lesson _</b>	<b>Lesson _</b>
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	“Genetically Modified Food”  What are three unfamiliar words in the article? What is the most impactful statement in the article?	“Genetically Modified Food”  Which five words would you paraphrase in a citation for research?  What takeaways have your group determined?	“I Wandered Lonely As a Cloud”  Reflect on Stanza 3: How does the poet feel? What does the poet do?	“I Wandered Lonely As a Cloud”  What evidence of the Romantic Period, Romanticism, is in the poem?	“I Wandered Lonely As a Cloud”  What aspect of nature illustrates your connection to the Romantic Period? Daffodils inspired Wordsworth, the author. Produce an illustration and a sonnet to explain your response.
2. Which standard(s) are the primary focus of the lesson?	<b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite	<b>9-10.RL.KID.1</b> Analyze <b>SWBAT</b> what a text says explicitly and draw inferences; cite	<b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite	<b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite	<b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite

	<p>the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b>  <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b>  <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b>  <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b>  <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b>  <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b>  <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b>  <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b>  <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b>  <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b>  <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>3. Based on the objectives, what will students know and be able to do after the lesson?</p>					
<p>4. What are the most important aspects of this text and how are questions focused on them?</p> <p><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></p>	<p>Students will develop the skills necessary to make inferences, determine an author's point of view, and purpose.</p>	<p>Students will develop the skills necessary to make inferences, determine an author's point of view, and purpose.</p>	<p>Students will develop the skills necessary to make inferences, determine an author's point of view, and purpose.</p>	<p>Students will develop the skills necessary to make inferences, determine an author's point of view, and purpose.</p>	<p>Students will develop the skills necessary to make inferences, determine an author's point of view, and purpose.</p>

<p>5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.</p>	<p>While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors' ideas communicated in articles, a novel, poems, and art.</p>	<p>While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors' ideas communicated in articles, a novel, poems, and art.</p>	<p>While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors' ideas communicated in articles, a novel, poems, and art.</p>	<p>While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors' ideas communicated in articles, a novel, poems, and art.</p>	<p>While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors' ideas communicated in articles, a novel, poems, and art.</p>
<p>6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?</p>	<p>I will continue to guide the students through vocabulary study, annotation, discussion, and independent thinking.</p>	<p>I will continue to guide the students through vocabulary study, annotation, discussion, and independent thinking.</p>	<p>I will continue to guide the students through vocabulary study, annotation, discussion, and independent thinking.</p>	<p>I will continue to guide the students through vocabulary study, annotation, discussion, and independent thinking.</p>	<p>I will continue to guide the students through vocabulary study, annotation, discussion, and independent thinking.</p>
<p>7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?</p>	<p>We Do: Turn and Talk  Collaborative Learning: Checklist Feedback Form Questioning</p>				
<p>8. 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.</p>	<p>What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language infuse the theme(s)?</p>	<p>What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language infuse the theme(s)?</p>	<p>What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language infuse the theme(s)?</p>	<p>What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language infuse the theme(s)?</p>	<p>What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language infuse the theme(s)?</p>
<p>9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?</p>	<p>Students will write an objective analysis about the theme.</p>	<p>Students will write an objective analysis about the theme.</p>	<p>Students will write an objective analysis about the theme.</p>	<p>Students will write about objective analysis.</p>	<p>Students will write about objective analysis.</p>

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?	Based on the CFA 2, how are students achieving mastery of the same/new Standards.	Based on the CFA 2, how are students achieving mastery of the same/new Standards.	Based on the CFA 2, how are students achieving mastery of the same/new Standards.	Based on the CFA 2, how are students achieving mastery of the same/new Standards.	Based on the CFA 2, how are students achieving mastery of the same/new Standards.
<b>Additional Considerations</b>					
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?	<p><a href="#">Due to the complexity of the anchor text, visuals and chapter summaries will be provided.</a>  <a href="#">Text Complexity -- Qualitative Measures Rubric</a></p> <p>a. Knowledge Demands -- Moderately Complex</p> <p>b. Text Structure -- Very Complex</p> <p>c. Language Features -- Moderately Complex</p> <p>d. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p><a href="#">Due to the complexity of the anchor text, visuals and chapter summaries will be provided.</a>  <a href="#">Text Complexity -- Qualitative Measures Rubric</a></p> <p>e. Knowledge Demands -- Moderately Complex</p> <p>f. Text Structure -- Very Complex</p> <p>g. Language Features -- Moderately Complex</p> <p>h. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p><a href="#">Due to the complexity of the anchor text, visuals and chapter summaries will be provided.</a>  <a href="#">Text Complexity -- Qualitative Measures Rubric</a></p> <p>i. Knowledge Demands -- Moderately Complex</p> <p>j. Text Structure -- Very Complex</p> <p>k. Language Features -- Moderately Complex</p> <p>l. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p><a href="#">Due to the complexity of the anchor text, visuals and chapter summaries will be provided.</a>  <a href="#">Text Complexity -- Qualitative Measures Rubric</a></p> <p>m. Knowledge Demands -- Moderately Complex</p> <p>n. Text Structure -- Very Complex</p> <p>o. Language Features -- Moderately Complex</p> <p>p. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p><a href="#">Due to the complexity of the anchor text, visuals and chapter summaries will be provided.</a>  <a href="#">Text Complexity -- Qualitative Measures Rubric</a></p> <p>q. Knowledge Demands -- Moderately Complex</p> <p>r. Text Structure -- Very Complex</p> <p>s. Language Features -- Moderately Complex</p> <p>t. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>
What materials are needed to execute the lesson?	Copies of Articles Copies of Poems Chart Paper Digital Images Highlighters Markers Paperback copy	Copies of Articles Copies of Poems Chart Paper Digital Images Highlighters Markers Paperback copy	Copies of Articles Copies of Poems Chart Paper Digital Images Highlighters Markers Paperback copy	Copies of Articles Copies of Poems Chart Paper Digital Images Highlighters Markers Paperback copy	Copies of Articles Copies of Poems Chart Paper Digital Images Highlighters Markers Paperback copy

