HONORS MYTHOLOGY

SUBJECT: English Language Arts: Honors Mythology GRADE: 11-12	
Unit Title: Creation Myths	**Time Frame:** **2 weeks**
UNIT OVERVIEW	
This unit includes the reading and analysis of creation myths using Hamilton's *Mythology* and other relevant texts.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G
COMPETENCIES	**LEARNING TARGETS**
	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3

I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	• I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	. • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use *informational text* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 • I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 • I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 • I can analyze how the text structure affects understanding of the text. K1LAB2L6

	• I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 • I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L15 • I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 • I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10 • I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1

I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 • Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6

SUBJECT: Honors Mythology	**GRADE: 11-12**
Unit Title: Gods and Goddesses of Olympus/ Lesser Gods	**Time Frame:** **4 weeks**
UNIT OVERVIEW	
This unit includes the reading and analysis of the Greek Gods and Goddesses myths using Hamilton's *Mythology* and other relevant texts.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H

	1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X
COMPETENCIES	**LEARNING TARGETS**
I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	. • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5

	• I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use *informational text* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 • I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 • I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 • I can analyze how the text structure affects understanding of the text. K1LAB2L6 • I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 • I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L15 • I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6

	• I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10 • I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 • Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 • Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6
I can produce clear, coherent, and effective *opinion/ argumentative writing* for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB6L1 ■ I can write a thesis statement with a claim that is appropriate for the writing task. K1LAB6L2 ■ I can craft paragraphs that include topic sentences that logically organized ideas and smooth transitional expressions. K1LAB6L3

	■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB6L4 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text K1LAB5L15? ■ I can analyze how the textual evidence supports my argument. K1LAB6L5 ■ I can organize the supporting claims in my body paragraphs, using transitions to connect ideas. K1LAB6L6 ■ I can construct a counterargument that acknowledges the opposition and incorporates an effective rebuttal. K1LAB6L7 ■ I can conclude with restated thesis, summarizes claims, and includes a call to action that appeals to the reader's conscience. K1LAB6L8 ■ I can use correct MLA formatting for my compositions and Works Cited pages.K1LAB6L9
I can apply *writing conventions* to effectively communicate ideas and information.	■ I can use appropriate punctuation effectively to write clear and complete sentences. K1LAB8L1 ■ I can vary word choice to improve my writing style. K1LAB8L2 ■ I can vary sentence structure and sentence type to improve my writing style. K1LAB8L3

SUBJECT: Honors Mythology	**GRADE: 11-12**
Unit Title: Heroes and Monsters	**Time Frame:** **3 weeks**
UNIT OVERVIEW	
This unit includes the reading and analysis of Hero myths using Hamilton's *Mythology* and other relevant texts.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**

Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G
COMPETENCIES	**LEARNING TARGETS**
I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9

I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	. • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use *informational text* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 • I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 • I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 • I can analyze how the text structure affects understanding of the text. K1LAB2L6 • I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 • I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text.K1LAB5L15

	• I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 • I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10 • I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 • Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 • Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6

SUBJECT: Honors Mythology	**GRADE: 11-12**
Unit Title: Myths of Troy	**Time Frame:** **2 weeks**

UNIT OVERVIEW
This unit includes the reading and analysis of the myths of Troy using Hamilton's *Mythology* and other relevant texts.

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G

COMPETENCIES	**LEARNING TARGETS**
I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4

	• I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	. • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use *informational text* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 • I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 • I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 • I can analyze how the text structure affects understanding of the text. K1LAB2L6 • I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7

	• I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text.K1LAB5L15 • I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 • I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10 • I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 • Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2

I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6

SUBJECT: Honors Mythology	**GRADE: 11-12**
Unit Title: Hubris Myths	**Time Frame:** **2 weeks**
UNIT OVERVIEW	
This unit includes the reading and analysis of hubris myths using Hamilton's *Mythology* and other relevant texts.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X

	1.5.11-12 A-G
COMPETENCIES	**LEARNING TARGETS**
I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	. • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
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I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text.K1LAB5L15 • I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 • I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10

	• I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 • Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 • Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6

SUBJECT: Honors Mythology **GRADE: 11-12**	
Unit Title: Comparative Mythology	**Time Frame:** **2 weeks**
UNIT OVERVIEW	
This unit includes the reading and analysis of mythology of other cultures using Gale e-books, digital sites, and other relevant texts.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**

Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X
COMPETENCIES	**LEARNING TARGETS**
I can comprehend and use *literature* to analyze, evaluate, and draw conclusions.	● I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 ● I can summarize and paraphrase text without bias. K1LAB3L2 ● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 ● I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 ● I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 ● I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 ● I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 ● I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 ● I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8

	• I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	• I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use *informational text* to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 • I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 • I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 • I can analyze how the text structure affects understanding of the text. K1LAB2L6 • I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 • I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective *informational writing* for a range of text types, purposes, and audiences.	• I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 • I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 • I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3

	• I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text.K1LAB5L15 • I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 • I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 • I can use precise language and specific vocabulary about the topic. K1LAB5L7 • I can write from a well-defined perspective with appropriate content. K1LAB5L8 • I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 • I can develop appropriate, detailed content that supports my topic. K1LAB5L10 • I can maintain a distinct focus and clear purpose. K1LAB5L11 • I use feedback to revise and improve my writing. K1LAB5L12 • I can recognize and use formal and informal language in my writing. K1LAB5L13 • I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	• Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 • Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 • Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 • I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6

I can produce clear, coherent, and effective *opinion/ argumentative writing* for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB6L1 ■ I can write a thesis statement with a claim that is appropriate for the writing task. K1LAB6L2 ■ I can craft paragraphs that include topic sentences that logically organized ideas and smooth transitional expressions. K1LAB6L3 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB6L4 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text K1LAB5L4 ■ I can analyze how the textual evidence supports my argument. K1LAB6L5 ■ I can organize the supporting claims in my body paragraphs, using transitions to connect ideas. K1LAB6L6 ■ I can construct a counterargument that acknowledges the opposition and incorporates an effective rebuttal. K1LAB6L7 ■ I can conclude with restated thesis, summarizes claims, and includes a call to action that appeals to the reader's conscience. K1LAB6L8 ■ I can use correct MLA formatting for my compositions and Works Cited pages.K1LAB6L9
I can apply *writing conventions* to effectively communicate ideas and information.	■ I can use appropriate punctuation effectively to write clear and complete sentences. K1LAB8L1 ■ I can vary word choice to improve my writing style. K1LAB8L2 ■ I can vary sentence structure and sentence type to improve my writing style. K1LAB8L3