

**6-12 ELA Unit Preparation Guide** March 31 – April 4

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| **Teacher: Nancy Allen**  | **Unit: Morals and Morality** |
| ***Step 1: Unit Orientation***  | ***Step 2: Discuss the texts***   |
| Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning    | What makes good people do bad things? Kohlburg’s DilemmasDiscussion and Written Responses |
| ***Step 3: Understand the Big Picture***   | ***Step 4: Understand the Task and Standard(s) Alignment***   |
| Students will read about and discuss different examples of questions of morality. Students will read and discuss four of Kohlburg’s Dilemma’s. Students will answer each question for each Dilemma independently. | Students will read several informational texts about morality while answering questions about text structure and argument as well as discussion questions for analysis.Students will take a Vocabulary Test over the first two weeks of vocabulary words and quizzes.  |
| ***Step 5: Understand how Students Show Mastery: March 24-28*** |
| 12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |

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| ***Planning Questions*** | **3/31** | **4/1** | **4/2** | **4/3** | **4/4** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | Kholberg’s Dilemma’s Discussion | Kholberg’s Dilemma’s Discussion | Kholberg’s Dilemma Writing Response Vocabulary Quiz | Kholberg’s Dilemma Writing Response Vocabulary Quiz | Senior Luncheon: Team Building  |
|  | RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  | RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  | RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  | RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |  |
| 1. Based on the objectives, what will students know and be able to do after the lesson.
 | **SWBAT** identify and analyze the effectiveness of the structure an author uses in her/her exposition or argument **IOT** evaluate the extent to which the structure makes points clear, convincing, and engaging. | **SWBAT** identify and analyze the effectiveness of the structure an author uses in her/her exposition or argument **IOT** evaluate the extent to which the structure makes points clear, convincing, and engaging. | **SWBAT** identify and analyze the effectiveness of the structure an author uses in her/her exposition or argument **IOT** evaluate the extent to which the structure makes points clear, convincing, and engaging. | **SWBAT** identify and analyze the effectiveness of the structure an author uses in her/her exposition or argument **IOT** evaluate the extent to which the structure makes points clear, convincing, and engaging. |  |
| 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.* | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be: * historic
* scientific
* technical

They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics.    | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be: * historic
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| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.
 | Oh, these questions for each Dilemma are difficult. Students have to think about their answers and answer the same questions over and over again in order to force them to think of each dilemma from each angle while reflection on their own beliefs and values. | Oh, these questions for each Dilemma are difficult. Students have to think about their answers and answer the same questions over and over again in order to force them to think of each dilemma from each angle while reflection on their own beliefs and values. | Oh, these questions for each Dilemma are difficult. Students have to think about their answers and answer the same questions over and over again in order to force them to think of each dilemma from each angle while reflection on their own beliefs and values. | Oh, these questions for each Dilemma are difficult. Students have to think about their answers and answer the same questions over and over again in order to force them to think of each dilemma from each angle while reflection on their own beliefs and values. |  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 | Do Now: Reflection | Do Now: Reflection | Do Now: Reflection | Do Now: Reflection |  |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 | In small groups and as a whole class we will read and discussion the four dilemmas discussed in the article | In small groups and as a whole class we will read and discussion the four dilemmas discussed in the article | After small and whole group discussions, students will be writing their own responses in detail to each of the dilemmas. | After small and whole group discussions, students will be writing their own responses in detail to each of the dilemmas. |  |
| 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.
 | 1. Define integrate.
2. Define evaluate.
3. Define multiple.
4. What is a source of information?
5. Define media.
6. Define format.
7. Define address.
8. What is a question that needs to be answered or a problem that needs to be solved?
 | 1. Define integrate.
2. Define evaluate.
3. Define multiple.
4. What is a source of information?
5. Define media.
6. Define format.
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8. What is a question that needs to be answered or a problem that needs to be solved?
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| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 | Exit ticket: Reflection | Exit ticket: Reflection | Exit Ticket: Dilemma responses, Vocabulary Test | Exit Ticket: Dilemma responses, Vocabulary Test |  |
| 1. What data about student learning do I want to collect during this lesson? When and how will I check progress or gather this data?
 | It's difficult not to have a position on each of the Dilemma’s. I will be looking to see those who are taking the time to think about each question and give a response to “why?” for each.  | It's difficult not to have a position on each of the Dilemma’s. I will be looking to see those who are taking the time to think about each question and give a response to “why?” for each. | It's difficult not to have a position on each of the Dilemma’s. I will be looking to see those who are taking the time to think about each question and give a response to “why?” for each.  | It's difficult not to have a position on each of the Dilemma’s. I will be looking to see those who are taking the time to think about each question and give a response to “why?” for each. |  |
| ***Additional Considerations*** |  |  |  |
|  What materials are needed to execute the lesson?  | Student devices, | Student devices | Student devices | Student devices | Student Devices |