

### Mythology and Literature Pacing Guide

These standards are year long, ongoing standards that should be taught to proficiency by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.

Marking Period 1 40+ Days Unit 1: Mythic Meaning Structure & Creation	Marking Period 2 40+ Days Unit 2: The Classical Tradition as a Reflection of Society	Marking Period 3 40+ Days Unit 3: The Hero's Journey	Marking Period 4 40+ Days Unit 4: World Myths
<p>Week 1: Define</p> <ul style="list-style-type: none"> <li>● Mythology, legend, and folklore</li> <li>● The purpose and role of myth in society</li> <li>● Background information of the region of the world from where the myths originate</li> </ul>	<p>Week 1: Define</p> <ul style="list-style-type: none"> <li>● Background information of the region of the world from where the myths originate.</li> <li>● Text specific vocabulary</li> <li>● The purpose of legendary heroes and monsters</li> </ul>	<p>Week 1: Define</p> <ul style="list-style-type: none"> <li>● Define hero archetype and describe a monomyth.</li> <li>● The traits of a legendary hero and how the character exemplifies the values of the culture from which the legend originated.</li> <li>● The hero's call to adventure</li> </ul>	<p>Week 1: Define</p> <ul style="list-style-type: none"> <li>● Background information of the region of the world from where the myths originate.</li> <li>● Text-specific vocabulary</li> <li>● Track how mythology differs between cultures, religions, nationalities, and tribes.</li> </ul>

<p>Week 2: Understand</p> <ul style="list-style-type: none"> <li>• The importance of oral tradition as the vehicle for early myths</li> <li>• The culture's attitudes, social mores, norms, and values of the period</li> <li>• Myths related to the creation and destruction of the world.</li> </ul>	<p>Week 2: Understand</p> <ul style="list-style-type: none"> <li>• Discuss how deviation from a culture's moral code can have damaging effects.</li> <li>• The drama within myths addressing love, power struggles, and fate.</li> <li>• Classify main ideas and themes within select myths.</li> </ul>	<p>Week 2: Understand</p> <ul style="list-style-type: none"> <li>• Joseph Campbell's cycle of the hero's journey</li> <li>• Explain how the path of a hero is set up for downfall and then redemption.</li> <li>• How ambition can be both positive and negative.</li> </ul>	<p>Week 2: Understand</p> <ul style="list-style-type: none"> <li>• Classify main ideas and themes the myths, fables, folktales.</li> <li>• Describe concepts of what it means to be a hero.</li> <li>• Discuss human attitudes towards death, the underworld, nature, deities, power and how they differ from culture to culture.</li> </ul>
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<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>• Explore mythological stories that explain mysteries occurring in nature, events on the earth sea and sky.</li> <li>• Identify the prominent gods and goddess and analyze their characteristics.</li> <li>• Note the themes within various myths.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>• Implement note-taking skills to document common themes.</li> <li>• Sketch a variety of sentences and short written responses related to the text.</li> <li>• Extend knowledge of mythological figures to marketed products.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the events and the struggles the protagonist faces.</li> <li>• Identify prominent characters, acknowledge their characteristics, and discuss their struggle during the conflict.</li> <li>• Apply interpersonal and leadership strategies to role play and respond to elements of the plot and characters' challenges.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>• Explore the evolution of folklore.</li> <li>• Explore folktales from around the world and compare different versions of fairy tales.</li> <li>• Discusses the role of tricksters in myth, legend, and folklore.</li> <li>• Demonstrate knowledge of choices made by characters.</li> </ul>
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<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Acknowledge the struggles faced by the mortals and their interactions with immortals</li> <li>● Determine the meaning of mythological based vocabulary words.</li> <li>● Connect myths to a larger world experience and delve into how they are viewed today and still serving a purpose</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Analyze how each myth unfolds a series of ideas or events, including the order in which the points are made.</li> <li>● Examine how the ideas and events are introduced and developed, and the connections that are drawn between them.</li> <li>● Examine textual evidence to support connections to the theme of cruelty in Greek mythology.</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Analyze different film productions.</li> <li>● Collaborate with classmates to closely analyze characters and their motivations in the play.</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Collaborate with peers to answer discussion questions related to theme, plot and characterization.</li> <li>● Compare and contrast the similarities and differences among myths, folktales, and fables from around the world.</li> </ul>
<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Select evidence to support the lessons taught by select myths/folk tales/fables.</li> <li>● Discuss symbols within the myths/folk tales/ fables.</li> <li>● Justify character choices in relation to culture and society.</li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>● A Marketed product using a mythological figure for the campaign.</li> <li>● Evaluate the behavior and choices of characters in a text, assessing whether the motivation is valid and the outcome is sufficient.</li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Use context clues to determine the meaning of words used in the text and how they contribute to the overall meaning of passages. <ul style="list-style-type: none"> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul> </li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Evaluate traits and actions of a character from a world myth and explain how the myth reflects the culture it comes from.</li> <li>● Use clues to discern any disguised history in the stories about any gods.</li> <li>● Author’s choices and how they contribute to the theme.</li> </ul>

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<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>• Construct an original one pager to be shared and peer reviewed in the class media album.</li> <li>• Create an original mythological creature that could organically appear in a select culture's myths, folktales, fables.</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>• Construct a literary analysis essay of two texts that include some commonality.</li> <li>• Make use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>• Compile ideas to write an outline for a hero novel in a modern setting using creativity and humor</li> <li>• Design a body biography or identity chart for a character of the epic journey to highlight tragic flaws and formulate an understanding of fate, ambition, and destiny vs free will.</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>• Write from the perspective of a character to produce an original piece of narrative writing.</li> <li>• Compile ideas to illustrate how a character's challenges are reflected everywhere from television to literature and to experiences in our own lives.</li> </ul>
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