



Mythology Curriculum

Board Approved: March 21, 2024

Course Information

Course Description:

This course will build upon the skills taught in English I and English II and reinforce the skills presented in and required to prepare students for the communication tasks they will encounter in life after high school. Using mythological texts from around the world, students will focus on practicing all communication skills: reading, writing, speaking, and listening. By the end of the course, students will recognize common threads that connect human cultures, apply their deep comparisons of mythology to contemporary media and real-world situations, draw interesting connections between a myth/mythology and the culture from which it comes, and understand that a culture's mythology provides a foundation for the culture itself (rituals, behaviors, art, etc.).

Transfer Goals:

- Apply a deep understanding of mythology to contemporary multimedia and real-world situations.
- Recognize the interconnectedness of human cultures.
- Draw connections between a myth/mythology and the culture from which it comes.
- Understand that a culture's mythology provides a foundation for the culture (rituals, behaviors, art, etc.)

Curriculum Standards: [Missouri ELA Standards, grades 11-12](#)

Curriculum Resource(s):

Rosenberg, Donna. *World Mythology: An Anthology of the Great Myths and Epics*. Lincolnwood, IL: NTC Pub. Group, 1994. Print.

Priority standards indicated in bold

Mythology - Page 1

BOE Approved: 3/21/2024

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Family Notification Procedures

Grades 9-12	<p><u>Whole Class Books</u></p> <ul style="list-style-type: none">• Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.• If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified. <p><u>Library Books</u></p> <ul style="list-style-type: none">• Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.• How Parents/Guardians Can Monitor Student Book Selections <p><u>Open Choice Books</u></p> <ul style="list-style-type: none">• When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.• For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.
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*Priority standards indicated in **bold***

Mythology - Page 2

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Unit 1: Introduction to Mythology & Creation Myths

Timeframe: 4-6 weeks

Unit Description: In this unit students are introduced to the academic subject of mythology, to define what the subject is and is not, and to the concept of the archetype. By the end of the unit, students will come to understand the uses and value of mythology. Further, students will study a selection of the world’s creation myths, with an eye toward perceiving archetypes, and reading across cultures to compare and contrast these stories. Finally, students will express these understandings in a formal, informative/expository essay at the unit’s end. This essay will refresh and refine writing skills introduced and practiced in previous years of English Language Arts instruction.

Enduring Understandings:

- How mythology is defined and utilized throughout the world as a literary genre.
- How origin stories were often passed down from generation to generation through oral language and storytelling methods.
- How origin stories of the past can be analyzed and comparisons made with how some cultures view our world today.
- Creation myth stories are written with the purpose of revealing messages about human nature according to the culture and authorship of the myth.

Essential Questions:

- What is mythology, and how do mythologists (including students) use the word “myth”?
- How do our “origin stories” impact the way we see and interact with the world around us?
- What can these stories reveal about human nature?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze a text by using strong textual evidence. • I can support my analysis with specific details and examples from the text, including when the text doesn't provide clear answers and leaves things open to interpretation.
RL3B	<ul style="list-style-type: none"> • I can combine ideas from different texts about similar themes or topics to explain how complex the theme is.
RL2C	<ul style="list-style-type: none"> • I can evaluate how an author's word choices and sentence structure affect the meaning, tone, and overall impact of a text.
RL3C	<ul style="list-style-type: none"> • I can analyze how an author's writing shows their unique historical or

Priority standards indicated in **bold**

Mythology - Page 3

BOE Approved: 3/21/2024

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	cultural point of view.
W1A	<ul style="list-style-type: none"> ● I can conduct research to find answers to questions or solve problems, even if I come up with the questions myself. ● I can narrow or expand my research when needed. ● I can find multiple trustworthy sources both in print and online. ● I can include information from these sources in my work using a citation system. ● I can use advanced search techniques effectively. ● I can evaluate the strengths and weaknesses of each source based on what I need for my task and audience. ● I can integrate information from different sources into my writing while maintaining a smooth flow of ideas. ● I understand the importance of avoiding plagiarism and not relying too much on one source. ● I can use a standard citation format for my sources.
W2A	<ul style="list-style-type: none"> ● I can use a writing process to create writing that is clear and makes sense. ● I can make sure my writing is organized well and uses the right style and tone for the task, purpose, and audience. ● I can combine different techniques I have learned for writing narratives, explanations, and arguments when it's suitable for the task at hand.
W3A	<ul style="list-style-type: none"> ● I can improve my writing by reviewing, revising, and editing it to match the task, purpose, and audience. ● I can introduce my topic clearly, stay focused on it, and conclude my writing in a way that makes sense based on what I wrote. ● I can make choices about how to organize and present my ideas to achieve my purpose as a writer. ● I can ensure my readers understand and engage with my text.
RI3D	<ul style="list-style-type: none"> ● I can read and understand informational texts with skill on my own.
SL1A	<ul style="list-style-type: none"> ● I can collaborate with my classmates to have respectful and fair discussions as well as make decisions together. ● I can set clear goals and deadlines for our work, and assign specific roles to each person when necessary.

Priority standards indicated in bold

Mythology - Page 4

BOE Approved: 3/21/2024

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Unit 2: Archetypal Hero & Epic Myth

Timeframe: 4-6 weeks

Unit Description: In this unit students will define and apply Joseph Campbell’s theory of the archetypal hero’s journey quest. By the end of the unit, students will learn each stage of the quest and to perceive these underlying structures in both mythological and contemporary texts. Once students have developed an understanding of the archetype, students will study a self-selected hero story with a small group of peers. The study of this text will offer opportunities to practice and improve reading literature, speaking and listening, and writing skills. Finally, students will defend their chosen hero in a multimedia oral presentation in which they characterize the protagonist of the story and provide convincing evidence to support these judgments around the archetypal hero.

Enduring Understandings:

- Joseph Campbell’s theory of the archetypal hero’s journey quest.
- The stages of the archetypal quest.
- The structures of archetypal hero myths both in mythological and contemporary texts.
- How archetypal hero journey quests are structured in both myths and contemporary texts.
- Strategies to plan and prepare engaging and persuasive presentations based on an intentional audience and purpose.

Essential Questions:

- How are archetypal myths characterized the same across time and geography, beneath its varieties of costume? What lessons do they teach?
- How can an understanding of archetypal heroes help an individual understand and navigate contemporary life?
- How do public speakers engage audiences to convey ideas clearly and powerfully?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A, W1A, W2A	<ul style="list-style-type: none"> ● Continue “I can” statements from the previous unit for these standards.
RL1D	<ul style="list-style-type: none"> ● I can identify and analyze multiple themes in a text that relate to human nature and the world. ● I can analyze how these themes develop throughout the text. ● I can compose a clear and unbiased summary of the text.
RL3C	<ul style="list-style-type: none"> ● I can analyze how an author's writing shows their unique historical or cultural point of view.
RL3D	<ul style="list-style-type: none"> ● I can read and understand informational texts with skill on my own.
SL1C	<ul style="list-style-type: none"> ● I can respond carefully to different viewpoints even those shared through different types of media.

Priority standards indicated in **bold**

Mythology - Page 5

BOE Approved: 3/21/2024

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	<ul style="list-style-type: none"> ● I can bring together arguments from all sides of an issue and, if needed, explain or support my own opinions and understanding. ● I can make new connections based on the evidence and reasoning I encounter through conversation and questioning.
SL2A	<ul style="list-style-type: none"> ● I can speak clearly and confidently, using the right language for the situation, audience, and purpose of my presentation. ● I can ensure my words are easily understood and flow smoothly. ● I can adjust my voice, like changing volume, pitch, and speed, to keep my listeners interested and engaged throughout my presentation.
SL2B	<ul style="list-style-type: none"> ● I can maintain eye contact with different people in the audience while I speak. ● I can use appropriate gestures or movements to highlight important points in my speech. ● I can avoid any body language or habits that could distract the audience from my message.
SL2C	<ul style="list-style-type: none"> ● I can evaluate how an author's word choices and sentence structure affect the meaning, tone, and overall impact of a text.

*Priority standards indicated in **bold***

Mythology - Page 6

BOE Approved: 3/21/2024

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Unit 3: Critical Thinking about Mythology

Timeframe: 4-6 weeks

Unit Description: In this unit students will analyze a mythological text both independently and cooperatively. Students will work as a whole class, in small groups, and independently to read, annotate, and discuss a challenging literary text. Students will read a text from a literary lens around how the author crafts the texts to influence the reader’s perspective on a specific group of people or stereotype. Finally, students will research the definition of a term or concept, then compose a timed-written essay in which they apply that concept to the unit’s central text.

Enduring Understandings:

- The strong parallels among the myths of different time periods with the cultures of the time period the author was writing the story within at the time of creation.
- The comparisons and connections that individuals can make with ancient myths to today’s modern society.
- That readers must approach text with a critical lens constantly analyzing the author’s messaging and purpose for writing.
- Every writer brings an intended purpose for their writing to the composition they create.
- Every reader brings a different background and set of experiences to a reading experience which impacts the perspective and messaging they take away from the text.

Essential Questions:

- How are ancient mythologies considered out of date based on certain factors and at the same time relevant to today based on other factors?
- How does an author’s perspective on a topic impact the strategies and structures utilized in writing about a topic?
- Why should we think critically about the stories we consume?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
SL2C , W3A , RL3B , RL1A , RL1D , RL2C , SL1A	<ul style="list-style-type: none"> • Continue “I can” statements from the previous units for these standards.

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Mythology - Page 7

BOE Approved: 3/21/2024

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RL2A	<ul style="list-style-type: none">● I can analyze how an author decides to structure different parts of a text, and understand how these choices shape the overall meaning and impact of the text.
RL2C	<ul style="list-style-type: none">● I can evaluate how an author's word choices and sentence structure affect the meaning, tone, and overall impact of a text.

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Mythology - Page 8

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