

**The following CCSS’s are embedded throughout the trimester, present in all units applicable:**

**RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**S.L.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.

**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Unit/<br>Essential<br>Question  | CCSS   | Learning Target  | Resources/<br>Mentor Texts  | Assessment   |
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| <p><i>To Kill a Mockingbird</i><br/>By Harper Lee</p> <p>“Is honor inherent or bestowed?”</p> | <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RI.9-10.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p><b>RL.9-10.2:</b> I can define theme. I can analyze plot to determine theme. I can determine how specific details in the text reveal and continually refine a theme. I can define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p><b>RI.9-10.3:</b> I can identify and explain the role of complex characters in a text. I can analyze how complex</p> | <p>“The Lynching of Jube Benson” (by Laurence Dunbar), “One Friday Morning” (by Langston Hughes), “The Scottsboro Trials” (informational text), “What I Really Want is Someone Rolling Around in the Text” (by ), “Not Poor, Just Broke” (by Dick Gregory), “Lawrence Brewer Executed: White Supremacist Executed for Texas Dragging Murder,” “The Hidden Songs of a Secret Soul” (by Bob</p> | <p>Formative: reading logs, daily written responses to the literature, reader response, chapter quizzes, English journal entries, literary theories culminating poster, annotation group presentation, class discussion, study questions, summaries, pre-reading research, Venn diagrams, racism poem, <i>I am...</i> poem</p> |

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| <p><i>To Kill a Mockingbird</i><br/>By Harper Lee</p> <p>“Is honor inherent or bestowed?”</p> | <p><b>W.9-10.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> | <p>characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</p> <p><b>RI.9-10.3:</b> I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p><b>W.9-10.2:</b> I can select a topic and identify and gather relevant information to share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas best. I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure. I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied</p> | <p>Greene), “Mushrooms” poem (by Sylvia Plath), “My Papa’s Waltz” poem (by Theodore Roethke)</p> <p>“The Lost Generation” poem (YouTube clip), “The Real Story of the Three Little Pigs” (and YouTube clip), “The Danger of a Single Story” speech by Chimamanda Adichie (TED video clip), <i>Detroit Lives</i> (documentary), <i>Scottsboro Trials and To Kill a Mockingbird</i> (YouTube clip), <i>To Kill a Mockingbird Great Depression Background</i> (YouTube clip), “The Hidden Songs of a Secret Soul” (by Bob Greene), <i>Black or White: Something to Talk About</i> (YouTube clip), “When They Ring Those Golden Bells” song by Natalie Merchant, <i>Prom Night in Mississippi</i> (movie; online), <i>Sneetches</i> (YouTube clip), <i>Mob Mentality</i> (YouTube clip), “Lawrence Brewer Executed: White Supremacist Executed for Texas Dragging Murder” (YouTube clip), <i>The Tragedy of the Scottsboro Trials 1932-1937 and the Triumph of Judge James Horton</i> (YouTube clip), Tom</p> | <p>Summative:</p> <ol style="list-style-type: none"> <li>1. How does Harper Lee use characters and events in <i>To Kill a Mockingbird</i> to define courage/honor? After reading Part One of <i>To Kill a Mockingbird</i>, write an essay that defines courage/honor and explains how three different characters show courage/honor. Support your discussion with evidence from the text.</li> <li>2. Select a Dorothea Lange photograph from the Library of Congress website. In a well-developed essay, explain how the image helps illuminate your understanding of life in the American South during the Great Depression. State your thesis clearly and include at least three pieces of evidence to support it.</li> <li>3. Select a quotation from one of the characters in <i>To Kill a Mockingbird</i> and write an informative/explanatory essay that explains what the quotation reveals about the theme of courage/honor in the novel.</li> </ol> |
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| <p><i>To Kill a Mockingbird</i><br/>By Harper Lee</p> <p>“Is honor inherent or bestowed?”</p> |  | <p>transitions, and a concluding statement/section that supports the information presented.</p> <p><b>SL.9-10.2:</b> I can identify various purposes for presenting information to a reader or audience. I can analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented. I can evaluate the credibility and accuracy of various presentations.</p> <p><b>L.9-10.1:</b> I can define and identify parallel structures. I can recognize when I have not used parallel structure in my writing. I can use parallel structure correctly in my writing. I can define and identify various types of phrases and clauses. I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p><b>L.9-10.4:</b> I can infer the meaning of unknown words using context clues. I can recognize and define common affixes and roots. I can break down unknown words into units of meaning</p> | <p>Robinson mock trial script, <i>To Kill a Mockingbird</i> novels by Harper Lee, <i>To Kill a Mockingbird</i> film (1962), Dorothea Lange Great Depression photos (Library of Congress), <i>To Kill a Mockingbird</i> background notes</p> | <ol style="list-style-type: none"> <li>4. Select a descriptive passage from <i>To Kill a Mockingbird</i> and recite from memory.</li> <li>5. Present several photographs of small southern towns during the Great Depression from the Library of Congress’s collections and compare them to the description of Maycomb, AL in <i>To Kill a Mockingbird</i>. Explain which rendering is more vivid to you and why. State your thesis clearly and include at least three pieces of evidence to support it. Record your presentation and publish it on the class website.</li> <li>6. <i>To Kill a Mockingbird</i> unit test</li> <li>7. Describe whether the 1962 film version of <i>To Kill a Mockingbird</i> is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State your thesis clearly and include at least three pieces of evidence to support your thesis.</li> <li>8. Write a well-developed essay in which you trace</li> </ol> |
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| <p><i>To Kill a Mockingbird</i><br/>By Harper Lee</p> <p>“Is honor inherent or bestowed?”</p> |                    | <p>to infer the definition of the unknown word. I can use patterns of word changes to determine a word’s meaning or part of speech, and/or its etymology by consulting general and specialized reference materials</p> |   | <p>the development of a particular theme in <i>To Kill a Mockingbird</i> and compare it with a theme presented in one of the short stories read in class. State your thesis clearly and include at least three pieces of evidence to support your thesis.</p> |
| <p><b>Unit/<br/>Essential<br/>Question</b></p>  | <p><b>CCSS</b></p> | <p><b>Learning Target</b></p>  | <p><b>Resources/<br/>Mentor Texts</b></p> | <p><b>Assessment</b></p>  |

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