

**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 OverviewPreview 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? |



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

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| **Teacher Name:** Williamson, Y. | **Grade:** 9th |
| **Week of:** November 18-22, 2024 | **MyPerspectives Unit:** N/A **Lesson Numbers:** N/AThe Balcony Scene“Teenage Brains are Malleable and Vulnerable, Researchers Say” by Jon Hamilton<https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/2773/commonlit_teenage-brains-are-malleable-and-vulnerable-researchers-say_student.pdf> |

*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.

Vocabulary:chide - scoldconjure - commandintercession – act on behalf of  anotherperjury - lieperil - dangeralliteration – repetition of consonant soundshyperbole - exaggerationiambic pentameter – line with 10 syllables and every other syllable is stressedmetaphor – comparison without like or asmotif - patternrhyme – like soundssimile – comparison with like or assymbolism -representation | What impact does figurative language have on a text?How are figurative language and structural choices used to invoke suspense and tension?What are examples of motifs (phrases, words, and quotes that produce patterns? | How do Shakespeare’s structural choices affect the other story elements in these scenes?Consider your experiences as a teenager and how your overall maturity has developed over the years: do you agree with the observations stated in this article?In the context of the text, what does it mean to grow up? Is growing up experienced predominately in the mind? Cite evidence from this text, your own experience, and other literature, art, or history in your answer. | In the context of the text, what makes you who you are?How significant is the development of your brain to who you are? How permanent is it to who you are?Does it change dramatically with the development of your brain? | To whom is Juliet speaking in lines 33-49? Cite evidence to support your response. What effect does Shakespeare create through Romeo’s question in line 37? (“Shall I hear more, or shall I speak at this?”) How does Juliet develop a central idea in lines 33-36? How does Juliet further develop this idea in lines 38-49?  How does Romeo develop a central idea in these lines? | How does Shakespeare present drama through format, language, and structure? Which points from the informational article connect to the main characters’ behavior.Cite evidence (motifs and quotes) to support your response.  |
| 1. What standard(s) are the primary focus of the lesson?
 |  (9-10.RL.KID.1)Analyze what the text says explicitly, draw inferences; and cite the strongest, most compelling evidence. |  (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 | (9-10.RL.KID.3)Analyze how complex characters, events, and ideas develop and interact over the course of the text to impact meaning. | (9-10.L.VAU.4a)Determine the definition of multiple-meaning words or phrases. | 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. |
| 1. Based on the objectives, what will students know and be able to do after the lesson?
 | SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues.SWBAT read Act II IOT explain characters’ behaviors. | SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues.SWBAT analyze the effect of Shakespeare’s structural choices and describe  scenes of Act II IOT describe character development.  | SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues. SWBAT evaluate the major characters, descriptions, actions, and quotations of Act II IOT explain how characters develop.. | SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues.SWBAT document the major characters, descriptions, actions, and key quotations of Act II IOT explain how characters develop.. | SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues.SWBAT compose a thesis statement IOT develop an essay that responds to the prompt: How does the form, language, and structure of the text develop a central idea of the play? |
| 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?alliterationimagerymetaphorrepetitionsimilesymbolism | What impact does figurative language have on the text?alliterationimagerymetaphorrepetitionsimilesymbolism | What impact does figurative language have on the text?alliterationimagerymetaphorrepetitionsimilesymbolism | What impact does figurative language have on the text?alliterationimagerymetaphorrepetitionsimilesymbolism | What impact does figurative language have on the text?alliiterationimagerymetaphorrepetitionsimilesymbolism |
| 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 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 | Turn and Talk | Turn and Talk | Turn and Talk | Turn and Talk |
| 1. 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.
 | 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 develop a thesis statement. | Students will develop a thesis statement. | Students will develop a thesis statement. | Students will develop a thesis statement. | Students will develop a thesis statement. |
| 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) | The Tragedy of Romeo and Juliet(Folger digital version) | The Tragedy of Romeo and Juliet(Folger digital version) | The Tragedy of Romeo and Juliet(Folger digital version) | The Tragedy of Romeo and Juliet(Folger digital version) |