

Section 1: CORE UNITS (in no particular order after the first unit)

- First Unit: [Introduction to Stories](#)
- [Greek Mythos](#)
- [Egyptian Mythos](#)
- [Norse Mythos](#)
- [American Indian / Indigenous People's Mythos](#)
- [Aztec Mythos](#)

Grade, Subject: 9-12; English Elective	Strand (Unit): Stories
Big Idea: Humans tell many different kinds of stories which reflect their culture and civilization to explain the world around them.	
PA Core Standards (history and English): <ul style="list-style-type: none">● Standard 8.1.9.A Compare patterns of continuity and change over time, applying context of events.● Standard 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.● Standard 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)● Standard 8.4.9.C Analyze how continuity and change have impacted world history.<ul style="list-style-type: none">○ Belief systems and religions○ Commerce and industry○ Technology○ Politics and government○ Physical and human geography○ Social organization● Standard - CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.● Standard - CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.● Standard - CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.● Standard - CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase	

important to comprehension or expression.

- Standard - CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- Standard - CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- Standard - CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Standard - CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Essential Questions:

- What is mythos?
- How and why are stories created?
- What purpose do legends and folklore serve?
- How does culture shape mythos?
- How does mythos shape culture?
- What can we understand about a culture by examining its mythos, legends, and folklore?
- How can understanding other cultures' mythos, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.)
- How does tone convey information about characters (heroes, gods, etc.)?

Concepts/Understandings (SWKT . . .):

- Mythos is a story or set of stories relevant to or having a significant truth or meaning for a particular culture, religion, society, or other group.
- Many stories were originally told orally and developed through re-telling until they were eventually written down.
- Humans use stories to explain natural phenomena and the unknown, communicate values, explore important questions, support mythos, and create culture.
- Culture shapes mythos through societal values, hierarchies, technology and tools, and various other factors.
- Mythos shapes culture by defining values, establishing social hierarchies, and shaping customs.
- Cultural stories allow others to identify a culture's values.
- Cultural stories and the way they're told define civilizations. They provide

<ul style="list-style-type: none"> How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)? 	<p>lessons and information that are essential to understanding a civilization.</p> <ul style="list-style-type: none"> Archetypes and other forms of universal stories exist across time and geographic location. These commonalities provide insight into humanity as a whole.
<p>Vocabulary:</p> <ul style="list-style-type: none"> folktale myth legend fable fairy tale tall tale archetype Epic Hero Mythos Hero's Journey 	<p>Competencies/Skills (SW . . .): Students will be able to . . .</p> <ul style="list-style-type: none"> Identify the different types of stories humans tell. Identify the purpose behind various stories. Analyze the ways culture shapes mythos and mythos shapes culture. Analyze what cultural stories reveal about the culture from which they originated. Identify and analyze archetypes.
<p>Resources: Joseph Campbell's archetypes and elements from Christopher Booker's <i>The Seven Basic Plots</i> Her Cinderella myths comparison Unusual births stories investigation Student choice - find a story TED Talk - Chinese Zodiac</p>	

<p>Grade, Subject: 9-12; English Elective</p>	<p>Strand (Unit): Greek Mythos</p>
<p>Big Idea: We can better understand a mythology by studying the culture, government, and geography of the civilization from which that mythology originated. Myths often serve to explain natural phenomena.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> Standard 8.1.9.A Compare patterns of continuity and change over time, applying context of events. Standard 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Standard 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 	

(Reference RWSL Standard 1.8.8 Research)

- Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- Standard 8.4.9.C Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- Standard - CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Standard - CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Standard - CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Standard - CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Standard - CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- Standard - CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Standard - CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Standard - CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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- Standard - CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
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- Standard - CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or

other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.
- Standard - CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- Standard - CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Standard - CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- Standard - CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
- Standard - CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Standard - CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Standard - CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Standard - CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding

<p>plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> ● Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. ● Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. ● Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. ● Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can we understand about Greek culture by examining its myths, legends, and folklore? ● How can understanding Greek myths, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.) ● How does tone convey information about characters (heroes, gods, etc.)? ● How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)? ● What role does geography play in mythology? ● What role does mythos play in the longevity of a civilization? 	<p>Concepts/Understandings (SWKT . . .):</p> <ul style="list-style-type: none"> ● Greek culture valued valor, honor, and hospitality. Greek civilization was wealthy, long-lasting, and culturally vast allowing for extensive mythos, often including elements of conquered nations' mythos. ● Greek mythos is referenced extensively in Western literature. Greek stories, some of which are among the first written texts of oral stories, provide insight into early civilizations. ● Greek mythos includes many myths of natural phenomena, demonstrating the human need to explain the world in which we live. ● Greek geography shaped myths about travel, water, and climate, and the wealth of natural resources provided time and funding for developing stories and fostering religion. ● The values extolled in Greek mythos shaped a strong civilization.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Epic hero ● Epic journey ● Myths of natural phenomena ● Myths of origin ● Pantheon 	<p>Competencies/Skills (SW . . .): Students will be able to . . .</p> <ul style="list-style-type: none"> ● Analyze the ways Greek culture shaped its mythos and how its mythos shaped culture. ● Analyze what Greek cultural stories reveal about Greek culture. ● Identify and analyze archetypes within Greek mythos. ● Identify different types of myths and their purposes. ● Recognize major Greek deities and often-referenced myths.
<p>Resources: Various myths, including the creation of the world, the fall of the Titans, Prometheus, Hades and Persephone, Daedalus and Icharus, Perseus, Eurydice and Orpheus, Psyche and Eros, Narcissus and Echo, and afterlife myths</p>	

Grade, Subject: 9-12; English Elective

Strand (Unit): Egyptian Mythos

Big Idea: We can better understand a mythology by studying the culture, government, and geography of the civilization from which that mythology originated. Societal understandings about death and the afterlife directly impact a civilization's prosperity and longevity.

PA Core Standards:

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Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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- Standard - CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
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- Standard - CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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- Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Standard - CC.1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Standard - CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions:

- What can we understand about Egyptian culture by examining its mythos), legends, and folklore?
- How can understanding Egyptian myths, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.)
- How does tone convey information about characters (heroes, gods, etc.)?
- How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)?
- What role does geography play in mythology?
- What role does mythology play in the longevity of a civilization?

Concepts/Understandings (SWKT . . .):

- Egyptian culture valued intelligence, leading a morally-good life, and working toward a common good. Egyptian civilization was wealthy, long-lasting, and included many elements of conquered nations’ mythos.
- Egyptian mythos is referenced extensively in western literature.
- Egyptian mythos includes many myths of natural phenomena, demonstrating the human need to explain the world in which we live.
- Egyptian geography shaped myths about travel, water, and the afterlife, and the wealth of natural resources provided time and funding for developing stories and fostering religion.
- The values extolled in Egyptian mythos shaped a strong civilization.

Vocabulary:

- Mummification
- Canopic
- Ka, Ba, Akh
- Negative Confessions

Competencies/Skills (SW . . .):

Students will be able to . . .

- Analyze the ways Egyptian culture shaped its mythos and how its mythos shaped culture.
- Analyze what Egyptian cultural stories reveal about Egyptian culture.
- Identify and analyze archetypes within Egyptian mythos.
- Identify different types of myths and their purposes.

	<ul style="list-style-type: none">● Recognize major Egyptian deities and often-referenced myths.● Analyze the impact of the Egyptian beliefs about the afterlife on Egyptian culture and civilization.
<p>Resources: Various myths, including creation and afterlife myths Egyptian “Book of the Dead”</p>	

Grade, Subject: 9-12; English Elective	Strand (Unit): Norse Mythos
<p>Big Idea: We can better understand a mythology by studying the culture, government, and geography of the civilization from which that mythology originated. Geographic challenges and cultural values directly impact a civilization’s mythos.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none">● Standard 8.1.9.A Compare patterns of continuity and change over time, applying context of events.● Standard 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.● Standard 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)● Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history.● Standard 8.4.9.C Analyze how continuity and change have impacted world history.<ul style="list-style-type: none">○ Belief systems and religions○ Commerce and industry○ Technology○ Politics and government○ Physical and human geography○ Social organization● Standard - CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.● Standard - CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.● Standard - CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.● Standard - CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	

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- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.G
Write arguments to support claims in an analysis of substantive topics.
- Standard - CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- Standard - CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Standard - CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases,

and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- Standard - CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Standard - CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Standard - CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Standard - CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions:

- What can we understand about Norse culture by examining its myths, legends, and folklore?
- How can understanding Norse myths, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.)
- How does tone convey information about characters (heroes, gods, etc.)?
- How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)?

Concepts/Understandings (SWKT . . .):

- Norse culture valued strength and trickery, and the Norse afterlife was best for those who died fighting, perpetuating a violent culture.
- Norse explorers were like the first European visitors to North America.
- Norse mythology and the Norse pantheon reflect the capricious nature of humans who are struggling to survive.
- Norse geography shaped myths about travel, water, and the afterlife. For example, there was a separate realm of the afterlife for those who died at sea.

<ul style="list-style-type: none"> • What role does geography play in mythology? • What role does mythology play in the longevity of a civilization? 	<ul style="list-style-type: none"> • The values extolled in Norse myths shaped a violent culture that was varied and short-lived.
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Yggdrasil • Ragnarok 	<p>Competencies/Skills (SW . . .): Students will be able to . . .</p> <ul style="list-style-type: none"> • Analyze the ways Norse culture shaped its myths and how its myths shaped culture. • Analyze what Norse cultural stories reveal about Norse culture. • Identify and analyze archetypes within the Norse myths. • Identify different types of myths and their purposes. • Recognize major Norse deities and often-referenced myths. • Analyze the impact of the Norse beliefs about the afterlife on Norse culture and civilization.
<p>Resources: Various myths pulled from Neil Gaiman’s <i>Norse Mythology</i> Crash Course <i>Grænlinga saga</i> (“Saga of the Greenlanders”) and <i>Eiríks saga rauða</i> (“Erik the Red's Saga”)</p>	

<p>Grade, Subject: 9-12; English Elective</p>	<p>Strand (Unit): American Indian / Indigenous Peoples Mythos</p>
<p>Big Idea: We can better understand a mythology by studying the culture, government, and geography of the civilization from which that mythology originated. Mythos can be fluid, adapting to geography, environment, and storytelling methods.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> • Standard 8.1.9.A Compare patterns of continuity and change over time, applying context of events. • Standard 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. • Standard 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research) • Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history. • Standard 8.4.9.C Analyze how continuity and change have impacted world history. <ul style="list-style-type: none"> ○ Belief systems and religions ○ Commerce and industry ○ Technology 	

- Politics and government
- Physical and human geography
- Social organization
- Standard - CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Standard - CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Standard - CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Standard - CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Standard - CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- Standard - CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Standard - CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Standard - CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Standard - CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Standard - CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- Standard - CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Standard - CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Standard - CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Standard - CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
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- Standard - CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- Standard - CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
- Standard - CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Standard - CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Standard - CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Standard - CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on

<p>others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ● Standard - CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ● Standard - CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. ● Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. ● Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. ● Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can we understand about Indigenous peoples' cultures by examining their mythos, legends, and folklore? ● How can understanding other cultures' myths, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.) ● How does tone convey information about characters (heroes, gods, etc.)? ● How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)? ● What role does geography play in mythology? ● What role does mythology play in the longevity of a civilization? 	<p>Concepts/Understandings (SWKT . . .):</p> <ul style="list-style-type: none"> ● Indigenous culture varied across tribes, but commonly valued nature, balance, cunning, and bravery. ● Indigenous tribes varied in wealth and resources. ● Indigenous myths were mostly passed down orally. ● Indigenous mythos differed from tribal spirituality and customs. ● Indigenous stories include many myths of natural phenomena, demonstrating the human need to explain the world in which we live. ● Tribal geography shaped myths about travel, water, and climate. ● The values extolled in Indigenous mythos shaped each individual civilization. ● Indigenous civilizations were impacted by exploration and new settlements.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Anthropomorphism ● Indigenous ● Totem ● Totem pole ● Oral tradition ● Potlatches ● Trickster 	<p>Competencies/Skills (SW . . .): Students will be able to . . .</p> <ul style="list-style-type: none"> ● Analyze the ways tribal culture shaped each tribe's mythos and how each mythos shaped culture. ● Analyze what Indigenous cultural stories reveal about Indigenous culture. ● Identify and analyze archetypes within Indigenous mythos. ● Identify different types of myths and their purposes. ● Recognize major Indigenous deities and often-referenced myths. ● Understand and analyze the impact of exploration and new settlements on Indigenous civilizations.

Resources:

Various myths, including creation stories from multiple tribes, fire myths, and Coyote and Raven
Crash Course

Grade, Subject: 9-12; English Elective

Strand (Unit): Aztec Mythos

Big Idea: We can better understand a mythology by studying the culture, government, and geography of the civilization from which that mythology originated. Sacrifice is a critical element of many myths.

PA Core Standards:

- Standard 8.1.9.A Compare patterns of continuity and change over time, applying context of events.
- Standard 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- Standard 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- Standard 8.4.9.C Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- Standard - CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
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choosing flexibly from a range of strategies and tools.

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- Standard - CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Standard - CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Standard - CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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- Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions:

- What can we understand about Aztec culture by examining its myths, legends, and folklore?
- How can understanding Aztec myths, legends, and folklore benefit us today? (Think both in relation to cultural understanding and literature.)
- How does tone convey information about characters (heroes, gods, etc.)?
- How do the structural and literary commonalities in myths across cultures illuminate their purpose? What does that mean about how we define ourselves as people (humanity)?
- What role does geography play in mythology?
- What role does mythos play in the longevity of a civilization?

Concepts/Understandings (SWKT . . .):

- Aztec culture valued valor, community, and sacrifice.
- Aztec civilization was wealthy and advanced.
- Due to the quick and almost-complete elimination of the Aztec people after the arrival of the Spanish, many Aztec myths and records were lost.
- Aztec mythos includes many myths of natural phenomena, demonstrating the human need to explain the world in which we live.
- Aztec geography shaped myths about travel, water, and climate, and the wealth of natural resources provided time and funding for developing stories and fostering religion.
- Aztec civilization was built around sacrifice, both in mythos and in practice.
- The values extolled in Aztec mythos shaped a strong civilization.

Vocabulary:

- Aqueduct
- Xiuhpohualli
- Tonalpohualli

Competencies/Skills (SW . . .):

Students will be able to . . .

- Analyze the ways Aztec culture shaped its mythos and how its mythos shaped culture.

<ul style="list-style-type: none">● Xiuhmolpilli● Nomadic● Conquistador	<ul style="list-style-type: none">● Analyze what Aztec cultural stories reveal about Aztec culture.● Analyze the impact of the arrival of the Spanish on Aztec civilization.● Identify and analyze archetypes within Aztec mythos.● Identify different types of myths and their purposes.● Recognize major Aztec deities and often-referenced myths.● Analyze the significance of sacrifice in Aztec culture.
<p>Resources: Various myths, including creation and afterlife myths Captivating History - “Aztec Mythology Creation Story Explained in Animation” History.com (calendar) National Geographic (topics: Aztec midwives; Aztec art and culture)</p>	