

# CARROLL HIGH SCHOOL FRESHMAN ACADEMY

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

Mrs. Shiver  
January 8-12, 2018  
1st and 7th Periods

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homework</b>					
<b>ACCRS:</b>	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] 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] 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]	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] 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] 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]	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] 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] 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]	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] 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] 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]	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] 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] 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]
<b>Before:</b>	DLP	DLP	DLP	DLP	DLP
<b>During</b>	Teacher provided notes on Joseph Campbell’s archetypes and hero’s journey	Discuss each type character in the and each section of the hero’s journey.	View an excerpt of a modern epic	Background notes on the Odyssey	Background notes on the Odyssey
<b>After:</b>	Review Figures of Speech - personification, simile		Identify elements of the archetypal journey		
<b>Desired Outcome:</b>	Students will learn the phases of an epic hero’s archetypal journey	Students will learn the phases of an epic hero’s archetypal journey	Students will learn the phases of an epic hero’s archetypal journey	Students will learn the phases of an epic hero’s archetypal journey	Students will learn the phases of an epic hero’s archetypal journey
<b>Formative / Summative</b>	class discussion, notes, and teacher observation	class discussion, notes, and teacher observation	Student’s archetypal list from movie excerpt	Student notes	Student notes
<b>Higher Order Questions:</b>	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?

