“Mythologies- A Study of Stories” Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
			SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
				L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT			
HS Grade Level Priority Standards	**Unit 1**	**Unit 2**	**Unit 3**
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X	X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			X
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		X	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		X	X

Course Information

Mythologies- The Study of Stories	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 weeks
GRADE LEVEL	DATE LAST REVIEWED
11-12	New course 2023
PREREQUISITE(s) *if applicable*	BOARD APPROVAL DATE
	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

Even before written language existed, in cultures across the globe, the oral tradition ensured that stories passed from generation to generation. These stories entertained, taught lessons, lauded deities, explained mysteries, and communicated values, thereby creating a cultural mythology. Reading these myths through a modern lens both tells us about diverse cultures from around the world and helps us better understand our own cultures and values. In this course, students will explore the cultural context and significance of myths. They will read and analyze myths from a variety of cultures, comparing archetypes and inferring values and, ultimately, broadening their cultural literacy.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS… **READING:** Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose,	Unit 1: • What is a myth? • What are the purposes of myth?

and discipline. **WRITING:** Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames. **SPEAKING:** Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. **LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say. **LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals *(when composing, creating, and speaking)*, and to comprehend more fully *(when reading and listening)*. **CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' *(possibly opposing)* arguments.	• How are myths both universal and reflective of a specific culture? Unit 2: • How and why do myths utilize archetypes? • How are archetypes universal? • How do mythological archetypes manifest differently from culture to culture? • How do archetypes broaden my understanding of a culture's values? Unit 3: • How does a body of mythology create meaning and reflect a specific culture's values? • How and why are these ancient myths still relevant today? • What are the parallels between different culture's myths? • How do these stories connect to my experiences?

PRIORITY STANDARDS

READING
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)
LANGUAGE L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Mythology: a Beginning

In this unit, students will learn the foundational knowledge needed to understand and analyze the purpose of myth within its given historical and cultural contexts. This understanding will lead students to analyze both the universality and uniqueness of different creation stories.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">

- What is a myth?
- What are the purposes of myth?
- How are myths both universal and reflective of a specific culture?

</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>READING
R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R6: Assess how purpose shapes the content of a text, drawing on a wide range of diverse texts.</td><td>

- I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL)
- I can analyze how authors employ purpose to shape explicit and implicit messages.
- I can explain how an author's geographic location, identity, and culture affect perspective.

</td><td>

Success Criteria Rubrics

- ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection

Performance Task Description:

- ➔ *Reading application assessment (one pager, annotate a text, test, paragraph)*

Key Feedback & Assessment Strategies:

- *Modification:*
  - Sentence framing

</td></tr>
</table>

		○ Visual organizers ○ Appropriately leveled text ○ Limited choices on comprehension check ● *Extension:*
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		
● Various myths from the public domain		

Unit 2: Mythology by Archetype

Students will engage in a full class study of the archetype of the hero, followed by a small group exploration and analysis of an archetype of their choosing as they read myths from a variety of cultures.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
● How and why do myths utilize archetypes? ● How are archetypes universal? ● How do mythological archetypes manifest differently from culture to culture? ● How do archetypes broaden my understanding of a culture's values?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from	● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL)	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ***Performance Task Description:***

the text. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	• I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	➔ Presentation/Lesson (individual or small group) of learning of a specific archetype with these recommended elements: ◆ a visual component ◆ interactive element ◆ dramatic/creative retelling of one of the myths ***Key Feedback & Assessment Strategies:*** • *Modification:* ○ Visual organizers for reading ○ Appropriately leveled text ○ Presentation outline ○ Slides template • *Extension:* ○ Compare/contrast
SPEAKING & LISTENING Skills SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	• I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning and the organization. • I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		

Unit 3: Mythology by Culture

Each student will explore and analyze the mythology of one selected culture through an individual study of multiple myths. They will engage in small group discussions based on essential questions, in which they share the myths they have read and draw connections as a group. As a culmination of learning, students will create a portfolio that reflects their individual learning.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*	

- How does a body of mythology create meaning and reflect a specific culture's values?
- How and why are these ancient myths still relevant today?
- What are the parallels between different culture's myths?
- How do these stories connect to my experiences?

Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ***Performance Task Description:*** ➔ Portfolio of Learning surrounding the myths of a single culture with these *possible* artifacts with written explanations as necessary: ◆ Art representation ◆ Annotated bibliography ◆ Graphic organizers ◆ Creative writing of original or revised myth ◆ Analysis of storytelling elements (archetypes) ◆ Connection(s) to self, world, or other texts ◆ Nonfiction text or article ◆ Literary criticism about specific myth ➔ Graded discussion (small group and/or Socratic) ***Key Feedback & Assessment Strategies:*** • *Modification:* • *Extension:* ○ How is the storytelling found in ancient myths similar to and different from today's storytelling? ○ What is the importance of storytelling to human nature?
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write literary analysis to support claims in an analysis of substantive topics or texts. • I can write informative texts that examine and convey complex ideas through the effective organization and analysis of well-chosen, relevant content to make important connections and distinctions. • I can write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically.	
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	• I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).. • I can come to discussions prepared, explicitly drawing on that preparation by referring to evidence from texts and other research on the topic, text or issue. • I can support analysis by making connections,	

	paraphrasing, clarifying, or explaining the evidence. ● I can propel conversations by posing and engaging with 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. ● I can engage thoughtfully with 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.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		