

CARROLL HIGH SCHOOL FRESHMAN ACADEMY

“It’s My Move: Monopolizing My Success”

Mrs. Shiver
English 9
October 30-November 3, 2017
1st and 7th Periods

	Monday		Wednesday	Thursday	Friday
Homework	Study for Vocab Test	Study for Vocab Test	Study for Vocab Test	Study for Vocab Test	Study for Vocab Test
ACCRS:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p>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. [RL.9-10.2]</p> <p>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. [RL.9-10.3]</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p>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. [RL.9-10.2]</p> <p>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. [RL.9-10.3]</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p>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. [RL.9-10.2]</p> <p>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. [RL.9-10.3]</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p>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. [RL.9-10.2]</p> <p>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. [RL.9-10.3]</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p>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. [RL.9-10.2]</p> <p>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. [RL.9-10.3]</p>
Before:	DLP and vocab assignment Unit 2	DLP	DLP	DLP	DLP
During	Read Chapter 15 from TKAM	Annotate excerpts 6 & 7 from TKAM chapter 15 - Determining Theme Through Character Graphic Organizer	Annotate excerpts 6 & 7 from TKAM chapter 15 - Determining Theme Through Character Graphic Organizer	Read Chapter 16 as a class	Read Chapter 17 as a class
After:		Review of reading	Review of reading	Review of reading	Review of reading

Desired Outcome:	Students will have an understanding of how theme is developed.	Students will have an understanding of how theme is developed.	Students will have an understanding of how theme is developed.	Students will have an understanding of how theme is developed.	Students will have an understanding of how theme is developed
Formative / Summative	Annotated passage and context activity	Annotated passage and context activity	Annotated passage and context activity	Annotation of close reading passage Class participation	Annotation of close reading passage Class participation
Higher Order Questions:	How do authors create and present heroes?	How do authors create and present heroes?	How do authors create and present heroes?	How do authors create and present heroes?	How do authors create and present heroes?