

CARROLL HIGH SCHOOL FRESHMAN ACADEMY

“It’s My Move: Monopolizing My Success”

Mrs. Shiver
English 9
November 6-9, 2017
1st and 7th Periods

	Monday		Wednesday	Thursday	Friday
Homework	Read Chapter 21 in <i>To Kill a Mockingbird</i>	Read Chapter 23	Read Chapter 24	Read Chapters 25-28 for Tuesday, November 14	
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>	
Before:	DLP	DLP	DLP	DLP	
During	Annotate excerpts 8 from TKAM chapter 20 - Determining Theme Through Character Graphic Organizer	Read Chapter 22 as a class	Annotate excerpts 9 & 10 from TKAM chapter 23 - Determining Theme Through Character Graphic Organizer	Annotate excerpts 9 & 10 from TKAM chapter 23 - Determining Theme Through Character Graphic Organizer	
After:	Graphic Organizer	Review of reading	Graphic Organizer	Graphic Organizer	

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.	
Formative / Summative	Annotated passage and context activity	Annotated passage and context activity	Annotated passage and context activity	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?	