



## World Mythology

### Course Information

<b>Teacher Contact Info</b>	<a href="mailto:jdeery@district100.com">John Deery jdeery@district100.com</a> <a href="mailto:kkridder@district100.com">Karin Krider kkridder@district100.com</a>
<b>D100 Course Core Resource</b>	<ul style="list-style-type: none"> <li>World Mythology: An Anthology of Great Myths and Epics (Glencoe McGraw-Hill), Novel studies/teacher-created literature units</li> </ul>

### Unit 1: Multiple Interpretations of Gods

<b>What will students know and be able to do after learning?</b>	<p><b>RL.11-12.7 (Multiple Interpretations)</b></p> <ul style="list-style-type: none"> <li>Compare and contrast how an archetype functions within two or more given texts</li> <li>Analyze the impact (e.g. literary, historical, cultural) of elements of a given archetype on a text</li> </ul> <p><b>W.11-12.1A-F (Informative Writing)</b></p> <ul style="list-style-type: none"> <li>Effectively write a clear and coherent thesis</li> <li>Provide context (e.g. historical or literary) and information where necessary</li> <li>Use varieties in transition and syntax to create cohesion throughout the paper</li> <li>Use precise language and/or domain specific vocabulary to manage the complexity of the topic where appropriate</li> <li>Maintain a formal style with an objective tone</li> <li>Provide a conclusion that effectively follows and supports the reworded thesis presented</li> <li>Include appropriately cited, relevant evidence appropriate to task</li> </ul> <p><b>RL.11-12.4 (Word Meanings)</b></p> <ul style="list-style-type: none"> <li>Determine the denotative and connotative meaning of words and phrases as they are used in text</li> <li>Analyze the impact of diction on meaning and tone</li> <li>Analyze the use of figurative language in a given text</li> </ul> <p><b>L.9-10.4 (Language and Vocabulary Acquisition)</b></p> <ul style="list-style-type: none"> <li>understand how language functions in different contexts</li> <li>make effective word choices for meaning or style</li> <li>comprehend vocabulary when reading or listening by using context clues, patterns of words</li> </ul>
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	<ul style="list-style-type: none"> <li>• use of reference materials (google, dictionary)</li> </ul>
<b>Student Product Examples</b>	<p>Informative Essays  God comparison presentation  Magical Realism in art</p>
<b>Supplemental Resources for Instruction</b>	<p>Glencoe World Mythology (BHS)  American Gods (BNHS)</p>
<b>Illinois Priority Standards included in Unit</b>	<p><b>RL.11-12.7 (Multiple Interpretations)</b>  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.</p> <p><b>W.11-12.1A-F (Informative Writing)</b>  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• <b>W.11-12.2.A:</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• <b>W.11-12.2.B:</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• <b>W.11-12.2.C:</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• <b>W.11-12.2.D:</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• <b>W.11-12.2.E:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• <b>W.11-12.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>RL.11-12.4 (Word Meanings)</b>  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>L9-10.4 (Language and Vocabulary Acquisition)</b>  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening by using context clues, patterns of words, and use of reference materials (google, dictionary).</p>
<b>State-Mandated Instruction included in this Unit (if applicable)</b>	



## Unit 2: Modern Myths: The Superhero

<p><b>What will students know and be able to do after learning?</b></p>	<p><b>RL.11-12.2 (Theme Analysis)</b></p> <ul style="list-style-type: none"> <li>• Appropriately cite and explain textual evidence to support themes</li> <li>• Explain inferences drawn from the text, including determining where the text leaves matters uncertain</li> <li>• Analyze how an author uses elements of fiction to advance a theme</li> <li>• Analyze the development of two or more valid themes over the course of a text using multiple events and details</li> </ul> <p><b>RL.11-12.4 (Word Meanings)</b></p> <ul style="list-style-type: none"> <li>• Determine the denotative and connotative meaning of words and phrases as they are used in text</li> <li>• Analyze the impact of diction on meaning and tone</li> <li>• Analyze the use of figurative language in a given text</li> <li>• Analyze an archetype, text, or context not previously covered</li> </ul> <p><b>RL.11-12.7 (Multiple Interpretations)</b></p> <ul style="list-style-type: none"> <li>• Create a text that features a new representation of an archetype</li> <li>• Compare and contrast how an archetype functions within two or more given texts</li> <li>• Analyze the impact (e.g. literary, historical, cultural) of elements of a given archetype on a text</li> </ul> <p><b>L.9-10.4 (Language and Vocabulary Acquisition)</b></p> <ul style="list-style-type: none"> <li>• understand how language functions in different contexts</li> <li>• make effective word choices for meaning or style</li> <li>• comprehend vocabulary when reading or listening by using context clues, patterns of words</li> <li>• use of reference materials (google, dictionary)</li> </ul>
<p><b>Student Product Examples</b></p>	<p>Comparative Presentation Allusion project Theme writing Hero/Anti-hero comparison</p>
<p><b>Supplemental Resources for Instruction</b></p>	<p>Watchmen (BNHS) Glencoe World Mythology (BHS) <i>The Iliad</i> graphic novel (BNHS) Superhero Films</p>
<p><b>Illinois Priority Standards included in Unit</b></p>	<p><b>RL.11-12.2 (Theme Analysis)</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>

	<p><b>RL.11-12.4 (Word Meanings)</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>RL.11-12.7 (Multiple Interpretations)</b> 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.</p> <p><b>L9-10.4 (Language and Vocabulary Acquisition)</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening by using context clues, patterns of words, and use of reference materials (google, dictionary).</p>
State-Mandated Instruction included in this Unit (if applicable)	

Unit 3: Mythological Horror	
What will students know and be able to do after learning?	<p><b>W.11-12.1A-F (Informative Writing)</b></p> <ul style="list-style-type: none"> <li>Effectively write a clear and coherent thesis</li> <li>Provide context (e.g. historical or literary) and information where necessary</li> <li>Use varieties in transition and syntax to create cohesion throughout the paper</li> <li>Use precise language and/or domain specific vocabulary to manage the complexity of the topic where appropriate</li> <li>Maintain a formal style with an objective tone</li> <li>Provide a conclusion that effectively follows and supports the reworded thesis presented</li> <li>Include appropriately cited, relevant evidence appropriate to task</li> </ul> <p><b>RL.11-12.2 (Theme Analysis)</b></p> <ul style="list-style-type: none"> <li>Appropriately cite and explain textual evidence to support themes</li> <li>Explain inferences drawn from the text, including determining where the text leaves matters uncertain</li> <li>Analyze how an author uses elements of fiction to advance a theme</li> <li>Analyze the development of two or more valid themes over the course of a text using multiple events and details</li> </ul> <p><b>L.9-10.4 (Language and Vocabulary Acquisition)</b></p> <ul style="list-style-type: none"> <li>understand how language functions in different contexts</li> <li>make effective word choices for meaning or style</li> <li>comprehend vocabulary when reading or listening by using context clues, patterns of words</li> <li>use of reference materials (google, dictionary)</li> </ul>
Student Product Examples	<p>Monster One Pager</p> <p>Infographic Cabin in the Woods</p>

<b>Supplemental Resources for Instruction</b>	Lore Podcast
<b>Illinois Priority Standards included in Unit</b>	<p><b>W.11-12.1A-F (Informative Writing)</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• <b>W.11-12.2.A:</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• <b>W.11-12.2.B:</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• <b>W.11-12.2.C:</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• <b>W.11-12.2.D:</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• <b>W.11-12.2.E:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• <b>W.11-12.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>RL.11-12.2 (Theme Analysis):</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>L9-10.4 (Language and Vocabulary Acquisition)</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening by using context clues, patterns of words, and use of reference materials (google, dictionary).</p>
<b>State-Mandated Instruction included in this Unit (if applicable)</b>	

### Classroom Expectations

<b>How to get help?</b>	<p>You can email me at <a href="mailto:Kkrider@district100.com">Kkrider@district100.com</a> You can attend my WIN.</p> <p>I am available before school in my classroom starting at 7:30am. I am available after school until 3:30pm.</p>
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## Reassessment Expectations

### BNHS 25-26 Grading/Reassessment Policies (Effective 8/2025)

Building-level grading policies are aligned with the following board-approved documents:

- [D100 Grading Philosophies](#)
- [D100 High School Grading System](#)

Grading is an important component of the student learning process. The purpose of grading is to provide timely feedback on student performance and progress. All courses have priority learning standards that outline criteria for successful performance at the level of the standard.

**Student Grade Calculation:** All grade entries are aligned to at least one priority course standard.

*“At least 80% of the evidence included must be from major assessments (at the level of performance described by each standard), with no more than 20% of formative evidence (examples: practice and homework)”* \*[D100 High School Grading System](#)

**Reassessment:** *“Students will be allowed multiple opportunities through various ways/modes to demonstrate their learning. Timely retakes and revisions will be allowed in response to students participating in additional learning.”*  
\*[D100 Grading Philosophies](#)

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### BNHS 25-26 Grading/Reassessment Policies

#### Student Grade Calculation:

PE & Fine Arts	Math, Science	English, World Language, CTE, Social Studies, EL, SPED, Health
0% Practice 100% Assessment	10% Practice 90% Assessment	20% Practice 80% Assessment

#### Practice Category:

1. Students are expected to turn in practice work on time to obtain timely feedback. However, practice work will be accepted until the assessment is given so students can demonstrate their learning and understanding.
2. Adequate evidence of practice may be required for students to begin certain major assessments.

#### Reassessment Criteria (Assessment category):

1. Unless extenuating circumstances exist, students are expected to submit and/or participate in assessments on designated dates, in order to be eligible for a reassessment/revision opportunity.
  - Extenuating circumstances are something outside of the student's control that prevents them from accessing educational opportunities.

2. Once an assessment score is posted and/or feedback is given, students have **5 school days**, not to extend past the final day of the semester to:

- Practice assignments that lead up to the original assessment must be completed to reassess.
- The Teacher may require a reflection form or 1:1 conference in order to reassess.
- Complete the reassessment.

3. Any valid assessment attempt will receive a score of no lower than 50%.

**\*\*\* Students with an Extended Time accommodation:** Students have 5 school days from the time the original assessment score is posted to complete a reassessment. The extended time accommodation provides students extended time to complete the original assessment. IE: If a student uses their accommodation for extra time and turns in an assessment/project two days after the due date, the student will then have 5 school days from the time their score is posted to reassess.

BHS building-level grading policies are aligned with the following board-approved documents:

- [D100 Grading Philosophies](#) & [D100 High School Grading System](#)

**Purpose of Grading:** The purpose of grading is to provide feedback on student learning performance. The two overarching goals for all BHS grading practices are to provide an accurate representation of student learning, and, through meaningful and clear feedback, increase student confidence in their ability for future success.

**Student Grade Calculation:** All grade entries are aligned to at least one priority course standard. Gradebook points are assigned according to standards-aligned performance rubrics.

*“At least 80% of the evidence included must be from major assessments (at the level of performance described by each standard), with no more than 20% of formative evidence (examples: practice and homework)”* \*[D100 High School Grading System](#)

**Reassessment:** *“Students will be allowed multiple opportunities through various ways/modes to demonstrate their learning. Timely retakes and revisions will be allowed in response to students participating in additional learning.”* \*[D100 Grading Philosophies](#)

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## BHS 25-26 Grading/Reassessment Policies

**Student Grade Calculation:** Student grades for all BHS courses will be calculated as follows:

- 80% from major Assessments and 20% from Practice activities.
- No extra credit. No grade reductions for late submissions, behavior (non-rubric reasons)

**Grade Updates:** To ensure accuracy of current student grades, teachers will do the following:

- Enter grades in a timely manner from when students submit practice work and complete assessments.
- Communicate expected dates for assessment/assignment grading and gradebook entry.



	<p><b>BHS Policy: Practice Activities</b></p> <ol style="list-style-type: none"> <li>1. Practice activities towards a grade include in-class activities and traditional submission-based assignments.</li> <li>2. Students are expected to submit practice assignments on designated due dates to receive timely feedback.</li> <li>3. Students may be required to submit a <a href="#">student reflection sheet</a> when missing a practice assignment submission deadline in order to submit it late. Continuously missing deadlines will result in additional interventions.</li> <li>4. In order to reassess, students must complete all necessary practice assignments as determined by the teacher, prior to the original assessment date.</li> <li>5. Practice activities are for assessment readiness purposes and are not eligible for revisions or re-dos.</li> </ol> <p><b>BHS Policy: Assessment Activities</b></p> <ol style="list-style-type: none"> <li>1. <b>First Attempts:</b> Unless absent, or extenuating (outside of student's control) circumstances exist, students are expected to submit and/or participate in assessments on designated dates to be eligible for reassessment.</li> <li>2. <b>Reassessment:</b> Students must complete the following steps to reassess: a) additional proof of practice to demonstrate readiness, and b) the reassessment itself, within <b>5 school days</b> from the time a score is posted. <ul style="list-style-type: none"> <li>o Students may be required to complete a <a href="#">planning form</a> prior to starting the reassessment process.</li> <li>o <i>*In extenuating circumstances, students may reassess outside of the designated window for full credit.</i></li> </ul> </li> </ol>
<p><b>Grading Information</b></p>	<p>80% Assessment 20% Formative/Practice</p>
<p><b>District 100 Cell Phone Policy</b></p>	<p><a href="#">6.80 Student Use of Electronic Devices</a></p> <p>The use of electronic devices and other technology at school is a privilege, not a right.</p> <p>During instructional time, which includes class periods and passing periods, personal electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.</p> <p>Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).</p> <p>The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.</p>

	<p>Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction. This prohibition extends to District or school-sponsored events at locations other than schools or on district property.</p> <p>School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.</p> <p>Any student found in violation of this policy shall be subject to suspension or expulsion by the Board of Education. In addition, the electronic device will be confiscated and only returned to the parent/guardian. The Board of Education, with approval of the Building Principal, may make exceptions.</p>
<p><b>Additional Teacher-Specific Info</b></p>	<p><a href="#"><u>BNHS Sequence &amp; Pacing</u></a>  <a href="#"><u>BNHS Plagiarism &amp; Academic Dishonesty Policy</u></a>  <a href="#"><u>BHS Sequence &amp; Pacing</u></a></p>

**Last Updated Date: 10/20/2025**