

Lesson Plan Template
For clarification and more information, contact: Regina Dietrich

Subject: Classical Mythology Grade 12

Unit Theme or Enduring Understanding: Heroes and Monsters

Essential questions:

What qualities does a hero possess?

How do the Greek heroes influence modern culture?

Focused GLEs (Reading and/or Writing)

- [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*
- [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)
- [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)
- [10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)
- [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*
- [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*
- [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*
- [10] 4.1.4 Writing a conclusion that ties it to the introduction

*

Lesson Hook: (Motivating activity that helps activate prior knowledge and promotes purpose for following unit/lesson)

As students enter classroom, have hero-themed song playing such as “Holding Out for a Hero” by Bonnie Tyler. Brainstorm list of current heroes/superheroes either as a class or in small groups. Have students identify why these people are considered heroic. Another option would be to show slides of different heroes and have same discussion. Pictures could include Spiderman, Superman, Batman, sports figures, actors, politicians, firemen, policemen, etc.

Body of the Lesson: (Presentation of new knowledge and concepts in a way that contains opportunities for active engagement of young people.)
(*Transfer of knowledge, Introduction, Modeling*)

Read the introduction to “The Heroes” in *Mythology and You*. Discuss the common elements found in the myths of many Greek heroes. How many of these qualities are still important today? As students read the myths in this section (Perseus, Theseus, Bellerophon, Heracles, Jason), have them keep a checklist of which qualities apply to each of the heroes.

Modeling/Application of this new concept or skill:

The final product is a persuasive essay identifying which hero is the best example of a Greek hero based on the qualities found in the reading. You could also choose to have students present their findings in another format, such as a speech or power point presentation.

Checklist: is the lesson geared toward multiple learning styles?

(*Differentiation*)

- visual
- auditory
- kinesthetic
- musical
- linguistic
- spatial

Reflection time: Give time to think on what was taught – in groups/pairs/journal/etc.

After students have written their essays, teacher may ask students to share their ideas from the essays and discuss their findings.

Practice the new learning

Guided practice

Assignment description: Students should choose a recent hero who shares the qualities of an ancient Greek hero, and explain the influence that Greek culture has had on modern ideals. Product may be an essay or presentation.

Bloom’s Taxonomy: Which critical thinking skills did this lesson address?

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

Whole class reflection:

Students present their findings on modern heroes and reflect on ancient Greek influence on today’s literature, entertainment, and beliefs.

How?

- Students create visuals based on findings.
- Students evaluate heroic nature of characters based on criteria.
- Students analyze heroic identity based on evidence.
- Students apply knowledge of heroic qualities to modern heroes.
- Students understand impact of ancient Greek ideals on modern culture.
- Students remember qualities and recognize them in modern context.

Classical Mythology Semester 1 Unit 1 Enduring Understanding(s)	Unit Title: Creation and the Natural World Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events. Mythology has had and still is having a significant impact and influence on our lives today.	<ul style="list-style-type: none"> ○ Why do people study myths? ○ How do myths explain the natural world? ○ What current myths exist to explain the unknown?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 3 weeks</p> <p><i>Actual:</i></p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Identifying common themes <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive writing <input type="checkbox"/> Narrative writing <input type="checkbox"/> Expository writing <input type="checkbox"/> Supported response <input type="checkbox"/> Note-taking <p>Grammar Focus:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>The students will know:</p> <ul style="list-style-type: none"> • Influence of Greek mythology on vocabulary. • Development of ancient Greek culture from matriarchal to patriarchal. • Recognition of cultural shifts within myths. • Identity, domain, and symbols of major Greek gods. • The Greek version of creation. • Greek myths were used to explain natural events. <p>Grade Level Expectations (Standards):</p> <p>[10] 3.2.2 Giving an oral formal presentation (e.g.,</p>	<p>Formative:</p> <p>("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Choral Reading • Graphic Organizer • Original Creation Myth • Study questions • Crossword puzzle • Venn Diagram • Whole-group discussion <p>Summative:</p> <p>("...assessments that come at the end of a process or activity." Marzano, 2006)</p> <ul style="list-style-type: none"> • Class Presentation on Olympian • Objective test • Expository Essay: How does the Greek creation story reflect the shift from a matriarchal to a patriarchal society? 	<p>Terms:</p> <ul style="list-style-type: none"> • Polytheistic • Matriarchal • Patriarchal • Anthropomorphic • Mother goddess • Sacred King • Zeus • Poseidon • Apollo • Demeter • Ares • Hermes • Hephaestus • Artemis • Hades • Hera • Hestia • Athena • Aphrodite • Gaea • Chaos • Eros • Rhea • Titans • Cyclopes • Gorgons • Tartarus • Cronus • Uranus • Hundred-handed ones • Atlas • Prometheus 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated)</p> <p><u><i>Mythology and You</i></u>. Glencoe</p> <p><u><i>Mythology</i></u>. Edith Hamilton</p> <p><u><i>Myths and Their Meaning</i></u>. Allyn and Bacon</p> <p><u><i>Bulfinch's Mythology</i></u></p> <p>Supplementary Materials:</p> <p><i>Dictionary of Classical Mythology</i>. Zimmerman</p> <p><i>The Power of Myth</i>. Campbell</p> <p><i>The Theogony</i>. Hesiod</p> <p><i>Echoes from Mt. Olympus (Perfection Learning)</i></p> <p><i>Classic Myths, Vol. 1 (Perfection Learning)</i></p> <p><i>Heroes, Gods, and Monsters of Greek Myths: Bernard Evslin, 1975 (Perfection Learning)</i></p> <p>Novels:</p> <p>“Demeter and Persephone”</p> <p>“Narcissus and Echo”</p> <p>Poems:</p> <p>“Persephone, Falling” Rita Dove</p> <p>“Narcissus at 60” Linda Pastan</p> <p>Audiovisual:</p> <p>(Audio books available at: http://media.asd.k12.ak.us)</p> <p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers</p> <p>Web Sites:</p> <p>http://thanasis.com/myth.htm</p> <p>http://www.venganza.org/</p>

Classical Mythology Semester 1 Unit 1 Enduring Understanding(s)	Unit Title: Creation and the Natural World Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ Why do people study myths? ○ How do myths explain the natural world? ○ What current myths exist to explain the unknown?

<p>research reports, literature responses)*(L) [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)* [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) [10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L) [10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence* [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L) [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L) [10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L) [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L) [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) [10] 4.6.1 Correcting misspellings using available</p>			
---	--	--	--

Classical Mythology Semester 1 Unit 1 Enduring Understanding(s)	Unit Title: Creation and the Natural World Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ Why do people study myths? ○ How do myths explain the natural world? ○ What current myths exist to explain the unknown?

	<p>software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
--	---	--	--	--

<p>Classical Mythology Semester 1 Unit 2 Enduring Understanding(s)</p> <p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<p>Unit Title: World of Man Essential Questions</p> <ul style="list-style-type: none"> ○ Where did man come from? ○ How does myth explain human nature? ○ Does man control his own fate? ○ What happens after death?
---	---

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 4 weeks</p> <p><i>Actual:</i></p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Identifying common themes <input type="checkbox"/> Elements of fiction <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive writing <input type="checkbox"/> Dramatic writing <input type="checkbox"/> Persuasive writing <input type="checkbox"/> Supported response <input type="checkbox"/> Note-taking <p>Grammar Focus:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>The students will know:</p> <ul style="list-style-type: none"> • Influence of Greek mythology on vocabulary. • Influence of Greek societal values on myths. • Greek belief about creation and fall of man. • Greek flood myth. • Greek relationship between man and gods. • Definition of areté, hubris, até, and nemesis. • Greek belief of afterlife in the Underworld. • How to create a tri-fold brochure with text and pictures using computer programs. 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Choral Reading • Graphic Organizer • Descriptive essay: 5th Age of Man • Script-writing • Study questions • Whole-group discussion • Small-group project • Travel Brochure <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Objective test • Essay: Choose a tragic character from modern fiction and analyze his/her story using the Greek ideas of areté, hubris, até, and nemesis. 	<p>Terms:</p> <ul style="list-style-type: none"> • areté • hubris • até • nemesis • 4 Ages of Man • Prometheus • Epimetheus • Pandora • Deucalion • Arachne • Midas • Daedalus • Icarus • Niobe • Erysichthon • Phaethon • House of Atreus • House of Thebes • Avernus • Tartarus • Elysium • Styx • Charon • Cerberus 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated) <u>Mythology and You. Glencoe</u> <u>Mythology. Edith Hamilton</u> <u>Myths and Their Meaning. Allyn and Bacon</u></p> <p>Supplementary Materials: <i>Dictionary of Classical Mythology. Zimmerman</i> <i>The Power of Myth. Campbell</i> <i>The Theogony. Hesiod</i> <i>Echoes from Mt. Olympus (Perfection Learning)</i> <i>Classic Myths, Vol. 1 (Perfection Learning)</i> <i>Classic Myths, Vol. 2 (Perfection Learning)</i> <i>Classic Myths, Vol. 3 (Perfection Learning)</i> <i>Heroes, Gods, and Monsters of Greek Myths: Bernard Evslin, 1975 (Perfection Learning)</i> <i>Greek Drama (Perfection Learning)</i> <i>The Theban Plays (Perfection Learning)</i></p> <p>Novels: <i>Oedipus Rex</i> Sophocles <i>Antigone</i> Sophocles <i>Oresteia</i> Aeschylus</p> <p>Short Stories:</p> <p>Poetry: “Musee des Beaux Arts” W.H. Auden “The Winged Man” Stephen V. Benet “Prometheus” Lord Byron “Prometheus” Henry W. Longfellow “Midas” Mary Shelley “Prometheus Unbound” Percy B. Shelley “Pandora’s Box” Edith Sitwell “I, Icarus” Alden Nowlan</p>

Classical Mythology Semester 1 Unit 2 Enduring Understanding(s)	Unit Title: World of Man Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ Where did man come from? ○ How does myth explain human nature? ○ Does man control his own fate? ○ What happens after death?

	<p>Grade Level Expectations (Standards): [10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)* [10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)* [10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”)* [10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple [10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.)* (L) [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)* [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p>			<p>Audiovisual: (Audio books available at: http://media.asd.k12.ak.us)</p> <p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers <i>The Storyteller: Daedelus and Icarus</i></p> <p>Web Sites: http://thanasis.com/myth.htm</p>
--	--	--	--	---

Classical Mythology Semester 1 Unit 2 Enduring Understanding(s)	Unit Title: World of Man Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ Where did man come from? ○ How does myth explain human nature? ○ Does man control his own fate? ○ What happens after death?

	<p>[10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)*</p> <p>[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>)</p> <p>[10] 4.5.1 Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p> <p>[10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p>[10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)*</p> <p>[10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p> <p>[10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., <u>Puritanism; immigration; Harlem Renaissance</u>) (L)</p> <p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p> <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas</p>			
--	--	--	--	--

Classical Mythology Semester 1 Unit 2 Enduring Understanding(s)	Unit Title: World of Man Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ Where did man come from? ○ How does myth explain human nature? ○ Does man control his own fate? ○ What happens after death?

	<p>logically within the paragraph, placing paragraph breaks logically* [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases* [10] 4.1.4 Writing a conclusion that ties it to the <u>introduction</u> [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) [10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L) [10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L) [10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
--	--	--	--	--

Classical Mythology Semester 1 Unit 3 Enduring Understanding(s)	Unit Title: Greek Love Myths Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. In most myths, marriage is a social construction not a choice based on love. In Greek mythology both physical and spiritual love are centered on the individual, often causing suffering and death.	<ul style="list-style-type: none"> ○ How do ancient and modern views of love differ? ○ How do myths reflect archetypes? ○ Why do so many love stories have tragic endings?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 2 weeks</p> <p><i>Actual:</i></p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Identifying common themes <input type="checkbox"/> Figurative Language <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poetic writing <input type="checkbox"/> Supported response <input type="checkbox"/> Note-taking <input type="checkbox"/> Comparison/Contrast <p>Grammar Focus:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>The students will know:</p> <ul style="list-style-type: none"> • Influence of Greek societal values on myths. • Greek influence on modern love stories, art, poetry, and music. <p>Grade Level Expectations (Standards):</p> <p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Choral Reading • Poem • Study questions • Whole-group discussion • Small-group project <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Objective test • Comparison Essay: Compare a modern love story to one of the myths studied. 	<p>Terms:</p> <ul style="list-style-type: none"> • Venus/Adonis • Eros/Psyche • Pygmalion/Galatea • Atalanta/Hippomenes • Hero/Leander • Pyramus/Thisbe • Orpheus/Eurydice • Echo/Narcissus 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated)</p> <p><i>Mythology and You.</i> Glencoe <i>Mythology.</i> Edith Hamilton <i>Myths and Their Meaning.</i> Allyn and Bacon</p> <p>Supplementary Materials:</p> <p><i>Dictionary of Classical Mythology.</i> Zimmerman <i>The Power of Myth.</i> Campbell <i>The Theogony.</i> Hesiod <i>Echoes from Mt. Olympus (Perfection Learning)</i> <i>Classic Myths, Vol. 1 (Perfection Learning)</i> <i>Classic Myths, Vol. 2 (Perfection Learning)</i> <i>Classic Myths, Vol. 3 (Perfection Learning)</i></p> <p>Novels/Plays:</p> <p><i>Romeo and Juliet</i> William Shakespeare <i>Pygmalion</i> George B. Shaw <i>Venus and Adonis</i> William Shakespeare <i>The Fantasticks</i> Tom Jones</p> <p>Short Stories:</p> <p>Poetry:</p> <p>“Eurydice to Orpheus” Robert Browning “Orpheus Before Hades” James Dickey “Ode to Psyche” John Keats “The Loves of Psyche and Cupid” La Fontaine “Daphne and Apollo” James R. Lowell “Atlanta’s Race” William Morris</p> <p>Audiovisual:</p> <p>(Audio books available at: http://media.asd.k12.ak.us)</p>

Classical Mythology Semester 1 Unit 3 Enduring Understanding(s)	Unit Title: Greek Love Myths Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. In most myths, marriage is a social construction not a choice based on love. In Greek mythology both physical and spiritual love are centered on the individual, often causing suffering and death.	<ul style="list-style-type: none"> ○ How do ancient and modern views of love differ? ○ How do myths reflect archetypes? ○ Why do so many love stories have tragic endings?

	vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.)* (L) [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)* [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) [10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works [10] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)* [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L) [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., <u>Puritanism</u> ; <u>immigration</u> ; <u>Harlem Renaissance</u>) (L) [10] 4.1.1 Incorporating the thesis statement, which			<i>The Power of Myth</i> Joseph Campbell/Bill Moyers <i>The Storyteller: Orpheus and Eurydice</i> <i>My Fair Lady</i> <i>She’s All That</i> <i>Black Orpheus</i> Web Sites: http://thanasis.com/myth.htm
--	--	--	--	--

Classical Mythology Semester 1 Unit 3 Enduring Understanding(s)	Unit Title: Greek Love Myths Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them.</p> <p>In most myths, marriage is a social construction not a choice based on love.</p> <p>In Greek mythology both physical and spiritual love are centered on the individual, often causing suffering and death.</p>	<ul style="list-style-type: none"> ○ How do ancient and modern views of love differ? ○ How do myths reflect archetypes? ○ Why do so many love stories have tragic endings?

	<p>identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a conclusion that ties it to the <u>introduction</u></p> <p>[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
--	--	--	--	--

Classical Mythology Semester 1 Unit 4 Enduring Understanding(s)	Unit Title: Heroes and Monsters Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.	<ul style="list-style-type: none"> ○ What qualities does a hero possess? ○ How do the Greek heroes influence modern culture? ○ What do mythical monsters represent? ○ What part does the quest play in heroic adventure?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 4 weeks</p> <p><i>Actual:</i></p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Identifying common themes <input type="checkbox"/> Elements of fiction <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive writing <input type="checkbox"/> Narrative writing <input type="checkbox"/> Expository writing <input type="checkbox"/> Supported response <input type="checkbox"/> Note-taking <p>Grammar Focus:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>The students will know:</p> <ul style="list-style-type: none"> • Influence of societal values on myths. • Definition of areté, hubris, até, and nemesis. • Common heroic traits of heroes. • Parts of a resume. <p>Grade Level Expectations (Standards):</p> <p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[10] 4.1.1 Determining meanings of unfamiliar words</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Choral Reading • Graphic Organizer • Storybook/Graphic Novel • Study questions • Whole-group discussion • Small-group project • Hero Resume <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Objective test • Essay: Choose who best exemplifies the attributes of a Greek hero and defend your decision. 	<p>Terms:</p> <ul style="list-style-type: none"> • areté • hubris • até • nemesis • archetype • Perseus • Medusa • Theseus • Minotaur • Bellerophon • Chimera • Heracles • Jason 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated) <i>Mythology and You. Glencoe</i> <i>Mythology. Edith Hamilton</i> <i>Myths and Their Meaning. Allyn and Bacon</i></p> <p>Supplementary Materials: <i>Dictionary of Classical Mythology. Zimmerman</i> <i>The Power of Myth. Campbell</i> <i>The Theogony. Hesiod</i> <i>Echoes from Mt. Olympus (Perfection Learning)</i> <i>Classic Myths, Vol. 1 (Perfection Learning)</i> <i>Classic Myths, Vol. 2 (Perfection Learning)</i> <i>Classic Myths, Vol. 3 (Perfection Learning)</i> <i>Heroes, Gods, and Monsters of Greek Myths: Bernard Evslin, 1975 (Perfection Learning)</i></p> <p>Novels: <i>Medea Euripides</i> <i>A Midsummer’s Night’s Dream Shakespeare</i> <i>Andromeda Pierre Corneille</i></p> <p>Short Stories:</p> <p>Poetry: “Bellerophon” George Meredith “Look, Medusa” Suniti Namjoshi</p>

Classical Mythology Semester 1 Unit 4 Enduring Understanding(s)	Unit Title: Heroes and Monsters Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ What qualities does a hero possess? ○ How do the Greek heroes influence modern culture? ○ What do mythical monsters represent? ○ What part does the quest play in heroic adventure?

<p>in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)*</p> <p>[10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”)* <p>[10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple</p> <p>[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L)</p> <p>[10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*</p> <p>[10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*</p> <p>[10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical</p>			<p>Audiovisual: (Audio books available at: http://media.asd.k12.ak.us)</p> <p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers <i>The Storyteller: Perseus and the Gorgon</i> <i>Theseus and the Minotaur</i> <i>Clash of the Titans</i> <i>Jason and the Argonauts</i> <i>Mythology in Literary Culture (2000)</i> <i>Library Video Company</i></p> <p>Web Sites: http://thanasis.com/myth.htm</p>
---	--	--	--

Classical Mythology Semester 1 Unit 4 Enduring Understanding(s)	Unit Title: Heroes and Monsters Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ What qualities does a hero possess? ○ How do the Greek heroes influence modern culture? ○ What do mythical monsters represent? ○ What part does the quest play in heroic adventure?

	<p>arguments)*</p> <p>[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>)</p> <p>[10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p>[10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p> <p>[10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., <u>Puritanism; immigration; Harlem Renaissance</u>) (L)</p> <p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p> <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing <u>a conclusion that ties it to the introduction</u></p> <p>[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct</p>			
--	--	--	--	--

Classical Mythology Semester 1 Unit 4 Enduring Understanding(s)	Unit Title: Heroes and Monsters Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> ○ What qualities does a hero possess? ○ How do the Greek heroes influence modern culture? ○ What do mythical monsters represent? ○ What part does the quest play in heroic adventure?

	spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L) [10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L) [10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)			
--	---	--	--	--

Classical Mythology Semester 1 Unit 5 Enduring Understanding(s)	Unit Title: War and Adventure Epics Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Mythology has had and still is having a significant impact and influence on our lives today. Myths often use supernatural forces to represent forces of human will (love, jealousy, pride). For good or for bad, we have power to change the forces that affect our life.	<ul style="list-style-type: none"> ○ How do the Greek heroes influence modern culture? ○ How do the epics reflect values of love, honor, and loyalty?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 4 weeks</p> <p><i>Actual:</i></p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Identifying common themes <input type="checkbox"/> Identifying motifs <input type="checkbox"/> Elements of fiction <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparison Essay <input type="checkbox"/> Supported response <input type="checkbox"/> Note-taking <p>Grammar Focus:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>The students will know:</p> <ul style="list-style-type: none"> • Influence of Greek mythology on vocabulary. • Influence of Greek societal values on myths. • Relationship between historical facts and myth. • Connection of Roman society to Greeks. <p>Grade Level Expectations (Standards):</p> <p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Choral Reading • Graphic Organizer • Scrapbook • Motif poster • Study questions • Whole-group discussion • Small-group project <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Objective test • Essay: Compare the events in the <i>Aeneid</i> to the Homeric epics. 	<p>Terms:</p> <ul style="list-style-type: none"> • Eris • Achilles • Hector • Priam • Paris • Menelaus • Helen • Agamemnon • Patroclus • Odysseus • Penelope • Circe • Calypso • Scylla • Charybdis • Trojan Horse • Aeneas • Briseas • Cassandra 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated) <i>Mythology and You. Glencoe</i> <i>Mythology. Edith Hamilton</i> <i>Myths and Their Meaning. Allyn and Bacon</i></p> <p>Supplementary Materials: <i>Dictionary of Classical Mythology. Zimmerman</i> <i>The Power of Myth. Campbell</i> <i>The Theogony. Hesiod</i> <i>Echoes from Mt. Olympus (Perfection Learning)</i> <i>Classic Myths, Vol. 1 (Perfection Learning)</i> <i>Classic Myths, Vol. 2 (Perfection Learning)</i> <i>Classic Myths, Vol. 3 (Perfection Learning)</i></p> <p>Novels: <i>The Iliad</i> Homer <i>The Odyssey</i> Homer <i>The Aeneid</i> Virgil</p> <p>Short Stories:</p> <p>Essays: “Homer the Blind Poet” Alisoun Witting</p> <p>Poetry: “The Sirens” James R. Lowell “Ulysses” Stephen Phillips “Ulysses” Tennyson “Ulysses and the Siren” Samuel Daniel “Runes:II” Howard Nemerov “To Helen” Edgar Allen Poe “Helen of Troy” Sara Teasdale “Siren Song” Margaret Atwood</p> <p>Audiovisual:</p>

<p>Classical Mythology Semester 1 Unit 5 Enduring Understanding(s)</p>	<p>Unit Title: War and Adventure Epics Essential Questions</p>
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Mythology has had and still is having a significant impact and influence on our lives today. Myths often use supernatural forces to represent forces of human will (love, jealousy, pride). For good or for bad, we have power to change the forces that affect our life.</p>	<ul style="list-style-type: none"> ○ How do the Greek heroes influence modern culture? ○ How do the epics reflect values of love, honor, and loyalty?

<p>derivations (e.g., the root of photography and photosynthesis; kayak)* [10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”)* <p>[10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies* [10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple [10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.)* (L) [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)* [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) [10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices</p>			<p>(Audio books available at: http://media.asd.k12.ak.us)</p> <p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers <i>Mythology in Literary Culture</i> (2000) Library Video Company <i>Helen of Troy</i> <i>The Odyssey</i> <i>O Brother Where Art Thou?</i></p> <p>Web Sites: http://thanasis.com/myth.htm</p>
--	--	--	--

Classical Mythology Semester 1 Unit 5 Enduring Understanding(s)	Unit Title: War and Adventure Epics Essential Questions
<p>Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Mythology has had and still is having a significant impact and influence on our lives today. Myths often use supernatural forces to represent forces of human will (love, jealousy, pride). For good or for bad, we have power to change the forces that affect our life.</p>	<ul style="list-style-type: none"> ○ How do the Greek heroes influence modern culture? ○ How do the epics reflect values of love, honor, and loyalty?

<p>and sentence structures, well-supported logical arguments)*</p> <p>[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>)</p> <p>[10] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)*</p> <p>[10] 4.5.1 Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p> <p>[10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p>[10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)*</p> <p>[10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p> <p>[10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., <u>Puritanism; immigration; Harlem Renaissance</u>) (L)</p> <p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p> <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure</p>			
---	--	--	--

Classical Mythology Semester 1 Unit 5 Enduring Understanding(s)	Unit Title: War and Adventure Epics Essential Questions
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Mythology has had and still is having a significant impact and influence on our lives today. Myths often use supernatural forces to represent forces of human will (love, jealousy, pride). For good or for bad, we have power to change the forces that affect our life.	<ul style="list-style-type: none"> ○ How do the Greek heroes influence modern culture? ○ How do the epics reflect values of love, honor, and loyalty?

	<p>to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a conclusion that ties it to the <u>introduction</u></p> <p>[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
--	---	--	--	--