

**Marietta City Schools**

**District Unit Planner**

**Fourth Grade**

<b>Module Title</b>	Myth Making	<b>Unit Duration (days)</b>	36 days
<b>Enduring Understanding/ Essential Question</b>	What can we learn from myths and stories?		

**GA DoE Standards**

**FOCUS STANDARDS:**

**Foundations:**

4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

**Language:**

4.L.GC.2.b Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.

4.L.V.2.a Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.

4.L.V.2.b Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).

4.L.V.3.a Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

4.L.V.3.b Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.

4.L.V.3.d Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.

**Texts:**

4.TT.1.a Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.

4.TT.1.b Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.

4.TT.1.c Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

- 4.TT.1.d Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.
- 4.TT.2.c Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.
- 4.TSS.1.a Compare and contrast the text features (e.g., icons, hyperlinks) and structures (e.g., chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.
- 4.TSS.1.c Use text connectives, such as similarly and in contrast, to show relationships between ideas and information.
- 4.TSS.1.d Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
- 4.TRA.1.c Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.
- 4.TRA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.

**Practices:**

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

Assessment	Elements that Support Success on EOM Task/Success Criteria
------------	--

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

<p>FQT1. For an audience who might be interested in learning more about myths and why people created them, write a well-developed paragraph in which you explain what a myth is and why the Greeks created them. Develop your ideas with evidence and examples from pages 6–23 of <i>Understanding Greek Myths</i> and from the book, <i>Gifts from the Gods</i>.</p>	<p>Build conceptual understanding of mythology and why people create and share myths.</p> <p>Practice with explanatory writing.</p> <p>Understand the purposes of mythology to assist with understanding a variety of myths from various cultures.</p>
<p>FQT2. Choose two myths or stories that come from different cultures and share a similar theme. Write a well-developed essay to describe each story and compare how they convey the theme.</p> <p>Use evidence from two different texts listed below:</p> <p><i>Understanding Greek Myths</i>  <i>Gifts from the Gods</i>  <i>Pushing Up the Sky</i></p>	<p>Summarize myths to state the most important ideas.  Provide cultural context for a myth.</p> <p>Explain what can be learned from a myth.</p> <p>Compare the treatment of similar themes or topics in different myths.</p> <p>Write a full explanatory essay citing evidence from multiple texts.</p>
<p>FQT3. For someone who has not read the novel, write a well-developed paragraph that describes one of Hugo Cabret’s character traits. Use three pieces of evidence about his thoughts, feelings, and actions in part 1, including at least one image, in your response. Support your response by using evidence from the text:</p> <p><i>The Invention of Hugo Cabret</i>, Brian Selznick</p>	<p>Analyze the character’s thoughts and actions.</p> <p>Write a clear thesis statement.</p> <p>Select evidence from the text and elaborate on the evidence to explain how it supports the thesis.</p> <p>Use linking words to connect ideas.</p> <p>Provide a strong concluding statement.</p>
<p>FQT4. For an audience who has read and studied the texts in the module as you have, write a well-developed essay to answer the question, “How do myths and stories develop your understanding of <i>The Invention of Hugo Cabret</i>?”</p> <p>In supporting paragraph one, consider how the myth of Prometheus contributes to your understanding of characters and/or themes in the novel. Describe how</p>	<p>Students identify idioms, adages, or proverbs and explain their meaning.  Students explain what can be learned from stories and myths.  Students compare the treatment of similar themes or topics in a story and myth.  Write a full explanatory essay referring to text evidence.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

<p>the myth relates to a character and/or theme and explain why it matters.</p> <p>In your supporting paragraph two, consider how the film A Trip to the Moon contributes to your understanding of characters and/or themes in the novel. Describe how the film relates to a character and/or theme and explain why it matters.</p> <p>Include a strong introduction and a reflective conclusion.</p> <p>Texts: The Invention of Hugo Cabret, Brian Selznick Understanding Greek Myths, Natalie Hyde (optional)</p>	
<p>NR1. Read the Native American myth “When Raven Soared” and answer a set of questions.</p>	<p>Students analyze story elements in a myth. Students analyze a myth to determine its purpose or lesson taught. Students demonstrate understanding of the meaning of words in context. Students write short, explanatory texts to articulate their own ideas and support them with text evidence.</p>
<p>NR2. Read part 2, chapter 10 of The Invention of Hugo Cabret, and then answer the questions.</p>	<p>Articulate idioms, meanings, and themes. Use textual evidence to distill central themes in module texts. Use inferencing skills to supports analysis. Analyze a story about a realistic character and express complex ideas using familiar story elements</p>
<p>EOM: Write an essay to explain two themes that myths and stories can teach us. Write your essay for new Grade 4 students who want to know more about what they will learn in this module.</p> <p>Use evidence from two informational texts to describe the ancient Greeks and Native American tribes:</p> <p>Understanding Greek Myths Introductions in Pushing Up the Sky Use evidence from two literary texts to provide examples that help you explain what we can learn</p>	<p>An introduction that provides background using evidence from the informational texts to describe the people whose myths you have studied. A clear thesis that states two themes we can learn from reading myths and stories. Two supporting paragraphs—one that develops each theme you identified in your thesis. In each supporting paragraph, evidence from myths and stories that demonstrate the theme. In each supporting paragraph, elaboration of evidence to explain how the examples demonstrate the theme. Transitions within and between paragraphs. A conclusion that reinforces your thesis and reflects on its significance. Use two modal auxiliaries (e.g., can, may, must) correctly. Underline them. Use correct spelling, punctuation and capitalization. Use at least three vocabulary words from your Vocabulary Journal.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

from myths and stories:

Pushing Up the Sky  
The Invention of Hugo Cabret  
“When Raven Soared”

\*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

### Learning Experiences

#### Focusing Question 1: What are myths, and why do people create them?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	<i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i> , Lise Lunge-Larsen  <i>Understanding Greek Myths</i> , Natalie Hyde  Parthenon	Wonder  What do I notice and wonder about Greek myths?		Generate ideas and questions to guide further reading about Greek mythology.  Explain the meaning of the word insatiable by using knowledge of word parts and context clues in “Pandora’s Box.”
2	<i>Understanding Greek Myths</i> , Natalie Hyde  Aerial footage of the Parthenon	Organize  What is happening on pages 4–9 in <i>Understanding Greek Myths</i> ?	Examine  Why is evidence in explanatory writing important?	Identify supporting details on pages 4–9 of <i>Understanding Greek Myths</i> . Examine the effectiveness of evidence to support a point when writing explanatory text. Explain the meaning of the words moral, morals, and morality and their opposites, and how they relate to a purpose of Greek mythology.
3  QS	“Secrets of the Parthenon,” <i>PBS Nova</i>	Reveal  What does a deeper exploration of myths	Experiment  How do I choose the strongest evidence?	Explain the polytheistic beliefs of the ancient Greeks and the myth “Prometheus.” Determine the context needed to explain Greek myths most effectively.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

	<p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>reveal about the beliefs of the ancient Greeks?</p>		<p>Use the root theos and prefixes poly-, a-, and mono- to define content vocabulary.</p>
4	<p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>Reveal</p> <p>What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p>	<p>Execute</p> <p>How do I choose and explain the strongest evidence when writing an explanatory paragraph about Greek myths?</p>	<p>Collaboratively summarize a Greek myth including its theme and how it is referenced in modern society.</p> <p>Locate the strongest text evidence to support a focus, then explain the significance of the evidence to support points in explanatory writing.</p> <p>Use context to clarify and choose the correctly spelled homophone.</p>
5 QS	<p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>Reveal</p> <p>What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p>	<p>Execute</p> <p>How do I prepare to write an explanatory paragraph about Greek myths?</p>	<p>Collaboratively summarize a Greek myth including its theme and how it is referenced in modern society.</p> <p>Explain the purpose and characteristics of Greek myths in an explanatory paragraph.</p> <p>Demonstrate and explain the meaning of idioms that pertain to fate.</p>
6 FQT1	<p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>Distill</p> <p>What are the themes in Greek myths?</p>	<p>Execute</p> <p>How do I use and explain the strongest evidence when writing an explanatory essay?</p>	<p>Categorize Greek myths, then determine the best themes for each myth.</p> <p>Explain the purpose and characteristics of Greek myths in an explanatory paragraph.</p> <p>Practice editing frequently confused words and misspellings in text.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

7 QS	<p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>Know</p> <p>How do the texts, <i>Understanding Greek Myths</i> and <i>Gifts from the Gods</i> build my knowledge about mythology?</p>	<p>Excel</p> <p>How do I improve an explanatory paragraph about Greek myths?</p>	<p>Synthesize knowledge about the ancient Greeks and their myths and what they teach us.</p> <p>Revise and edit an explanatory paragraph about Greek myths.</p> <p>Edit frequently confused words and misspellings in writing.</p>
---------	---	--	--	--

**Focusing Question 2: What do myths and stories from different cultures have in common?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
8	<p><i>Winged Victory of Samothrace</i></p> <p><i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p> <p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p> <p>Texts from previous modules</p> <p><i>The Circulatory Story</i>  <i>SAS Survival Handbook</i>  <i>Mountains</i>  <i>Love That Dog</i></p>	<p>Wonder</p> <p>What do you notice and wonder about the text <i>Pushing Up the Sky: Seven Native American Plays for Children</i>?</p>	<p>Examine</p> <p>Why is an introduction important?</p>	<p>Identify the elements of drama, prose and poetry and discuss how they are similar and different.</p> <p>Analyze introductions in some of the module texts to determine their importance in understanding a text.</p> <p>Use knowledge of the word victory and the root vict to define and use other words with the same root.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

9	<p>Winged Victory</p> <p>“Gluskabe and Old Man Winter,” in <i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p> <p>gallery view of Winged Victory, Louvre</p>	<p>Organize</p> <p>What is happening in the play, “Gluskabe and Old Man Winter”?</p>	<p>Experiment</p> <p>How does an introduction work?</p>	<p>Identify the story elements within a drama using proper terminology for the parts of a drama and identify its theme.</p> <p>Introduce a play by identifying its key story elements in a way that draws a reader into the story.</p> <p>Identify modal auxiliary verbs used in conversation between characters, and explain their importance.</p>
10	<p>“Victory” and “Pandora’s Box,” in <i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p> <p>Winged Victory</p> <p>“The Cannibal Monster,” in <i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p>	<p>Reveal</p> <p>What does a deeper exploration of theme reveal in the play “Cannibal Monster”?</p>	<p>Execute</p> <p>How do I write an introduction for a myth?</p>	<p>In collaborative groups, summarize a play and identify its theme to prepare to compare myths from different cultures.</p> <p>Apply learning about introductions for texts to create an introduction for a Native American myth.</p> <p>Use modal auxiliary verbs to convey various conditions.</p>
11 QS	<p>Winged Victory</p> <p>“The Cannibal Monster,” in <i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p> <p>“Pandora’s Box” in <i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p>	<p>Reveal</p> <p>What does a deeper exploration of myths and stories from different cultures reveal?</p>	<p>Experiment</p> <p>How does an introduction work in a comparison-and-contrast essay?</p>	<p>Compare and contrast the themes in the Tlingit myth, “Cannibal Monster” to the Greek myth, “Pandora’s Box.”</p> <p>Determine the key information to include in an introduction for an explanatory essay that compares and contrasts two myths from different cultures.</p> <p>Demonstrate use of modal auxiliary verbs to convey various conditions.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

12 QS	<p>“Gluskabe and Old Man Winter,” in <i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p> <p>“Prometheus,” in <i>Understanding Greek Myths</i>, Natalie Hyde</p> <p>“Arachne,” in, Lise Lunge-Larsen</p>	<p>Reveal</p> <p>What does a deeper exploration of myths and stories from different cultures reveal?</p>	<p>Experiment</p> <p>How do I use an introduction in a comparison-and-contrast essay?</p>	<p>Compare and contrast the treatment of similar themes in Greek and Native American myths.</p> <p>Create an introduction for an essay that compares and contrasts myths from different cultures.</p> <p>Improve use of modal auxiliary verbs to convey various conditions.</p>
13 FQT2	<p><i>Pushing Up the Sky: Seven Native American Plays for Children</i>, Joseph Bruchac</p> <p><i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, Lise Lunge-Larsen</p> <p><i>Understanding Greek Myths</i>, Natalie Hyde</p> <p>Winged Victory</p>	<p>Distill</p> <p>What are the universal themes in myths?</p>	<p>Execute</p> <p>How do I write a comparison-and-contrast essay that builds on a strong introduction?</p>	<p>Synthesize knowledge learned about the treatment of similar themes and topics in myths and stories from different cultures into a written response to the Focusing Question Task.</p> <p>Use the Latin root gratia as a clue to the meaning of the noun grace.</p>
14 NR1	<p>Winged Victory</p> <p>“When Raven Soared,” Leigh Anderson</p> <p>“The Raven Steals the Light,” Bill Reid and Robert Bringhurst</p>	<p>Know</p> <p>How do stories from different cultures build my knowledge of mythology?</p>	<p>Excel</p> <p>How do I improve an essay?</p>	<p>Demonstrate mastery of skills by reading a new literary text and answering questions.</p> <p>Apply knowledge and skills to revise and edit an explanatory essay to improve it.</p> <p>Correct spelling errors in writing, using references as needed.</p>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

**Focusing Question 3: Who is Hugo Cabret and how does his story begin?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
15	<i>The Invention of Hugo Cabret</i> , Brian Selznick, Introduction and part 1, Chapters 1–2	Wonder  What do you notice and wonder about <i>The Invention of Hugo Cabret</i> ?	Examine  Why are linking words important?	Generate and respond to observations and questions about <i>The Invention of Hugo Cabret</i> . Explain why linking words are important in writing. Use context as a clue to better understand the meanings of the word agitated.
16	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapters 3–4	Organize  What is happening in chapters 3 and 4 of <i>The Invention of Hugo Cabret</i> ?	Experiment  How do linking words work?	Summarize the beginning of <i>The Invention of Hugo Cabret</i> , including the elements of characters, settings, and plot. Use linking words to connect ideas when writing and speaking about Hugo. Use the prefix fore- to determine the meaning of new words.
17 QS	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapter 5	Organize  What’s happening in chapter 5?	Examine  Why is precise vocabulary important?	Identify the relationship between the words and illustrations to better understand a flashback. Explain why precise vocabulary is important and how it adds meaning and effect to a sentence. Explain the significance of automaton after studying the morpheme auto-.
18	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapters 6–7	Reveal  What does a deeper exploration of the text and images in <i>The Invention of Hugo Cabret</i> reveal about Hugo’s character?	Experiment  How does precise vocabulary work?	Use details from the text and illustrations to make inferences about Hugo’s character. Incorporate precise vocabulary to add meaning and effect to a postcard to a friend about the character of Hugo Cabret. Define the words intriguing and intrigue and explain their relationship to each other and to <i>The Invention of Hugo Cabret</i> .
19	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapters 8–9	Reveal  What does a deeper exploration of film in <i>The Invention of Hugo Cabret</i> reveal?	Execute  How do I use linking words and precise vocabulary in writing?	Describe Hugo’s reactions to film. Use linking words and precise vocabulary in a piece of writing to achieve a flow of ideas and precise meaning and effect. Recognize and define idioms in context and explain why idioms are important in speaking and writing.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

20 QS	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapters 10–11	Distill  What do Hugo’s character traits reveal about his story?	Execute  How do I use linking words and precise vocabulary when gathering evidence?	Synthesize learning from reading to describe one of Hugo Cabret’s character traits.  Define a precise word used by the author to describe a character in <i>The Invention of Hugo Cabret</i> and use the word in a sentence.
21 SS FQT3	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1, Chapter 12 and Conclusion	Distill  How do the emerging themes at the end of part 1 connect to Hugo’s story?	Execute  How do I use linking words and precise vocabulary when speaking and writing?	Identify emerging themes in <i>The Invention of Hugo Cabret</i> . Participate effectively in a discussion about the emerging themes in <i>The Invention of Hugo Cabret</i> . Use context clues from the text to broaden understanding of the word calibrated and its antonyms.
22	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 1	Know  How does <i>The Invention of Hugo Cabret</i> build my knowledge about stories?	Excel  How do I use linking words and precise vocabulary to improve my writing?	Synthesize knowledge gained by reading <i>The Invention of Hugo Cabret</i> . Revise an FQT explanatory paragraph to improve writing. Engage in a strategy to self-monitor spelling correctly, using references as needed.

**Focusing Question 4: How do myths and stories shape your understanding of the *The Invention of Hugo Cabret*?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
23	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapters 1–3  <i>Gifts from the Gods, “Pandora’s Box,”</i> Lise Lunge-Larsen	Wonder  What do you notice and wonder about the beginning of part 2 of <i>The Invention of Hugo Cabret</i> ?	Examine  Why are conclusions important?	Generate and report on observations, questions, and predictions about <i>The Invention of Hugo Cabret</i> . Explain why conclusions are important in writing. Make connections between the meaning of words and phrases we use today, and Greek mythology.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

24 QS	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapter 4	Reveal  What do the films in <i>The Invention of Hugo Cabret</i> reveal about this story?	Experiment  How do conclusions work?	Explain how references to films in chapter 4 deepen an understanding of a character or emerging theme. Explain how a reflective conclusion causes the reader to ponder, or think about, something. Recognize the meaning of a common idiom about dreams.
25	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapters 5–7	Reveal  What do the myths in <i>The Invention of Hugo Cabret</i> reveal about this story?	Execute  How do I write a reflective conclusion?	Explain how the myth of Prometheus connects to the themes and characters in <i>The Invention of Hugo Cabret</i> . Write a reflective conclusion to create a sense of closure and give the reader something to ponder. Use dictionaries to clarify the meaning of Promethean, a word related to Greek mythology.
26 NR2	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapters 8–10	Reveal  What does a deeper exploration of films in <i>The Invention of Hugo Cabret</i> reveal about the novel?	Experiment  How can gathering evidence help inform my conclusion?	Complete a New-Read Assessment to demonstrate comprehension of the text. Elaborate on selected evidence to explain how a story in <i>The Invention of Hugo Cabret</i> develops a character in the novel. Explain the relationship between a reference to a movie and an event in chapter 10. Use context as a clue to the meaning of words related to a concept from Greek and Roman mythology.
27	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapter 11	Reveal  What does a deeper exploration of films and myths reveal about themes and characters in <i>The Invention of Hugo Cabret</i> ?	Execute  How do I continue to gather evidence to help inform my conclusion?	Record evidence of how a myth contributes to a character’s development. Explain how a simile expresses a complex idea in the text. Identify the characteristics and contexts of formal and informal English.
28	<i>The Invention of Hugo Cabret</i> , Brian Selznick, part 2, Chapter 12	Distill  What is the essential meaning of <i>The Invention of Hugo Cabret</i> ?	Examine  Why is a concluding statement important in a supporting paragraph?	Describe the main plot events that are revealed and resolved in this part of <i>The Invention of Hugo Cabret</i> . Collaboratively write the first supporting paragraph of the focusing question task explanatory essay and discuss the importance of the conclusion.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

FQT4				Distinguish between formal and informal English, and write a sentence with each.
29 QS	<i>The Invention of Hugo Cabret</i> , Brian Selznick	Distill  What is the essential meaning of <i>The Invention of Hugo Cabret</i> ?	Experiment  How does a concluding statement work in a supporting paragraph?	Identify themes in part 2 of in <i>The Invention of Hugo Cabret</i> . Independently write the second supporting paragraph for the focusing question task explanatory essay to support the focus statement. Apply formal and informal English appropriately in different contexts and in own writing.
30 SS	<i>The Invention of Hugo Cabret</i> , Brian Selznick	Know  How do myths and stories shape my understanding of <i>The Invention of Hugo Cabret</i> ?	Execute  How do I write a reflective conclusion at the end of an explanatory essay?	Participate effectively in a discussion about <i>The Invention of Hugo Cabret</i> and write a reflection about what was learned in the seminar. Write introduction and conclusion paragraphs for an explanatory essay. Explain the meaning of the word decaying based on the context of the story.
31	<i>The Invention of Hugo Cabret</i> , Brian Selznick	Know  How does <i>The Invention of Hugo Cabret</i> help build my knowledge about myths and stories?	Excel  How do I improve an explanatory essay, with a focus on the reflective conclusion?	Synthesize knowledge gained about myths and stories by reading <i>The Invention of Hugo Cabret</i> . Incorporate revisions into an explanatory essay about <i>The Invention of Hugo Cabret</i> . Engage in a strategy to self-monitor the spelling of frequently confused words, and other words, using references as needed.

**Focusing Question 5: What can we learn from myths and stories?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
32	All module texts	Know	Execute  How do I gather the strongest evidence to	Synthesize knowledge gained about myths and stories to explain what we can learn from reading them. Gather effective evidence to support points in a response to the End-of-Module essay prompt.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

		How do the module texts build my knowledge of myths and stories?	explain what we can learn from myths and stories?	Review and present definitions of module vocabulary.
33 SS VOC1 QS	All module texts	Know  What can we learn from myths and stories?	Execute  How do I use text evidence to support my points in a Socratic discussion about the impact of myths and stories on our lives?	Participate effectively in a collaborative text-based discussion to share one's own ideas in the context of the discussion, extending the level of discourse when appropriate. Gather effective evidence to support points in a response to the End-of-Module essay prompt. Demonstrate knowledge of module content vocabulary by defining words in context.
34 EOM VOC2	All module texts	Know  What can we learn from myths and stories?	Execute  How do I most effectively explain what myths and stories can teach us?	Synthesize learning from studying the module texts to express understanding of what can be learned from myths and stories in an explanatory essay. Demonstrate knowledge of module content vocabulary by defining words in context.
35	All module texts	Know  What can we learn from myths and stories?	Execute  How do I most effectively explain what myths and stories can teach us?	Synthesize learning from studying the module texts to express understanding of what can be learned from myths and stories in an explanatory essay. Use a strategy to self-monitor spelling correctly, using references as needed.
<b>Capstone Lesson Focusing Question: What is the story of the year?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
36	All module 1–4 core texts	Know  How do real and imagined characters in the texts we've read build my knowledge of what makes a great heart?	Execute  How do I develop and communicate my ideas using evidence?	Synthesize the actions, words, and thoughts of real and imagined characters to create a class description of Great Heart.

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

## Content Resources

### CORE TEXTS

#### Drama (Literary)

- *Pushing Up the Sky: Native American Plays for Children*, Joseph Bruchac

#### Historical Account (Informational)

- *Understanding Greek Myths*, Natalie Hyde

#### Myth (Literary)

- *Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology*, Lise Lunge-Larsen

#### Novel (Literary)

- *The Invention of Hugo Cabret*, Brian Selznick

### SUPPLEMENTARY TEXTS

#### Art

- Parthenon, Britannica
- Winged Victory

#### Myths (Literary)

- "When Raven Soared," Leigh Anderson (Handout 14A)
- "The Sun, Moon, and Stars," retold by Donna Henes (Handout 12B)
- "Legend of the Moccasin Flower," retold by Mary Morton Cowan (Handout 12B)
- "The Raven Steals the Light," Bill Reid and Robert Bringhurst

#### Videos

- "Aerial Acropolis focusing on Parthenon house of goddess Athena/Acropolis, Athens, Greece"
- "Samothrace Reconstruction: Hieron to Nike"

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.