A logo of a school

Description automatically generated

**6-12 ELA Unit Preparation Guide** March 24-28

|  |  |  |
| --- | --- | --- |
| **Teacher: Nancy Allen** | | **Unit:** Research and Writing |
| ***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? Common Lit. | |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** | |
| What is the topic of the Unit?  Students will learn new vocabulary words.  Students will read about and discuss different examples of questions of morality. | Students will read several texts, literary and informational, about morality while answering questions about text structure and argument as well as discussion questions for analysis. | |
| ***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.  RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Planning Questions*** | **3/24** | **3/25** | **Lesson 3/26** | **Lesson 3/27** | **Lesson 3/28** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | New Vocabulary. Using Context Clues. | New Vocabulary: Using new words in practical and academic situations/ACTs | What Makes Good People Do Bad Things/Stanford Prison Experiment review. Paired text: The 1972 Andes Plane Disaster | What Makes Good People Do Bad Things: Continuing the discussion in morality. | Vocabulary quiz  Short Essay: What makes good people do bad things? |
| u | **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. | **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. | RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| 1. Based on the objectives, what will students know and be able to do after the lesson. | **SWBAT** identify and define word parts **IOT** determine the meaning of unfamiliar words and phrases (including figurative, connotative, and technical meanings).  **SWBAT** identify context clues **IOT** determine the meaning of unfamiliar words and phrases (including figurative, connotative, and technical meanings). | Students can Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  **SWBAT** identify context clues **IOT** determine the meaning of unfamiliar words and phrases (including figurative, connotative, and technical meanings). | **SWBAT** identify and describe the structure(s) of a literary work **IOT** analyze how an author’s choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact. | **SWBAT** identify and describe the structure(s) of a literary work **IOT** analyze how an author’s choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact. | **SWBAT** identify and describe the structure(s) of a literary work **IOT** analyze how an author’s choices concerning how to structure specific parts of the text contribute to its overall structure and meaning as well as its aesthetic impact |
| 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 * 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 * 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 * 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 * scientific * technical   They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics. |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | We will learn new words and students will practice using them. Students struggle with using new words because they need to review the parts of speech. So, We are now reviewing the parts of speech. | We will learn new words and students will practice using them. Students struggle with using new words because they need to review the parts of speech. So, We are now reviewing the parts of speech. | We have been having whole class discussions on how to define morality, or if we even can. I will ask students to discuss more questions with smaller groups. | Students will have to be able synthesize what we have been discussing. | Students will have to be able synthesize what we have been discussing. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Do Now: Parts of Speech Review | Do Now: Parts of Speech Review | Do Now: parts of Speech Review | Do Now: Parts of Speech Review | Do Now: Parts of Speech Review |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | We will review parts of speech together. Students will work independently, at first, to complete the vocabulary worksheet, then with pairs, and finally as a class. | We will review parts of speech together. Students will work independently, at first, to complete the vocabulary worksheet, then with pairs, and finally as a class. | Small group discussion: 1972 Andes Plane Disaster | Students will look at both texts discussed and find ways to synthesize the information to support points they want to make. | Students will write an essay supporting their different points of view on our discussion of morality. |
| 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. | Look at this word from the text. Do you see a prefix?  What does that prefix mean?  Look at this word from the text. Do you see a suffix?  What does that suffix mean?  Look at this word from the text. If we take away the prefixes/suffixes do you see a root or base word?  What does that root or base word mean?  What does the entire word mean?  Is the word figurative or connotative? Why do you say so?  What are context clues?  Using those context clues can you figure out what the word means?  Identify a multiple meaning word in its context. What impact does the word with multiple meanings have on meaning (what is intended to be, or actually is, expressed or indicated)? | Look at this word from the text. Do you see a prefix?  What does that prefix mean?  Look at this word from the text. Do you see a suffix?  What does that suffix mean?  Look at this word from the text. If we take away the prefixes/suffixes do you see a root or base word?  What does that root or base word mean?  What does the entire word mean?  Is the word figurative or connotative? Why do you say so?  What are context clues?  Using those context clues can you figure out what the word means?  Identify a multiple meaning word in its context. What impact does the word with multiple meanings have on meaning (what is intended to be, or actually is, expressed or indicated)? | 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. 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. 7. Define address. 8. What is a question that needs to be answered or a problem that needs to be solved? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit ticket: Vocabulary Worksheet | Exit Ticket Vocabulary Worksheet | Exit Ticket: Guiding Questions | Exit Ticket: Essay Outline | Exit Ticket: Essay |
| 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? | I want to see how good they are at using context clues to guess the meanings of words. | I want to see how good they are at using context clues to guess the meanings of words and using those words in sentences. | I want to see if students can have discussions about points of great disagreement while maintaining their composure. | I want to see if they can make a plan about what to write and then write it the next day! | I want to see if they can learn these vocabulary words in just one week of using them. |
| ***Additional Considerations*** |  |  |  |
| What materials are needed to execute the lesson? | Student devices, | Student devices | Student devices | Student devices | Student Devices |