

9th Grade Quarter 3

The Literature of Civil Rights (Pearson Unit 3)

Unit Overview: The civil rights movement marked a time of great change in American history. Whether by delivering a passionate speech or by staging a sit-in, many people during the 1960s protested racial injustice by using their words and actions. This unit has been designed to allow students to explore different insights into this important period.

ESSENTIAL QUESTION: How can words inspire change?

Students will be able to:

- Evaluate written arguments by analyzing how authors introduce and develop ideas.
- Expand knowledge and use of academic and concept vocabulary.
- Write informative essays that effectively convey complex ideas and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Smoothly integrate information from varied sources to create cohesion.
- Correctly use varied types of clauses as well as parallelism in writing and presentations
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Desired Literacy Capacities

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
RL.9.1 Cite strong and thorough textual	RI.9.1 Cite strong and thorough textual	W.9.4 Produce clear and coherent writing in	SL.9.4 Present a recitation to	L9.1 Demonstrate command of the

Arkansas ELA Standards 6-12

Unpacked Standards

Note: The following focus and supporting standards are specific to this unit. To see the

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quarterly standards for all grade levels, see the 6th-12th Grade ELA Standards Map.

Focus Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that 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.	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	Supporting Standards: These standards support, connect to, or enhance the Focus Standards. They are taught within the context of the priorities and often serve as instructional scaffolds.
RL.9.5	N/A	RL.9.10;
RI.9.6	N/A	RI.9.10; RI.9.9; RI.9.3
W.9.2	Standard 9-12.3	W.9.10; W.9.7-8
SL.9.6	Standard 9-12.7	SL.9.3
L.9.4	Standard 9-12.8	L.9.5; L.9.3

Essential Questions Students will keep considering:	Understandings Student will understand that:
Standards-Based	
What is the effect of how the author orders the thoughts/sentiments/events in a poem? (RL.9.5)	An author's choices concerning how to structure a poem, order events within it , and manipulate time create such effects as mystery, tension, or surprise.
How does the author skillfully use language (rhetoric)? (RI.9.6)	Writers make strategic choices about structure, sequence, details, and style in order to skillfully use language.
What facts/details/examples/quotations help to develop your topic? (W.9.2)	Authentic research includes gathering and evaluating a variety of resources, including one's own experiences.

Knowledge	Skills
Students will acquire knowledge of:	Students will be able to:

<p>RL.9.3</p> <ul style="list-style-type: none">• Cause-and-effect relationships <p>RL.9.5</p> <ul style="list-style-type: none">• Lyric poetry• Free verse <p>RI.9.3</p> <ul style="list-style-type: none">• Cause-and-effect relationships <p>RI.9.6</p> <ul style="list-style-type: none">• Rhetoric• Antithesis• Charged language• Parallelism• Analogy• Allusion <p>W.9.2</p> <ul style="list-style-type: none">• Direct quotation• Paraphrase• Summary• Supporting detail <p>L.9.1</p> <ul style="list-style-type: none">• Relative pronouns• Relative clauses• Transitions <p>L.9.2</p> <ul style="list-style-type: none">• Comma• Semicolon• Dash• Dialogue <p>L.9.4</p> <ul style="list-style-type: none">• Latin root -plac-• Latin root -trem-• Latin root -voc- <p>9th Grade Literary Toolbox</p>	<ul style="list-style-type: none">○ Comprehend, analyze, and critique a variety of increasingly complex texts,○ Develop appropriate grade level skills in writing,○ Develop appropriate grade level skills in language, and○ Develop appropriate grade level skills in speaking and listening based on the standards at or above 9th grade level.
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Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following Common Formative Assessments (CFAs) are collaboratively designed by grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning. Pearson offers these assessments in both digital and paper-based forms. If possible it is recommended that students take the digital version because it provides the student and teacher instant feedback. Currently, LRSD secondary ELA policy is for pre/post assessments to be mirrored, so a teacher will give the same assessment for both pre- and post assessment.

[Grade 9 Quarter 3 Pre/Post Test #1](#) (Day 1/Day 6)

[Grade 9 Quarter 3 Pre/Post Test #2](#) (Day 6/Day 13)

[Grade 9 Quarter 3 Pre/Post Test #3](#) (Day 13/Day 17)

PERFORMANCE-BASED ASSESSMENT (Day 20)

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 standards and requirements of [Stages 1 and 2](#).

Instructional Resources	Prerequisite ELA Skills Chart Reading DOK Definitions ELA DOK Chart Writing DOK Chart
<p align="center">Suggested Timeline</p> <p align="center"><i>Note: Highlighted Text = Standard on a Post Assessment</i></p>	
Overview	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

[G9Q1 Map](#)

[G9Q2 Map](#)

[G9Q4 Map](#)