Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Literature & Composition I (On-Level & Honors)

See extensions in the Unit Planner for Honors

Unit title	Unit 3: Text Analysis through Archetypes & Complex Characters	MYP year	4	Unit duration (hrs)	30 Hours (8 weeks)

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	**UNIT BIG IDEA (S)**	**UNIT FOCUS STANDARDS**
LANGUAGE	**Grammar Convention (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **Vocabulary (V)** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	**STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. **STANDARD 9-12.L.GC.2: Syntax** Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. **STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary:** Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. **STANDARD 9-12.L.V.2 Word Analysis:** Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes **STANDARD 9-12.L.V.3 Meaning & Purpose:** Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.

TEXTS	**Context** Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.	**STANDARD 9-12.T.C.1 Purposes and Audiences:** Analyze the impact of purpose and audience on a wide variety of texts **STANDARD 9-12.T.C.2 Authors and Speakers:** Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
	Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.	**STANDARD 9-12.T.SS.1 Organization:** Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. **STANDARD 9-12.T.SS.2 Craft:** Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
	Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 9-12.T.T.1: Narrative Techniques** Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.2: Expository Techniques** Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance
	Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period	**STANDARD 9-12.PM.1: Periods and Movements** Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
	Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	**STANDARD 9-12.RA.1: Research & Inquiry** Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.
PRACTICES	**Situating Texts (ST)** Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	**STANDARD K-12.P.ST. 1: Context** Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing

	Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	texts. **STANDARD K-12.P.AC.1: Reading Like a Writer** Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
	Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	**STANDARD K-12.P.CP.1: Collaboration** Collaborate with others to accomplish shared goals and projects.
MYP Criteria *(for applicable MYP Courses Grades 6-10)*	**A- Analyzing** ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator's choices on an audience, **B- Organizing** ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● makes excellent use of referencing and formatting tools to create an effective presentation style. **C- Producing Text** ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, **D- Using Language** ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention.	

MCS Gifted Standards *(applicable to advanced content course level only)*

MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5E. Advocate for self.

MCS.Gifted.S6C. Persevere in the face of obstacles.

Unit Vocabulary

Academic	Specialized	General
Body Paragraph Topic Sentence Conclusion Transitions Evidence Paraphrase Quote Embed	In Medias Res Rhapsode Xenia Oral Tradition Epic Simile Invocation Epithet Hamartia Conflict Exposition Rising Action Climax Falling Action Resolution Archetype Mythology Line of Reasoning Thesis	Hero Quest Mentor Trickster Journey Adventure Supernatural Noble Deity Muse Cunning Hubris

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Connections	Point of View Character	Identities and Relationships

Statement of inquiry

Personal style and voice as expressed through narrative structure establish connections between author, experience, and reader in the exploration of identity formation through stories or journeys or transformation

Inquiry questions

Factual—

What are the characteristics of a complex character?

What is an archetype and how is it a tool of the author?

What narrative and poetic techniques are used in epics?

Conceptual—

How might conflicting motivations move a plot toward a climax and resolution?

How are epic heroes reflective of the societal identities and belief systems that create them?

How can we read mythology as evidence of experiences between author, reader, and belief systems?

Debatable-

Are problems necessary for a journey to be worth taking?

Assessment Tasks
Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. *Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.* • *3- 6 constructed texts (at least 1 of which is an extended constructed text)* • *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)* • *2 selected response and new read assessments for skills application to new text (s)* • *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .* **Add additional rows as necessary**

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) *(H) - indicates Honors level assessment* ***Summative Assessments Only:*** *Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:*	**Standard + Grade Level** **Expectation (s) Assessed and/or** **MYP Criterion Assessed** *(applicable only to MYP Task)*
Title: *Applying Literary Lenses through Alternate Translations Constructed Response* **(H)** **Description:** Students will read Wilson's translation of the reunion scene between Penelope and Odysseus, focusing on a feminist or historical lens. Students will engage in a discourse analysis and then complete a graphic organizer comparing the two translations. After completing the organizer, students will write an extended constructed response that analyzes the impact of Wilson's translation of the scene through either a feminist or historical lens. **Type:** ☑ **Formative (Student Discourse Task)**	**9.TC.2.a:** Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.

☑ **Summative (Constructed Response)** ☐ **MYP Task** ☐ **Performance Task**	
Title: *Media Interpretations of Texts* **- Compare & Contrast (OL & H)** **Description:** Students will view a scene from a media text alongside corresponding scene from extended text and discuss how both draw on similar themes, character types, and event patterns, and expand on these ideas within the differing time periods. After participating in a student discourse analysis, students will write a constructed response to describe the similarities and differences in how the texts depict character motivation, conflict, and obstacles. **Type:** ☑ **Formative (Student Discourse Task & Constructed Response)** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task** **Honors Extension:** Students will view various scenes from a film that represents an interpretation of the anchor text alongside the episodes from the text. After analyzing both, students will discuss how both draw on similar themes, character types, and event patterns, and expand on these ideas within the differing time periods. **Type:** ☑ **Formative (Student Discourse Task)** ☑ **Summative (Constructed Response)** ☐ **MYP Task** ☐ **Performance Task**	**9.TT.1a:** Analyze how literary works draw on themes, event patterns, or character types from different time periods. **9.TC.2.a:** Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.

Title: Archetypes in the Movies Paper/Ted Talk **Description:** Students will choose a movie and analyze the use of archetypes and the hero's journey. Students will construct a 5 paragraph essay and a 1-2 minute TED talk discussing their ideas. **Type:** ☐ **Formative** ☑ **Summative** ☑ **MYP Task** ☐ **Performance Task**	**MYP Strands: ACD** **A- Analyzing** • provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, **C- Producing Text** • demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, • makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, **D- Using Language** • Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, • Writes in a consistently appropriate style that serves the context and intention. **9.T.C.1.c:** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. **9.T.SS.1.b:** Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. **9.T.SS.1.c:** Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. **9.T.PM.1.a:** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. **9..P.CP.1.c:** Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. **9.P.AC.1.b:** Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
Title: Journey Playlist **Description:** Students will be assigned a part of the Hero's Journey and select a song that correlates with that section. Students will evaluate the other student selections in a gallery walk and listen, and then ultimately compile a playlist of songs that they believe best represents the hero's journey, with a written justification of their song choices. **Honors Extension**: Students will create a playlist containing songs that encapsulate "The Hero's Journey". Students will discuss how the lyrics contribute to the overall meaning, tone, or mood of the song. Students will present their playlist as a multimodal text.	**9.T.SS.2.a:** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.P.AC.1.a:** Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose

Type: ☐ Formative ☑ Summative ☐ MYP Task ☐ Performance Task	
Title: NoRedInk Daily Writing **Description:** Students will start class with a constructed response. These prompts will vary in relation to the lesson for the day. **Type:** ☑ Formative ☑ Summative ☐ MYP Task ☐ Performance Task	**Georgia's K-12 Standards for ELA** **9.T.SS.1.b** Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. © **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.C.2.a** Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. **9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. **9-12.L.GC.1:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.*
Title: Reading Quizzes **Description:** These will be selected response questions assessed at varying checkpoints within the appropriate leveled text. **Type:** ☑ Formative ☐ Summative ☐ MYP Task ☐ Performance Task	**9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. **9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.T.T.1.d** Analyze how literary works draw on themes, event patterns, or character types from different time periods. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
Title: Epic Cold Read **Description:** Isolating episodes from an epic (or leveled version) to complete selected response questions as a cold read. **Type:**	**9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. **9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.

☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.T.T.1.d** Analyze how literary works draw on themes, event patterns, or character types from different time periods. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
Title: Gods/Goddesses One Pager **Description:** Students will complete a graphic organizer for their research on a Greek god or goddess and transform this into a one pager. **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.C.1.c** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. **9.T.RA.1.c** Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.
Title: Group Debate: Is Odysseus a Good Leader? (Student Discourse Task) **Description:** Students will divide into groups on the topic "Is Odysseus a good leader?" Selected students from each side will present their case, and then students will be given the choice to change their stance. Students who change their stance will elaborate on why they changed. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.
Title: Class Discourse: Defining a Hero **Description:** Students will work to define a hero as a class. This will encourage critical thinking as initial perceptions of a hero may not match a true hero. A post-it note check will assess individual definitions of a hero after discourse. **Type:**	**9.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation. **9.L.V.3.e** Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. ,

☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	

Approaches to learning (ATL) Skills		
Category (s):	**Cluster (s):**	**Skill Indicator (s):**
Communication	Communication Skills	- Read Critically and for comprehension - Paraphrase accurately and concisely
Thinking	Critical Thinking Skills	- Consider ideas from multiple perspectives

Learning Experiences
Add additional rows below as needed.
Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
Learning Experience 1: Characteristics, Structure, and Significance of the Epic Genre Students will build foundational knowledge of the epic as a literary form, focusing on its defining characteristics and cultural significance. Teachers will introduce the epic as a long, narrative poem centered on the extraordinary adventures of a heroic figure, often featuring supernatural elements and structured through a series of episodic events. Students will explore epic conventions such as beginning in medias res, invoking a muse, and emphasizing the traits of a heroic protagonist. These elements, with the understanding that Greek epics were initially told through oral tradition, will be studied to understand how they contribute to the meaning and purpose of epic texts. Building on students' previous exploration of how dystopian literature reflects societal values, students	**9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. **9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods.	Guided Reading Protocol "Say-Mean-Matter" ● What does it say? ● What does it mean? ● Why does it matter? Preview essential vocabulary in context Scaffolds: Provide audio or read-alouds of anchor texts Allow chunked versions of the text with margin summaries for students who require processing supports	Epic Graphic Organizer

will now consider how ancient epics also serve as cultural mirrors, revealing the beliefs, fears, and ideals of the societies that produced them.
● Outcome: Knowing the traits of an epic (such as a heroic protagonist, supernatural elements, and an episodic plot) helps students understand what separates epics from other types of stories.
  - Epics reflect the beliefs, fears, values, and ideals of the societies that created them. Studying these features helps students connect literature to history and culture.
  - Understanding epic structure (like in medias res, invocation to the muse, or heroic traits) prepares students to identify literary techniques, analyze their purpose, and explain how they contribute to theme and meaning.
  - Once students understand the characteristics, they can apply them in their own storytelling—developing original epic heroes and narratives that explore universal human experiences.
  - Epic elements appear in modern literature, films, and games. Recognizing them deepens students' understanding of how ancient storytelling traditions influence contemporary narratives.
 	
● Students will build upon this understanding to create their own epic hero for their choose your own adventure hero's journey.			

Learning Experience 2: Greek Mythology to Situate the Text In this learning experience, students will explore Greek mythology as a cultural and literary foundation for The Odyssey. Teachers will guide	**9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods.	Anchor Charts Visual learners may be offered opportunities to illustrate mythological figures or scenes.	Greek Mythology Anchor Charts Greek gods/goddesses One-Pager assignment

students in understanding Greek mythology as a collection of traditional stories that helped ancient Greeks explain natural events, human behavior, and moral values. Students will examine how gods, goddesses, and mythical creatures in The Odyssey function not only as narrative figures but also as symbols of forces that shape the hero's journey. Through this lens, students will begin to see how mythological characters and events reveal the beliefs, fears, and aspirations of ancient Greek society. This learning experience builds on earlier lessons about epic structure and provides context for later lessons on archetypes by helping students recognize that mythological elements are essential components of the epic genre. ● Outcome: Students will describe how mythological characters and events in The Odyssey reflect ancient Greek culture and contribute to the epic's meaning. ● They will explain how these mythological elements represent symbolic forces and universal human experiences, deepening their interpretation of the text and its themes. ● This understanding will support their literary analysis and creative storytelling throughout the unit.	**9.T.RA.1.a** Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. **9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **9.T.C.1.c** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. **9.T.C.2.a** Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.	Students who benefit from narrative scaffolding may be provided with brief, simplified summaries of major myths before analysis. Extension opportunities include comparing Greek mythological archetypes with those from other cultures to promote cross-cultural understanding.	
Learning Experience 2: Characteristics of an Epic Hero In this learning experience, students will deepen their understanding of epic literature by examining the characteristics of the epic hero. Teachers will introduce defining traits such as a noble or divine birth, larger-than-life abilities, an epic flaw, the undertaking of a quest, encounters with monsters or supernatural beings, moral growth, and the hero's role as the central protagonist. These elements will be explored not only as narrative conventions but	**9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present	Differentiation will be supported through guided examples, scaffolded character planning tools, and opportunities for creative expression	Epic Hero Graphic Organizer

also as reflections of what different societies have valued in their definitions of heroism. Building on previous knowledge of archetypes from the dystopian unit, students will connect the epic hero to recurring patterns in global storytelling and consider how these characters reveal universal human experiences such as struggle, sacrifice, and transformation. Students will also begin applying this understanding by developing their own original epic hero, focusing on character development, internal conflict, and meaningful plot construction. ● Outcome: Students will gain insight into how epic heroes reflect cultural values and exhibit complex character traits. ● They will begin crafting their own epic protagonists by applying the conventions of the genre and analyzing how heroic journeys convey broader themes of identity, growth, and choice.	and design content and their associated implications on meaning and/or theme. **9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. **9.T.SS.1.b** Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience.		
Learning Experience 3: Archetypes and Hero's Journey (Stages and Characteristics) Students will explore the concept of **archetypes** as recurring patterns that appear in characters, journeys, and situational conflicts across global literature. Teachers will explain how character archetypes represent universal personality traits and roles that resonate with readers, such as the mentor, the hero, or the trickster. They will also introduce journey archetypes that reflect common stages of growth and transformation, and situational archetypes that portray familiar challenges, such as the battle between good and evil or the loss of innocence. Drawing on their previous analysis of archetypes in dystopian literature, students will now examine how these patterns help create meaning in classical texts like The Odyssey and how they contribute to the timeless appeal of epic storytelling. ● Outcome: Students will recognize how archetypal characters, journeys, and	**9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. **9.T.PM.1.a** Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. **9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.	Visual diagrams, comparative charts and anchor charts, and story-based examples. Collaborative learning of archetypes in text	Hero's Journey Graphic Organizer and Note-taker Archetype Note-taker

situations reflect shared human experiences and enhance the emotional and thematic power of literature. ● This knowledge will support both their literary analysis and their ability to craft compelling narratives using familiar yet meaningful structures. ● This understanding will also support students in their own creative writing, as they begin developing characters and journeys that reflect archetypal structures and emotional depth.			
Learning Experience 4: Reading Epics for Application and Analysis After students have been introduced to the characteristics of epics, epic heroes, archetypes, and Greek mythology, this learning experience provides a framework for applying those concepts as they begin reading an epic. The teacher will explicitly model how to trace the development of an epic hero, identify key archetypes and their purposes, and analyze how the events of the story follow the predictable stages of the hero's journey. This approach encourages students to see the greek epic not just as a story but as a literary structure that reflects shared human experiences and cultural values. ● Outcome: Students will use their understanding of epic conventions and archetypes to interpret the assigned epic as a structured reflection of the human experience.	**9.T.SS.1.a** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. **(I)** **9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **(I)** **9.T.T.1.a** Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. **(I)** **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose. **(I)** **9.T.T.1.d** Analyze how literary works draw on themes, event patterns, or character types from different time periods. **(I)**	Modeling a structured annotation strategy for identifying epic and archetypal elements in a selected passage. Small Group Cooperative Learning: analyze key episodes from *The Odyssey* and present their findings, justifying how the events support the hero's development and the text's epic structure. Conduct classroom discussion and facilitate student discourse and reflection to help students refine their interpretations and connect literary elements to meaning and theme Group analysis tasks can be tiered by complexity based on reading proficiency/ MAP scores or prior knowledge Visual Supports (archetype anchor charts, illustrated maps)	Chart/Tracker to document stages of the hero's journey and corresponding archetypes
Learning Experience 5: Essay Introduction Students will begin developing foundational skills for high school-level literary analysis through structured essay writing. Teachers will introduce the essay as a	**9.T.RA.1.a** Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. **9.T.RA.1.c** Integrate paraphrased, summarized, and quoted material into original texts in various ways for	Model Essays Read Aloud-Think Aloud Sentence Starters Graphic Organizers Outline Support Conferencing	

formal method of expressing ideas, exploring topics, or constructing arguments with clarity and evidence. Students will learn the key components of a traditional essay: an introduction with a strong thesis, organized body paragraphs that support the thesis with textual evidence and explanation, and a conclusion that reinforces the main idea and offers insight. Teachers will also highlight the role of transitions in guiding readers and maintaining logical progression.

- Outcome: Students will understand how to organize and write a structured essay with a clear thesis, supporting body paragraphs, and a thoughtful conclusion. They will apply these skills to express ideas about epics, archetypes, and heroism using textual evidence and coherent reasoning.
- This learning experience builds directly upon students' growing understanding of epics, epic heroes, and archetypes developed in previous lessons.
- Students will apply these concepts as they begin crafting analytical essays that explore how epic conventions and archetypal patterns convey meaning and reflect cultural values. Learning to write with structure, purpose, and clarity will equip students with the tools to communicate their interpretations of texts and to prepare for more advanced writing tasks in future units.

intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.

9.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.

9.T.T.1.a Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.

9.T.PM.1.a Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods.

Peer Review and Feedback
Guided Paragraph Frames
Citation Scaffolds

Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level *grade level appropriate texts that meet grade level complexity guidelines*	Honors *extensions/additional texts noted here for advanced study as applicable*	Support *grade level complex text (s) accessibility support provided for access to grade level content/texts*

Unit Novel (s), Plays, Extended Work (s) (Reading)	*The Odyssey* Part 1	*The Odyssey* Part 1 & 2 Emily Wilson's Translation	The Odyssey Graphic Novel The Odyssey adapted text
Other Prose Texts and Poetry (Reading)	The Odyssey Graphic Novel "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas	The Odyssey Graphic Novel "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas "An Ancient Gesture" by Edna St. Vincent Millay - Poem	
Visual Texts (Viewing)	Scylla Attacking the Ship of Odysseus, Roger Payne (Painting) "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas (Isolated Images)	Scylla Attacking the Ship of Odysseus, Roger Payne (Painting) "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas (Isolated Images)	Scylla Attacking the Ship of Odysseus, Roger Payne (Painting)
Auditory Texts (Listening)	"Stronger (What Doesn't Kill You)" Kelly Clarkson	"Stronger (What Doesn't Kill You)" Kelly Clarkson	"Stronger (What Doesn't Kill You)" Kelly Clarkson
Multimodal Texts *(A single text that includes Integrated Modes)*	Map of Odysseus' Ten Year Journey Home Percy Jackson: The LIghtning Thief (Lotus Eaters Clip) TedEd "Everything You Need to Know to Read Homer's *The Odyssey*"	Map of Odysseus' Ten Year Journey Home *O Brother, Where Art Thou?* Clips TedEd "Everything You Need to Know to Read Homer's *The Odyssey*"	Map of Odysseus' Ten Year Journey Home Percy Jackson: The LIghtning Thief (Lotus Eaters Clip)

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.
Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.
Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.
Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.
Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..

We are missing an Area for Unit Reflection: Prior to Teaching the Unit, During Teaching, and After Teaching the Unit