

# CARROLL HIGH SCHOOL FRESHMAN ACADEMY

## *“It’s My Move: Monopolizing My Success”*

**Mrs. Shiver**  
**English 9**  
**August 7-11, 2017**  
**1st and 7th Periods**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homework</b>	Study for Vocab /Complete vocab cards Write a paragraph about someone you consider to be a hero and tell what qualities make that person a hero.	Study for Vocab /Complete vocab cards	Study for Vocab /Complete vocab cards	Study for Vocab /Complete vocab cards	StudyVocab /Complete vocab cards
<b>ACCRS:</b>	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.9-10.6] 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. [RI.9-10.10] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	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.9-10.6] 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. [RI.9-10.10] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	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.9-10.6] 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. [RI.9-10.10] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	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.9-10.6] 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. [RI.9-10.10] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	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.9-10.6] 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. [RI.9-10.10] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]
<b>Before:</b>	Vocabulary assignment	Vocabulary assignment	Vocabulary assignment	Vocabulary assignment	Vocabulary assignment
<b>During</b>	Students listen to and read song lyrics describing heroes	Share some of the paragraphs that were written for homework.	Teacher models annotation of passages for diction, detail, imager, figurative language, that contributes to tone/mood.	Students use their annotations to complete a tone/mood dialectical journal which includes textual evidence	Students annotate 2nd passage for characterization
<b>After:</b>	Students complete journal assignment listing the qualities of a hero	Students read “The Scarlet Ibis” and identify ways the author creates mood and tone and develops character.	Students annotate passage		Students complete character analysis dialectical journal

<b>Desired Outcome:</b>	Students will be able to recognize qualities of heroes in literature	Students will be able to determine how tone and mood help develop theme.			
<b>Formative / Summative</b>	Students' lists	teacher observation	annotated passages	dialectical journals	dialectical journals
<b>Higher Order Questions:</b>	What qualities define a hero?	What qualities define a hero?	How do authors create and present heroes?	How do authors create and present heroes?	How do authors create and present heroes?