

**Virtual Learning Academy  
Jefferson County Educational Service Center  
Academic Content Standards  
English- Roman Mythology**

**Lesson 1: Introduction**

Introduction

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

**Lesson 2: Jupiter**

Jupiter

<b>Standard Benchmark and Indicator</b>
<b>S03. Writing Conventions</b>
<b>A. Use correct spelling conventions. (08-10)</b>
01. Use correct spelling conventions. (10)
<b>B. Use correct punctuation and capitalization. (08-10)</b>
02. Use correct capitalization and punctuation. (10)
<b>S02. Writing Applications</b>
<b>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)</b>
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 (e.g., tension and suspense); (10)
<b>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)</b>
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific

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references to the original text, to other texts, authors and to prior knowledge. (10)

### Lesson 3: Apollo and Daphne

#### Apollo and Daphne

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (08-10)
05. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (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.

### Lesson 4: Cupid

#### Cupid

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)
07. Recognize how irony is used in a literary text. (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.

### Lesson 5: Pluto and Prosperine

#### Pluto and Prosperine

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)

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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.

### Lesson 6: Neptune

#### Neptune

<b>Standard Benchmark and Indicator</b>
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization). (08-10)
02. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.

### Lesson 7: Hercules

#### Hercules

<b>Standard Benchmark and Indicator</b>
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (10)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the features of setting and their importance in a literary text. (10)
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
03. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text. (10)
E. Analyze the use of a genre to express a theme or topic. (08-10)
05. Analyze how an author's choice of genre affects the expression of a theme or topic. (10)
S02. Writing Applications
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.

### Lessons 8 and 9: Diana

#### Diana

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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)
<b>S02. Writing Applications</b>
E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (08-10)
05. Write persuasive compositions that: (10)
05. support arguments with detailed evidence; (10)
05. exclude irrelevant information; and (10)
05. cite sources of information. (10)
<b>S05. Communications: Oral and Visual</b>
D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (08-10)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (10)
06. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. (10)
07. Vary language choices as appropriate to the context of the speech. (10)
F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis. (08-10)
10. Deliver persuasive presentations that: (10)
10. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and (10)
10. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). (10)
10. establish and develop a logical and controlled argument; (10)
10. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias; (10)
10. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority and reason; and (10)

### Lesson 10: Map Reading

#### Map Reading

<b>Standard Benchmark and Indicator</b>
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-10)
03. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

### Lesson 11: Ceres and Proserpine

#### Ceres and Proserpine

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<b>S04. Reading Applications: Informational, Technical and Persuasive Text</b>
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)
<b>S02. Writing Applications</b>
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 and efficient manner;

### Lesson 12: Mercury

#### Mercury

<b>Standard Benchmark and Indicator</b>
<b>S02. Acquisition of Vocabulary</b>
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)
<b>S05. Reading Applications: Literary Text</b>
G. Explain techniques used by authors to develop style. (08-10)
09. Explain how authors use symbols to create broader meanings. (10)
<b>S05. Communications: Oral and Visual</b>
G. Give presentations using a variety of delivery methods, visual displays and technology. (08-10)
09. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### Lesson 13: Juno And Her Rivals

#### Juno And Her Rivals

<b>Standard Benchmark and Indicator</b>
<b>S04. Reading Applications: Informational, Technical and Persuasive Text</b>
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.

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### Lesson 14: Exam

#### Exam

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.

### 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.).

### Lesson 16: First Draft and Outline

#### First Draft and Outline

Standard Benchmark and Indicator
S01. Writing Processes
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.

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(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)
<b>S04. Research</b>
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.

### Lesson 17: Revising, Editing, Proofreading

Revising, Editing, Proofreading

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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)
<b>S02. Writing Applications</b>
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.

### Lesson 18: Publication

#### Publication

<b>Standard Benchmark and Indicator</b>
<b>S01. Writing Processes</b>
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)
<b>S04. Research</b>
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.