

*Course of Study:*  
**English Language Arts**  
*Mythology (Grades 9-12)*



**Course of Study English Language Arts - Spring 2023**  
**Mythology [Grades 9-12]**  
**Committee Member: Cindy Newman**

**Strand: Reading for Literature**

<p><b>Learning Standards:</b></p> <p><b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2</b> Analyze literary text development.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● Use Joseph Campbell's Hero's Journey archetypes to study myths of various cultures.</li><li>● Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li><li>● Teacher provides direct instruction, give feedback, and model critical thinking</li><li>● Small group and class discussions, including Socratic seminar</li><li>● Cooperative learning groups</li><li>● Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</li><li>● Produce a thorough analysis of the text.</li><li>● Allow students to self select Independent reading and/or Book Club books</li><li>● Students to define, use, and connect to content area and literature based vocabulary</li><li>● Students to work in groups to analyze a text</li><li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li><li>● Team competition for mythology facts and info</li></ul>
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<p><b>Materials:</b> Texts may include: <i>Norse Mythology</i> by Neil Gaiman <i>Mythology: Timeless Tales of Gods and Heroes</i> by Edith Hamilton <i>Mythology</i> by Martin R. Phillips <i>Mythology: A Captivating Guide to Greek Mythology, Egyptian Mythology, Norse Mythology, Celtic Mythology, and Roman Mythology</i> by Matt Clayton <i>Myths and Legends of Japan</i> by Hadland Davis <b>Previously Board approved textbook series:</b></p> <ul style="list-style-type: none"><li>● <b>My Perspectives 8-10, American Literature, British Literature</b></li><li>● <b>Collections 9-12, American Literature and British Literature</b></li><li>● <b>Elements of Literature 8-12, American Literature and British Literature</b></li></ul> <p><b>Sporcle.com</b> <b>Gilgamesh: Readers Theater</b></p>	<p><b>How Assessed?</b> <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, Socratic seminar, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration)</li></ul>
<p>“King Arthur and Genevieve” “Gilgamesh” “Hero and Leander” “Orpheus and Eurydice” “Pyramus and Thisbe”</p>	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>

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**Strand: Reading for Informational Texts**

<p><b>Learning Standards:</b></p> <p><b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p><b>RI.11-12.6</b> Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>How Taught?</b>  <b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Students closely read select passages from documents to analyze text structure and meaning</li> <li>● Teacher provides direct instruction, gives feedback, and models critical thinking</li> <li>● Students conduct research regarding a student/teacher selected topic of argument</li> <li>● Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li> <li>● Small group and class discussions, including Socratic seminar</li> <li>● Cooperative learning groups</li> <li>● Produce a thorough analysis of the text.</li> <li>● Students to define, use, and connect to content area and literature based vocabulary</li> <li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li> </ul>
<p><b>Materials:</b>  Texts may include:</p> <ul style="list-style-type: none"> <li>● <i>The Hero with A Thousand Faces</i> by Joseph Campbell</li> </ul>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li> </ul>

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	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>
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**Strand: Writing**

<p><b>Learning Standard:</b></p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● Create social media accounts for different hero's journey archetypes.</li><li>● Feasts and Festivals projects</li><li>● Advice Letters</li><li>● Students read mentor texts as samples</li><li>● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>● Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>● Provide a concluding statement or section that follows from and supports the argument presented.</li><li>● Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>● Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>● Use appropriate and varied transitions and</li></ul>
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	<p>syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> <li>● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> <li>● Teacher provides direct instruction, give feedback, and model critical thinking</li> <li>● Small group and class discussions and peer editing</li> <li>● Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</li> <li>● Produce a thorough analysis of the text.</li> <li>● Students to define, use, and connect to content area and literature based vocabulary</li> <li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li> </ul>
<p><b>Materials:</b>            Texts may include:  <i>Norse Mythology</i> by Neil Gaiman  <i>Mythology: Timeless Tales of Gods and Heroes</i> by Edith Hamilton  <i>Mythology</i> by Martin R. Phillips  <i>Mythology: A Captivating Guide to Greek Mythology, Egyptian Mythology, Norse Mythology, Celtic Mythology, and Roman Mythology</i> by Matt Clayton             “King Arthur and Genevieve”</p>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer</li> </ul>

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<p>“Gilgamesh” “Hero and Leander” “Orpheus and Eurydice” “Pyramus and Thisbe”</p> <p><i>The Hero with A Thousand Faces</i> by Joseph Campbell</p>	<p>evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</p> <ul style="list-style-type: none"><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li></ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>
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Strand: Speaking and Listening

<p><b>Learning Standard:</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively..</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ul>
<p><b>Materials:</b></p> <p>Texts may include:</p> <ul style="list-style-type: none"><li>-Clash of the Titans :32-1:37:06</li><li>-Wrath of the Titans :40-1:39:06</li><li>-Song of the Sea :33-1:39:11</li><li>-Moon Knight season 1, episodes 1-6</li><li>-Sky High :32-1:38:00</li><li>-Clash of the Gods -History Channel: Hercules: 0;00-8:48, 11:23-15:34, 16:53-22:26, 22:47-29;22, 29:33-30;30, 30:55-44:05</li><li>Thor</li><li>Hades</li><li>Medusa</li><li>Zeus</li><li>Minotaru</li><li>-Hercules (Disney)</li></ul>	<p><b>How Assessed?</b></p> <p><b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li></ul>

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<p><i>-Maleficent (Disney)</i> <i>Lord of the Rings Trilogy</i> <i>Thor Ragnarok</i> <i>“Gawain and the Green Knight”</i> <i>CrashCourse World Mythology</i> - Various cartoons that have archetypes in them such as <i>Looney Tunes, etc.</i></p>	<ul style="list-style-type: none"><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li><li>● Presentations: Summer Spark, Blackout Poetry or Meme Theme, Genre Three and individual presentations in literature course</li></ul>
	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>