

# Warren County School District

## PLANNED INSTRUCTION

### COURSE DESCRIPTION

**Course Title:** Greek and Roman/ World Mythology

**Course Number:**

**Course Description and Prerequisites:**

This is an elective class. The course is a general survey of Greek and Roman Mythology, as well as other important myths from cultures around the world. This class will enhance the student's classroom experience by explaining myths that are alluded to in English and other academic classes, as well as comparing and contrasting myths from cultures around the world to illustrate how they are similar to and different from one another in regard to mythologies. Students will also study vocabulary derived from Greek and Roman etymologies.

**Prerequisites:** There is no pre-requisite for this class.

**Suggested Grade Levels:** 9-12

**Length of Course:** ☒ One Semester ☐ Two Semesters ☐ Other (Describe) \_\_\_\_\_

**Units of Credit:** 0.5 (Semester Class)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)**  
**English 7-12 or Communication 7-12**

**Certification verified by WCSD Human Resources Department:**

☒ Yes ☐ No

**Board Approved Textbooks, Software, Materials:**

**Title:** Mythology and You

Publisher: Glencoe

ISBN #: 0-07-872907-6

Copyright Date: 2006

**Mythology** (for teachers)

Publisher: The Center for Learning

ISBN # 978-1-56077-395-5

Copyright Date: 2000

**World Mythology**

Publisher: Glencoe

ISBN #0-07-872909-2

Copyright 2006



## **BOARD APPROVAL:**

**Date Written:** \_May 20, 2008

**Date Approved:** \_\_\_\_\_

**Implementation Year:** \_\_2008 - 2009\_\_\_\_\_

**Suggested Supplemental Materials:** (List or insert **None**)

Classroom set of:

### **Mythology**

Edith Hamilton

Back Bay Books

ISBN# 978-0316341516

Copyright 1998

## **Course Standards**

**PA Academic Standards:** (List by Number and Description)

Reading, Writing, Speaking and Listening Standards:

- ☐ 1.1 Learning to Read Independently
- ☐ 1.2 Reading Critically in All Content Areas
- ☐ 1.3 Reading, Analyzing, and Interpreting Literature
- ☐ 1.5 Quality of Writing
- ☐ 1.6 Speaking and Listening
- ☐ 1.7 Characteristics and Function of the English Language
- ☐ 1.8 Research

**WCSD Academic Standards:** **None**

**Industry or Other Standards:** **None**

## **WCSD EXPECTATIONS**

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction.

## **SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).



**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE**

**1.1. Learning to Read Independently**

**1.2. Reading Critically in All Content Areas**

**1.3. Reading, Analyzing and Interpreting Literature**

	<b>Performance Indicator</b>	<b>Assessments</b>
<b>R.11.A.1 (Fiction)</b>	<b>Understand fiction appropriate to grade level.</b>	<b>Reading the text Class discussions Tests/ quizzes</b>
<b>R.11.A.1.1 R.11.A.1.1.1 R.11.A.1.1.2</b>	<b>Vocabulary – meaning, multiple-meaning, synonyms, antonyms, word recognition skills in fiction. Understand content specific vocabulary</b>	<b>Vocabulary in the stories Weekly vocabulary assignments and quizzes</b>
<b>R.A.11.1.2.1.</b>	<b>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix</b>	<b>Vocabulary assignments</b>
<b>R.A.11.1.2.2.</b>	<b>Define and/or apply how the meaning of words or phrases changes when using context clues in explanatory sentences.</b>	<b>Reading text</b>
<b>R.A.11.11.1.3 R.A.11.1.3.1 R.A.11.1.3.2</b>	<b>Make inferences, draw conclusions, and make generalizations Make inferences and/or draw conclusions based on information from text. Cite evidence from text to support generalizations</b>	<b>Reading text  Class discussion  Classroom / homework assignments</b>
<b>R.A.11.1.4 R.A.11.1.4.1</b>	<b>Identify and explain main ideas and relevant details. Identify and explain stated or implied main ideas and relevant supporting details from text</b>	<b>Reading text  Class discussion</b>
<b>RA.11.1.5 RA.11.1.5.1</b>	<b>Summarize a fictional text as a whole Summarize the key details and events of a fictional text as a whole.</b>	<b>Reading text Writing assignments</b>
<b>R.A.11.1.6 R.A.11.1.6.1 R.A.11.1.6.2</b>	<b>Identify, describe, and analyze genre of text Identify and/or analyze author’s intended purpose of text Describe and/or analyze examples of text to support the author’s intended purpose</b>	<b>Reading text  Class discussion</b>



<b>R.B.11.1</b> <b>R.B.11.1.1</b>	<b>Understand components within and between texts</b> <b>Interpret, compare, describe, analyze, and evaluate components of fiction.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests / quizzes</b>
<b>R.B.11.1.1.1</b>	<b>Interpret, compare, describe, analyze, and /or evaluate the relationships among the following within fiction:</b> <b><u>Character</u></b> <b><u>Setting</u></b> <b><u>Plot</u></b> <b><u>Theme</u></b> <b>In texts</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests / quizzes</b> <b>Writing assignments</b>
<b>R.B.11.1.2</b> <b>R.B.11.1.2.1</b>	<b>Make connections between texts.</b> <b>Interpret, compare, describe, analyze, and /or evaluate connections between texts.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests / quizzes</b> <b>Writing assignments</b>
<b>R.B.11.2</b> <b>R.B.11.2.1</b> <b>R.B.11.2.1.1</b> <b>R.B.11.2.1.2</b>	<b>Understand literary devices in fictional text.</b> <b>Interpret, compare, describe, and analyze figurative language in fiction.</b> <b>Interpret, compare, describe, and/or analyze examples of:</b> <b>Personification</b> <b>Simile</b> <b>Metaphor</b> <b>Hyperbole</b> <b>Imagery</b> <b>In text.</b> <b>Interpret, compare, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests / quizzes</b> <b>Writing assignments</b>
<b>R.B.11.2.2</b> <b>R.B.11.2.2.1</b> <b>R.B.11.2.2.2</b>	<b>Interpret, compare, describe, and analyze the point of view of the narrator in fictional text.</b> <b>Interpret, compare, describe, and/or analyze point of view of the narrator as first person or third person point of view.</b> <b>Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests / quizzes</b> <b>Writing assignments</b>
<b>R.B.11.3.2</b> <b>R.B.11.3.2.1</b>	<b>Distinguish between essential and nonessential information within or between texts.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Writing assignments</b>
<b>R.B.11.3.3</b>	<b>Identify content that would fit in a</b>	<b>Reading text</b>



R.B.11.3.3.1 R.B.11.3.3.2 R.B.11.3.3.3 R.B.11.3.3.4	specific section of text, and interpret graphics and charts and/or make connections between text and the content of graphics and charts.	Class discussion Writing assignments Projects
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### 1.5.Writing:

	Performance Indicator	Assessment
1.5.A.	Write with a distinct focus	Essays Comparison / contrast paper Classroom assignments
	Identify topic, task and audience	
	Establish a single point of view	
1.5.B	Write using well-developed content appropriate for the topic	
	Gather, determine validity and reliability of and organize information.	
	Employ the most effective format for purpose and audience.	
	Write paragraphs that have details and information specific to the topic and relevant to the focus.	
1.5.C	Write with well-controlled or subtle organization.	
	Sustain a logical order within sentences and between paragraphs using meaningful transitions	
1.5.E	Spell common, frequently used words correctly	
	Use capital letters correctly	



## 1.6. Speaking and Listening

	Performance Indicator	Assessment
1.6.A	<p><b>Listen to others.</b></p> <ul style="list-style-type: none"><li>• Ask clarifying questions.</li><li>• Synthesize information, ideas and opinions to determine relevancy.</li><li>• Take notes.</li></ul> <p><b>Listen to selections of fictional literature.</b></p> <ul style="list-style-type: none"><li>• Relate them to previous knowledge.</li><li>• Predict solutions to identified problems.</li><li>• Summarize and reflect on what has been heard.</li><li>• Identify and define new words and concepts.</li></ul> <p><b>Analyze and synthesize the selections relating them to other selections heard or read.</b></p>	<p><b>Projects incorporating technology where and when available</b></p>
1.6.E.	<p><b>Participate in small and large group discussions and presentations.</b></p> <ul style="list-style-type: none"><li>• Initiate everyday conversation.</li><li>• Organize and participate in informal debate around a specific topic.</li></ul>	
1.6.F.	<p><b>Use media for learning purposes.</b></p> <ul style="list-style-type: none"><li>• Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.</li><li>• Evaluate the role of media in focusing attention and forming opinions.</li></ul>	<p><b>Use media when appropriate to enhance student comprehension</b></p>



## ASSESSMENTS

**PSSA Assessment Anchors Addressed:** The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at [pde@state.pa.us](mailto:pde@state.pa.us).

### **Formative Assessments (may include but not limited to):**

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations
- Open-ended written response
- Quizzes/tests

### **Summative Assessments (may include but not limited to):**

- Student presentations
- Essays
- Quizzes/tests



**Portfolio Assessment:**     \_\_\_ Yes             **X** No

**District-wide Final Examination Required:**     **X** Yes             \_\_\_ No

**Course Challenge Assessment (Describe):**

Not applicable.

### **REQUIRED COURSE SEQUENCE AND TIMELINE**

(Content must be tied to objectives)

	<u>Content Sequence</u>	<u>Dates</u>
I.	Reading (total time: 14 weeks integrated throughout the semester)	
	A. Course approved texts, and novels or excerpts (included in the Glencoe Anthology) that <i>could be</i> considered and/or discussed:	
	1. <u>The Iliad</u>	
	2. “Jason and the Golden Fleece”	
	3. “Medea”	
	4. <u>The Aeneid</u>	
	B. Poetry	
	1. Teacher selected works from anthology	
	2. Epics (e.g. <u>The Iliad</u> )	
II.	Writing Skills / Projects (1 week integrated throughout the semester) – Writing assignments that <i>could be</i> incorporated into the curriculum (Students must have access to a computer and library technology to fulfill the assignments below.)	
	A. Comparison / contrast paper	
	B. Essay questions on tests	
	C. Computer based research projects	
III.	Vocabulary Development (2 weeks integrated throughout the semester)	
	A. Students will study vocabulary derived from Greek and Roman etymologies.	
	B. Words can also be included from current classroom assignments.	
	C. Teachers will also choose words that are used frequently in academic classroom, as well as incorporated into the SAT verbal tests.	

**Fiction to include a selection of short stories, and novel excerpts:**

Greek and Roman Mythology – 9 weeks

World Mythology – 6 weeks



Vocabulary development – 2 weeks

Project / Writing - 1 week

**WRITING TEAM:**

Stacey Ludwig and Michelle McLaughlin

**WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination? ☒ Yes ☐ No
2. Does this course issue a mark/grade for the report card?  
☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?  
☒ Yes ☐ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes ☐ No
6. What is the academic weight of the course?  
☐ No weight/Non credit ☒ Standard weight  
☐ Enhanced weight (Describe) \_\_\_\_\_