**ARC Week at Glance**

**Topic:** Unit 6: Epic Journeys/Percy Jackson and the Hero’s Journey **Course:** 9th Literature **Grade:** 9th   **Dates:** 3/24-28, 2025

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|  | **Learning Target****(I am learning about…)** | **Criteria for Success****(I can…)** | **Activation/ Instruction** |  **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* |
| **Monday** | I am learning about the elements found within a hero’s journey. | I can analyze and evaluate film clips to identify the common events and archetypes found in a hero’s journey. | **Question on the board**: How does knowledge of the hero’s journey help to more deeply understand character?**Handout:** Percy Jackson and the Hero’s Journey assignment. | Review assignment with students and begin film clips (25-30 minutes).  | Students will begin to complete their hero’s journey and archetype charts from class assignment. |
| **Tuesday** | I am learning about the elements found within a hero’s journey. | I can make connections between Percy Jackson and “The Hero’s Journey. | **Question on the board:** What evidence have you identified that validates that Percy Jackson is on a hero’s journey? | Continue film clips (25-30 minutes).  | Students will continue to complete their hero’s journey and archetype charts from class assignment. |
| **Wednesday** | I am learning about the elements found within a hero’s journey. | I can analyze and evaluate film clips to identify the common events and archetypes found in a hero’s journey. | **Question on the board:** What challenges and temptations has Percy Jackson face? | Complete film clips (25-30 minutes). | Students will complete their hero’s journey and archetype charts from class assignment. |
| **Thursday** | I am learning about choice boards. | I can identify my three options to complete my choice board assessment for Percy Jackson and the Hero’s Journey. | Handout choice board assessment. | Review criteria for choice board assessment and document student choices from each column.Students will work on their column 1 & 2 tasks. | Students will use a separate sheet of paper or type their answers for their choices from columns 1 and 2 on the choice board. They will begin brainstorming and working on their choice for column 3-visual representation. |
| **Friday** | I am learning how to connect my summaries to visual representations. | I can create my visual representation based on y selection from the choice board. | Remind students about timeline for submission and clarify any questions. | Work on completing visual choice for assessment | Turn in completed summary and visual representation by end of class. |

\*\*Key: literacy tasks, major grades minor grades.