COURSE DESCRIPTION

Course Title: Mythology

Course Number: 00090

Course Prerequisites: None

Course Description: 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 Language Arts 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.

Suggested Grade Level:

Length of Course: __X__ One Semester   __X__ Two Semesters   _____Other (Describe)

Units of Credit: _____.5_____ (Insert ***NONE*** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):** CSPG 42

Certification verified by WCSD Human Resources Department:
     __X__ Yes   _____ No

Board Approved Textbooks, Software, Materials:

Title: Mythology and You (for teachers)	World Mythology	Mythology
Publisher: Glencoe Learning	Glencoe	The Center of
ISBN #: 0-07-872907-6	0-07-872909-2	978-1-56077-395-5
Copyright Date: 2005	2005	1993

Classroom set of Edith Hamilton's Mythology
          Back Bay Books

978-0316341516
1998

Date of WCSD Board Approval:

Required/Suggested Reading: None

<u>**BOARD APPROVAL:**</u>

      Date Written: July 13, 2017

      Date Approved: September 1, 2017

      Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

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

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Assessment Anchor/Descriptor: 1.2 Reading Informational Text **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence**	
PA Core Standard: CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text. **CC.1.2.11–12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.	**Eligible Content (Skills):** Reading Unlimited is not a testing grade level; therefore, there is no eligible content to align to the standards. This chart is organized according to English Language Arts Standards.

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.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. CC.1.2.11–12.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 CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	
Assessment Anchor/ Descriptor: 1.3 Reading Literature **Students read and respond to works of literature —with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**	
PA Core Standard:	**Eligible Content (Skills):**
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text	Reading Unlimited is not a testing grade level; therefore, there is no eligible content to align to the standards. This chart is organized according to English Language Arts Standards.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts **CC.1.3.11–12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. Include at least one play by Shakespeare and one play by an American dramatist. **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. **CC.1.3.11–12.I** 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 **CC.1.3.11–12.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. **CC.1.3.11–12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	

See Curriculum Map - <Mythology>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Oral presentations

- Outlining
- Journaling
- Student presentations/projects
- Open-ended response

Suggested Summative Assessments:
- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations

District Approved Assessment Instruments
- Any district approved assessment instrument

Portfolio Assessment: _____ Yes __X__ No

District-wide Final Examination Required: _____ Yes __X__ No

Course Challenge Assessment (Describe): None

WRITING TEAM:

Tiffany Mandeville with input from teachers across the district

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? __X__ Yes _____ No

2. Does this course issue a mark/grade for the report card?

    __X__ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes __X__ No

4. Is the course mark/grade part of the GPA calculation?

    __X__ Yes _____ No

5. Is the course eligible for Honor Roll calculation? __X__ Yes _____ No

6. What is the academic weight of the course?

    _____ No weight/Non credit __X__ Standard weight

    _____ Enhanced weight (Describe) AP