

## 9th Grade Quarter 2

### The Novel: *To Kill a Mockingbird*

**Unit Overview:** Students will apply the knowledge of literary elements to a novel. Using *To Kill a Mockingbird* by Harper Lee, a classic and iconic piece of American historical fiction, students will analyze the novel's treatment of literary elements, particularly setting, characterization, point of view, and theme. A variety of informational texts and artistic mediums will also be examined to illuminate and understand the historical context of the novel. Students will conclude the unit by writing a literary analysis essay over *To Kill a Mockingbird*.

### Stage 1 - Desired Results

**Note:** Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

### Overarching Goal Statements

**Note:** These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. <a href="#">RL.9-10.10</a>	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <a href="#">RI.9-10.10</a>	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. <a href="#">W.9-10.10</a>	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 here for specific expectations.) <a href="#">SL.9-10.6</a>	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. <a href="#">L.9-10.6</a>

### Standards

**Note:** The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

<b>Priority Standards:</b> These are a carefully selected subset of the total list of the grade-specific and course-specific standards that	<b>ELP Standards:</b> There are 10 <a href="#">English Language Proficiency (ELP) standards</a> that highlight a strategic set of language functions and forms	<b>Supporting Standards:</b> These standards <i>support, connect to, or enhance</i> the Priority Standards. They are taught <i>within the context</i> of the
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students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	priorities and often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis.
RL.9-10.2 RL.9-10.3 RL.9-10.9	<a href="#">ELP Standard 9-10.1</a>	RL.9-10.1 RL.9-10.7
RL.9-10.4	<a href="#">ELP Standard 9-10.8</a>	RI.9-10.4
RI.9-10.2	<a href="#">ELP Standard 9-10.1</a>	RI.9-10.3 RI.9-10.6
RI.9-10.8 SL.9-10.3	<a href="#">ELP Standard 9-10.6</a>	RI.9-10.9
W.9-10.4	<a href="#">ELP Standard 9-10.9</a>	W.9-10.2c
W.9-10.6	<a href="#">ELP Standard 9-10.2</a>	
W.9-10.9	<a href="#">ELP Standard 9-10.5</a>	
	<a href="#">ELP Standard 9-10.3</a>	W.9-10.2 a-f
	<a href="#">ELP Standard 9-10.10</a>	L.9-10.3

Essential Questions	Understandings
<p><b>Students will keep considering:</b></p> <ol style="list-style-type: none"> <li>1. In what ways has inequality been reflected through literature?</li> <li>2. How does a person’s upbringing impact his/her opinion and treatment of others?</li> <li>3. How does a writer use his/her work to enlighten the reader about a time period in history?</li> <li>4. What makes writing effective?</li> </ol>	<p><b>Student will understand that:</b></p> <ol style="list-style-type: none"> <li>1. The concept of equality is constantly evolving. Historically, humanity has struggled to define and guarantee equality.</li> <li>2. Through character development, an author reveals that prejudices, such as personal and societal stereotypes and biases, are often a result of a person’s environment.</li> <li>3. The writer’s use of historical events enables the reader to understand and experience a particular time period and its social implication.</li> <li>4. Effective writers... <ol style="list-style-type: none"> <li>a. Use specific word choices for meaning and tone.</li> </ol> </li> </ol>


	<ul style="list-style-type: none"> <li>b. Utilize syntax and text structure to create clear, convincing, and engaging works.</li> <li>c. Use literary devices to contribute to the power, persuasiveness, or beauty of a text.</li> <li>d. Consider audience and purpose when crafting their work.</li> <li>e. Convey complex ideas clearly and accurately through the selection, organization, and analysis of content, including textual support when applicable.</li> </ul>
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Knowledge	Skills
<p><b>Students will acquire knowledge of:</b></p> <ul style="list-style-type: none"> <li>● Historical Fiction</li> <li>● Historical context of <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> <li>○ 1930s</li> <li>○ Great Depression</li> <li>○ Depression era segregation (race and class)</li> <li>○ Scottsboro Trials <ul style="list-style-type: none"> <li>■ primary source documents</li> <li>■ trial transcripts</li> <li>■ documentary</li> </ul> </li> <li>○ Civil Rights Movement</li> <li>○ Jim Crow Laws</li> </ul> </li> <li>● <a href="#">Literary Toolbox for 9th grade</a></li> <li>● <a href="#">Pre-AP Literary Toolbox</a></li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to: <ul style="list-style-type: none"> <li>○ Comprehend, analyze, and critique a variety of increasingly complex texts,</li> <li>○ Develop appropriate grade level skills in writing,</li> <li>○ Develop appropriate grade level skills in language, and</li> <li>○ Develop appropriate grade level skills in speaking and listening</li> </ul> </li> </ul> <p>based on the standards at or above 9th grade level.</p>

## Stage 2 - Assessment Evidence

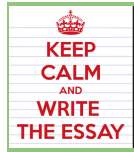
**Note:** Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

### Summative Assessment



[DFA Post Assessment](#)

AND



[Common Writing Assignment Prompts](#)





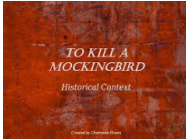
### Stage 3 - Learning Activities

**Note:** Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Language Support](#)
- [Technology Integration](#)
- [ACT Resources and Support](#)
- [Instructional Strategies](#)
- [Pre-AP Vertical Alignment](#)
- [Lessons with Embedded \*Empowering Writers' Strategies\*](#)

#### Suggested Timeline

<p align="center"><b>Ongoing Mini-Lessons</b></p>	 <p align="center"><a href="#"><u>Writing Mini-Lessons</u></a></p>	 <p align="center"><a href="#"><u>Language Mini-Lessons</u></a></p>
<p align="center"><b>Week 1</b></p>	 <p align="center"><a href="#"><u>Explanatory Writing Pre-Assessment and Scottsboro Trials Background</u></a>                      W.9-10.9 W.9-10.2 RI.9-10.7</p>	
<p align="center"><b>Week 2</b></p>	 <p align="center"><a href="#"><u>Pre-AP Novel Assignment/Literary Portfolio</u></a>                      W.9-10.4 W.9-10.9</p>	 <p align="center"><a href="#"><u>Novel Study (Building Background - Historical Context)</u></a>                      RI.9-10.3 RI.9-10.9</p>

<p><b>Weeks 3-7</b></p>	 <p><b><u>Novel Study - To Kill a Mockingbird</u></b>  <b>RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.9</b></p>
<p><b>Week 8</b></p>	 <p><b><u>DFA Post Assessment</u></b></p>  <p><b><u>Common Writing Assignment Prompts</u></b>  <b>AND</b>  <b><u>Stage 3 Lesson</u></b></p>
<p><b>Week 9</b></p>	 <p><b><u>Culmination and Reflection</u></b></p>

[Citation for Images](#)