6-12 ELA Unit Preparation Guide

Teacher:	**Unit:**

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.

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?	

6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Williamson, Y.	**Grade:** 9th
Week of: October 28-November 1	**MyPerspectives Unit:** N/A **Lesson Numbers:** 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.

How does adolescent brain development influence teen behavior? 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	According to the informational article, "The Teen Brain: Still Under Construction", what is "the visible brain"?	What scientific terms in the informational article explain adolescent brain development?	In Act I how do characters' actions exhibit impulsive behavior.	In Act I how do characters' actions exhibit impulsive behavior?	In Act I how do characters' actions exhibit impulsive behavior?
2. What standard(s) are the primary focus of the lesson?	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
3. Based on the objectives, what will students know and be able to do after the lesson?	SWBAT write an objective summary IOT explain adolescent brain characteristics.	SWBAT incorporate appropriate terms while speaking IOT demonstrate understanding of the text.	SWBAT describe actions and behaviors IOT make connections with the text.	SWBAT describe actions and behaviors IOT make connections with the text.	SWBAT describe actions and behaviors IOT Make connections with the text.
4. 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*	[redacted] What are the effects of Shakespeare's structural choices (characters'	[redacted] What are the effects of Shakespeare's structural choices (characters'	[redacted] What are the effects of Shakespeare's structural choices (characters'	[redacted] What are the effects of Shakespeare's structural choices (characters'	[redacted] What are the effects of Shakespeare's structural choices (characters'

essential understandings of the text and standard(s). These questions should represent part of your "Checks for Understanding" during the lesson.	interactions, movements, words)?	interactions, movements, words)?	interactions, movements, words)?	interactions, movements, words)?	interactions, movements, words)?
5. 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.
6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	Students explain connections between informational text, "The Teen Brain: Still Under Construction" and literary text, *The Tragedy of Romeo and Juliet*. Students incorporate textual vocabulary	Students explain connections between informational text, "The Teen Brain: Still Under Construction" and literary text, *The Tragedy of Romeo and Juliet*. Students incorporate textual vocabulary	Students explain connections between informational text, "The Teen Brain: Still Under Construction" and literary text, *The Tragedy of Romeo and Juliet*. Students incorporate textual vocabulary	Students explain connections between informational text, "The Teen Brain: Still Under Construction" and literary text, *The Tragedy of Romeo and Juliet*. Students incorporate textual vocabulary	Students explain connections between informational text, "The Teen Brain: Still Under Construction" and literary text, *The Tragedy of Romeo and Juliet*. Students incorporate textual vocabulary

	in speaking and writing.	in speaking and writing.	in speaking and writing.	in speaking and writing.	in speaking and writing.
7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	Think-Pair-Share	Think-Pair-Share	Think-Pair-Share	Think-Pair-Share	Think-Pair-Share
8. 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.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent patterns or motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent patterns or motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent patterns or motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent patterns or motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent patterns or motifs? Which literary devices are in the text?
9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Students will produce a sketch with captions of modern language and vocabulary.	Students will produce a sketch with captions of modern language and vocabulary	Students will produce a sketch with captions of modern language and vocabulary	Students will produce a sketch with captions of modern language and vocabulary	Students will produce a sketch with captions of modern language and vocabulary
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?	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?	N/A	N/A	N/A	N/A	N/A