

| Stage 1 Desired Results | | To Kill a Mockingbird | | |
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| <p>ESTABLISHED GOALS (CCSS)</p> <p>---- <i>Emphasized standards (as all standards will be addressed in each unit)</i></p> <p>Reading Standards</p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL. 9-10.2 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>RL. 9-10.3 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>RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide readings of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audenís Muse des Beaux Artsi and Breughelis Landscape with the Fall of Icarus)</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9 & 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades</p> | <i>Transfer</i> | | | |
| | <p><i>Students will be able to independently use their learning to... Become aware of the history of prejudice, hatred, and intolerance and find ways to make connections to contemporary examples.</i></p> | | | |
| | <i>Meaning</i> | | | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People have both good and bad qualities • Issues of race are still relevant today • Parents and society play important roles in the moral education of children • Class inequality creates conflict in society • Experience as well as assumptions contribute to prejudice • Conflict is presented through the juxtaposition of social justice and law. | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Does American law guarantee justice for all? • How does personal experience contribute to prejudice? • How do our preconceptions influence our sense of justice? • Can a hero have both good and bad qualities? • What are the roles of parents and society in the moral education of children? | | |
| <i>Acquisition</i> | | | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Literary elements including point of view, foreshadowing, characterization • Plot line of novel • Direct and indirect characterization • Vocabulary words from novel • How to use Prezi • Narrative Structure • Historical Context of the 1930's, The Great Depression, and the civil rights movement | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Connecting personally to the themes, experiences, opinions in the novel • Identify examples of themes • Evaluate character • Connect poems to themes in novel • Evaluate facts in a case and make a moral judgment • Make sense of the citizens of Maycomb's reaction to the verdict and form own reaction | | |

9&10 text complexity band independently and proficiently.

Reading Informational Texts

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze 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.

RI.9-10.3 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.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts.

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. 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.

Writing

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2 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.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1&3 up to and including grades 9-10 on page 54.)

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.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 pages 54 for specific expectations.)

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASKS

CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):

Description of Assignment:

Task

Requirements

A student and a partner are going to be assigned 1 character from To Kill a Mockingbird. They will then go to Prezi.com and build a profile for this character using the "My Profile" slide. This Prezi ultimately looks like a Facebook page. Here are the guidelines for the students:

1. Students must have at least 5 of their characters most significant quotes on their status.
2. Students must have at least 5 original quotes on their status.
3. Students must post a picture of an actor that they think would be best to cast for their character.
4. Students must fill out the boxes as though the character was creating the profile for themselves.
5. Students must post at least 2 pictures of items that they feel are symbolic of their character.
6. Students Prezi must show that they have created a deeper understanding of their character.
7. Students must present their Prezi to the class to receive full credit.

Characters

| | | |
|-------------------------|-----------|-----------------|
| Atticus Finch | Jem Finch | Boo Radley |
| Scout Finch | Calpurnia | Aunt Alexandria |
| Boo Radley Urban Legend | Dill | Miss Crawford |

| | | | |
|---|---|----------------|-------------------------------|
| | Mrs. Dubose | Miss Maudie | The Cunninghams |
| | Bob Ewell | Mayella Ewell | Tom Robinson |
| | Dolphus Raymond | Mr. Underwood | Sherriff Heck Tate |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> - Discussion - Anticipatory sets - questionnaires - Socratic circle - Quizzes and Tests - Journals - Movie - Readings | | |
| CLAIMS | <u>CLAIM 1</u> | <u>CLAIM 2</u> | <u>CLAIM 3</u> <u>CLAIM 4</u> |
| DEPTH OF KNOWLEDGE LEVELS | <u>DOK 1</u> | <u>DOK2</u> | <u>DOK 3</u> <u>DOK4</u> |
| ACHIEVEMENT LEVEL DESCRIPTORS | <u>ALD 1</u> | <u>ALD 2</u> | <u>ALD 3</u> <u>ALD 4</u> |
| Stage 3 – Learning Plan | | | |
| <i>Summary of Key Learning Events and Instruction</i> | <ul style="list-style-type: none"> - Study will include a variety of textual forms <ul style="list-style-type: none"> o To Kill a Mockingbird and outside sources as well. o Informational texts will be used to build background. o There will also be film versions used in the study of To Kill a Mockingbird. - Terms to highlight, review and assess <ul style="list-style-type: none"> o Jim Crow o Civil Rights o Separate but Equal o Entailment o Urban legend o The Great Depression o Prejudice o Analogy o Types of Irony o Themes o Symbolism o Motifs o Justice o Characterization and types of characters o 1st person/POV o Tolerance | | |

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|---------------------|--|
| | <ul style="list-style-type: none"> ○ - Assessment <ul style="list-style-type: none"> ○ Content quizzes ○ Projects ○ Numerous formatives assessments ○ Writing assignments: expository and literary analysis ○ Discussion - Final Assessment: Prezi Presentation (<i>See Performance Task Above</i>) |
| Materials/Resources | <p><i>To Kill a Mockingbird, various informational texts, videos, Other selections from the text book are appropriate as well. This is an exhaustive list that teachers may add to as they see fit.</i></p> |

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