



## 6-12 ELA Unit Preparation Guide

<b>Teacher:</b>	<b>Unit:</b>
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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>
Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning	What is the relationship between the texts?
<b>Step 3: Understand the Big Picture</b>	<b>Step 4: Understand the Task and Standard(s) Alignment</b>
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?
<b>Step 5: Understand how Students Show Mastery</b>	
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?	



## 6-12 ELA Weekly Lesson Preparation Guide

<b>Teacher Name:</b> Y. Williamson	<b>Grade:</b> 9 <sup>th</sup> IG CLUE English I
<b>Week of:</b> March 24-28, 2025	<b>MyPerspectives Unit:</b> N/A <b>Lesson Numbers:</b> N/A Anchor Text: <i>The Immortal Life of Henrietta Lacks</i> Supplemental Text: "Immortal Cells, Enduring Issues." 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 _
<p>1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.</p> <p>anonymized-unknown information biobank- a facility that stores human samples biologics-medications from living organisms biospecimen-a sample of biological material ethicists-a person who studies moral principles informed consent-a patient agrees to medical procedure or study lexicon-a person's vocabulary malignant-destructive metastasized-growing retrospective-reflective</p>	<p>"Immortal Cells, Enduring Issues" from Johns Hopkins Magazine, Dale Keiger</p> <p>Guiding Question: How is the author's purpose conveyed in a text?</p>	<p>"Immortal Cells, Enduring Issues" from Johns Hopkins Magazine, Dale Keiger</p> <p>Guiding Question: What is the author's style in a nonfiction text?</p>	<p>"Immortal Cells, Enduring Issues" from Johns Hopkins Magazine, Dale Keiger</p> <p>Guiding Question: What are the main claims in a nonfiction text?</p>	<p>Photographs from "Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal," Denise Watson</p> <p>Guiding Question: How does the photographer develop ideas through photographs and captions?</p>	<p>Photographs from "Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal," Denise Watson</p> <p>Guiding Question: How does an image convey style and central idea?</p>
<p>2. Which standard(s) are the primary focus of the lesson?</p>	<p>Instructional Focus Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual</p>	<p>Instructional Focus Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual</p>	<p>Instructional Focus Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual</p>	<p>Instructional Focus Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual</p>	<p>Instructional Focus Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual</p>

	<p>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.LVAU.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 grade-appropriate 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 to the meaning of a word or phrase</p>	<p>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.LVAU.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. 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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 to the meaning of a word or phrase</p>
<p>3. Based on the objectives, what will students know and be able to do after the lesson?</p>	<p>Learning Target: SWBAT Produce a blog post that summarizes a nonfiction article.</p> <p>Apply vocabulary words (unfamiliar words) in speaking and writing.</p>	<p>Learning Target: SWBAT Evaluate the main claims in a nonfiction text.</p> <p>Apply vocabulary words (unfamiliar words) in speaking and writing.</p>	<p>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.</p>	<p>Learning Target: SWBAT Analyze how an image can support an author's central idea</p> <p>Role-play a conference as curators of photographs revealing the central ideas in the anchor text.</p>	<p>Learning Target: SWBAT Gather relevant information from multiple sources to write and publish a reflection on our findings.</p> <p>Apply vocabulary words (unfamiliar words) in speaking and writing.</p>

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<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>What kind of text structure does the author use in writing?</p> <p>What is the author’s purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) . How is this structure exhibited in the text?</p> <p>What claims are presented in the article? What does the author want to persuade her audience to believe?</p>	<p>What kind of text structure does the author use in writing?</p> <p>What is the author’s purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) . How is this structure exhibited in the text?</p> <p>What claims are presented in the article? What does the author want to persuade her audience to believe?</p>	<p>What kind of text structure does the author use in writing?</p> <p>What is the author’s purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) . How is this structure exhibited in the text?</p> <p>What claims are presented in the article? What does the author want to persuade her audience to believe?</p>	<p>What kind of text structure does the author use in writing?</p> <p>What is the author’s purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) . How is this structure exhibited in the text?</p> <p>What claims are presented in the article? What does the author want to persuade her audience to believe?</p>	<p>What kind of text structure does the author use in writing?</p> <p>What is the author’s purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) . How is this structure exhibited in the text?</p> <p>What claims are presented in the article? What does the author want to persuade her audience to believe?</p>
<p>Text-related Discussion Questions</p> <p>5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.</p>	<p><i>The Immortal Life of Henrietta Lacks</i> 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.</p>	<p><i>The Immortal Life of Henrietta Lacks</i> 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.</p>	<p><i>The Immortal Life of Henrietta Lacks</i> 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.</p>	<p><i>The Immortal Life of Henrietta Lacks</i> 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.</p>	<p><i>The Immortal Life of Henrietta Lacks</i> 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.</p>
<p>6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?</p>	<p>Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.</p>	<p>Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.</p>	<p>Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.</p>	<p>Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.</p>	<p>Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.</p>
<p>7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?</p>	<p>Think-Pair-Share Digital Check-in Informational Text Circle Text-related Discussion Questions</p>	<p>Think-Pair-Share Digital Check-in Informational Text Circle Text-related Discussion Questions</p>	<p>Think-Pair-Share Digital Check-in Informational Text Circle Text-related Discussion Questions</p>	<p>Think-Pair-Share Digital Check-in Informational Text Circle Text-related Discussion Questions</p>	<p>Think-Pair-Share Digital Check-in Informational Text Circle Text-related Discussion Questions</p>
<p>8. Note the questions you could ask within the lesson to probe students’ answers and to ensure they are being precise</p>	<p>What does the term metastasized mean?</p> <p>How did the timing of Mrs. Lacks’ malignancy impact Dr. Gey’s medical pursuits?</p>	<p>How do the family learn of Mrs. Lack’s immortality.</p> <p>How much time had passed since her death?</p>	<p>Which industries have profited from HeLa cells?</p> <p>What experiences has the family encountered</p>	<p>What figurative language is communicated through the images present?</p>	<p>How do the images correlate to the following themes?</p> <p>Bioethical Issues Morality</p>

with the evidence they are using.	How were Mrs. Lacks' cells labeled?  Where do her cells presently live?  What medical advances have resulted from Mrs. Lacks' cells.	Based on the article, how do you interpret issues regarding patient privacy?	with the healthcare industry?  How would you describe the family's sentiments on compensation versus profitability?		Technology and Globalization
9. What will serve as your literacy-based 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?	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.
<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?	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 <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies graphic organizers highlighters Informational Text (articles) markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>

