

Curriculum Map: Mythology
Meadville Area Senior High School
English Department

Course Description: Mythology uses works which rely on mythological, Biblical, historical, and literary allusions for their developments and purposes. The course will be organized in units which focus on patterns in mythological literature. Library and communication skills (written and oral) will be required to complete the course.

(Grades 11-12) 1/2 credit non-ranked

ELECTIVE CREDIT ONLY - NOT AN ENGLISH CREDIT

Essential Questions: How can we analyze the roles of allusions to ancient mythologies in modern communication?

How does the identification and understanding of various mythological, Biblical, historical, and literary allusions enhance the experience of modern-day literature?

How can we use the mythological patterns and archetypes within a given artist's work to analyze and gain a deeper understanding of the work?

How can we analyze an artistic work and explain how allusions, patterns, and archetypes support and author's purpose?

What are the various purposes of myths, and how do the mythmakers fulfill those purposes?

How can we compose unified and coherent fiction and nonfiction compositions in response to class material?

Unit Title: Short Stories & Chapters from Mythology Textbooks

Suggested time frame: 8-12 weeks

Standards:

CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none">● Comprehend, interpret, analyze and evaluate author's technique before, during, and after reading;● demonstrate fluency;● classify works of literature from different cultures and time periods;● examine the important philosophical, religious, social, political, or ethical ideas of the time;● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, connotation, personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, motif, satire, irony, foreshadowing, flashback, literary criticism (formalist, biographical, historical/cultural, psychological,	Independent reading, summative and formative assessments, whole class discussions, jigsaw discussion, fishbowl discussion, formal presentations, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, various other reading strategies	<i>Introduction to Mythology</i> <i>Myths and Their Meaning</i> <i>Mythology</i> by Edith Hamilton <i>READ</i> Magazine <i>30-Second Mythology</i> Selected readings relevant to mythology <i>Clash of the Gods</i> History

<p>Non Fiction –</p> <ul style="list-style-type: none"> ● Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; ● demonstrate fluency; ● distinguish among facts, opinions, evidence, inference, and essential and non-essential information; ● examine author's bias ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● interpret the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Speaking and Listening –</p> <ul style="list-style-type: none"> ● Use appropriate volume and clarity in formal speaking presentations ● demonstrate awareness of audience when speaking ● listen critically and respond to others in small and large group situation with appropriate questions, ideas, 	<p>mythological/archetypal, philosophical, sociological)</p>		<p>Channel series (supplemental)</p>
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information, or opinions			
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Unit Title:

Poetry

Suggested time frame:

4-6 weeks

Standards:

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres	Figurative language, imagery, symbolism, satire, inference, rhyme, meter, scansion, alliteration, onomatopoeia, personification, metaphor, simile, hyperbole, poetic forms, parody, sonnet, irony, foreshadowing, flashback, free verse, blank verse, allusion	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments, think aloud, shared inquiry discussion strategy, analysis and synthesis with other text forms, unpacking	<i>Iliad</i> (excerpts) <i>Odyssey</i> (excerpts) <i>Beowulf</i> (excerpts) <i>Sir Gawain and the Green Knight</i> (excerpts) “Helen of Troy” by Sara Teasdale “Ulysses” by Alfred, Lord Tennyson “The Lady of Shalott” by Alfred, Lord Tennyson

Unit Title:

Novels

Suggested time frame:

3-4 weeks

Standards: CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none"> ● Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency; ● classify works of literature from different cultures and time periods; ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence Nonfiction – <ul style="list-style-type: none"> ● Comprehend, interpret and 	Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar, Mood, Tone, Bias, Voice, Propaganda, Fact/Opinion	Independent Reading, Comprehension Summative and Formative Assessments, Class Discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, SQ3R	<i>Morte d'Arthur</i> by Sir Thomas Malory (excerpts) <i>The Old Man and the Sea</i> by Ernest Hemingway

<p>analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading;</p> <ul style="list-style-type: none">● examine author's bias● make inferences and draw conclusions;● analyze connections between literature and historical periods;● examine the important philosophical, religious, social, political, or ethical ideas of the time;● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Speaking and Listening –</p> <ul style="list-style-type: none">● Use appropriate volume and clarity in formal speaking presentations● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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Unit Title: Composition, Research, and Creativity

Suggested time frame: 3-4 weeks

Standards:

CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">Write with a clear focus while developing topic-appropriate content; create and revise to achieve appropriate style using a variety of sentence structures and word choices as well as tone and voice; use grade appropriate conventions when writing	Parts of Speech - Coordinating, subordinating, and correlative conjunctions, verb tense (parallel), active and passive voice, pronoun usage/agreement, misplaced modifiers, ambiguous pronouns, faulty comparisons Punctuation – Basic punctuation, dashes, ellipses, brackets Mechanics and Other – acronyms, initialisms, idioms, clichés, colloquialism/dialect	<ul style="list-style-type: none">graphic organizers, manipulatives, bell ringers, homework, online games, personal dry erase boards, student-created examples, partner and small group work, color-coded sentence diagrammingLinguistic and non-linguistic representations	Media Center resources Websites <i>Introduction to Mythology</i> <i>Myths and Their Meaning</i> <i>Mythology</i> by Edith Hamilton <i>The Old Man and the Sea</i> by Ernest Hemingway Selected readings relevant to

<ul style="list-style-type: none">• Creative writing (god and hero myths)• Analytical writing (<i>The Old Man and the Sea</i>)			mythology
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