

ENGGM: English Greek Mythology

Virtual Learning Academy Jefferson County Educational Service Center Academic Content Standards English Greek Mythology

Lesson 1: Introduction

Introduction

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
F. Use multiple resources to enhance comprehension of vocabulary. (08-10)
06. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (10)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (10)

Lesson 2: Zeus

Zeus

Standard Benchmark and Indicator
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (10)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct capitalization and punctuation. (10)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (10)
01. include an organized, well developed structure. (10)
01. use a range of strategies and literary devices including figurative language and specific narration; and (10)
01. sustain reader interest by pacing action and developing an engaging plot

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(e.g., tension and suspense); (10)
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (10)

Lesson 3: Apollo

Apollo

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Explain how different events have influenced and changed the English language. (08-10)
04. Analyze the ways that historical events influenced the English language. (10)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (10)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (10)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct capitalization and punctuation. (10)

Lesson 4: Eros

Eros

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (10)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (10)

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Lesson 5: Hades

Hades

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (10)
S05. Reading Applications: Literary Text
D. Identify similar recurring themes across different works. (08-10)
04. Interpret universal themes across different works by the same author or by different authors. (10)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (10)
B. Use correct punctuation and capitalization. (08-10)
02. Use correct capitalization and punctuation. (10)

Lesson 6: Poseidon

Poseidon

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)
07. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials). (10)

Lesson 7: Consumer Documents

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Nike

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)
07. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials). (10)

Lesson 8: Pandora

Pandora

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
06. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text. (10)

Lesson 9: Analyzing Speeches

The Muses

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
08. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches. (10)
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (08-10)
05. Analyze an author's implicit and explicit argument, perspective or viewpoint in text. (10)

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Lesson 10: Time Line

Time Line

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)

Lesson 11: Homer's The Odyssey

Homer's The Odyssey

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood). (10)
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text. (10)

Lesson 12: Dionysus

Dionysus

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Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
C. Recognize the importance and function of figurative language. (08-10)
03. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (10)
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)
01. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience. (10)
S02. Writing Applications
C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies. (08-10)
03. Write business letters, letters to the editor and job applications that: (10)
03. exclude extraneous details and inconsistencies; and (10)
03. provide a sense of closure to the writing. (10)
03. follow the conventional style appropriate to the text using proper technical terms; (10)
03. include appropriate facts and details; (10)
03. address audience needs, stated purpose and context in a clear

Lesson 13: Hera

Hera

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
B. Examine the relationships of analogical statements to infer word meanings. (08-10)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. (10)
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
04. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping. (10)
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (08-10)
06. Identify appeals to authority, reason and emotion. (10)

Lesson 14: Ares & Grammar

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Ares & Grammar

Standard Benchmark and Indicator
S03. Writing Conventions
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (10)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (10)
05. Use proper placement of modifiers. (10)

Lesson 15: Prewriting

Prewriting

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (10)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (10)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (10)
S04. Research
A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (08-10)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (10)
B. Evaluate the usefulness and credibility of data and sources. (08-10)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (10)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). (10)

Lesson 16: First Draft and Outline

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First Draft and Outline

Standard Benchmark and Indicator
S01. Writing Processes
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
05. Use organizational strategies (e.g., notes, outlines) to plan writing. (10)
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (10)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (10)
09. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (10)
10. Use available technology to compose text. (10)
S04. Research
C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (08-10)
04. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes. (10)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. (08-10)
05. Integrate quotations and citations into written text, maintain a flow of ideas. (10)
06. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement. (10)

Lesson 17: Revising, Editing, Proofreading

Revising, Editing, Proofreading

Standard Benchmark and Indicator
S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
11. Reread and analyze clarity of writing, consistency of point of view and

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effectiveness of organizational structure. (10)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (10)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (10)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (10)
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (10)
S02. Writing Applications
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. (08-10)
04. Write informational essays or reports, including research, that: (10)
04. create an organizing structure appropriate to the purpose, audience and context. (10)
04. support the main ideas with facts, details, examples and explanations from sources; and (10)
04. document sources and include bibliographies. (10)
04. pose relevant and tightly drawn questions that engage the reader. (10)
04. provide a clear and accurate perspective on the subject. (10)

Lesson 18: Publication

Publication

Standard Benchmark and Indicator
S01. Writing Processes
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (10)
S04. Research
E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia. (08-10)
07. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (10)

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