Syllabus 523 – Myths and Legends

Course Description: Myths and Legends is a one-semester English elective course designed to deepen your awareness, understanding, and appreciation of this literary genre. Your study of myths and legends will involve reading, discussing, and analyzing fascinating stories from ancient cultures and discovering how they have changed over time.

Course Outline:

Unit 1 Creation Myths & Legends

- Big Ideas:
    - How are the characteristics of creation stories from different cultures alike and different?
    - What does a culture's creation myth tell us about the values and history of that civilization?

Unit 2 Greek Mythology

- Big Ideas:
    - What meaning did myths about gods, goddesses, and heroes have for the ancient Greeks?
    - How Greek and roman mythology influence our modern world?
    - How do mythological heroes compare with modern notions of heroism?

Unit 3 Arthurian Myths and Legends

- Big Ideas:
    - How does the growth of King Arthur's legend reflect the literary and cultural growth of England as a nation?
    - How does close reading of a specific segment of the King Arthur legends help us understand literary and cultural changes?

Unit 4 - Ancient Myths in the Modern World

- How do ancient stories translate into modern society?

Course Objectives

Reading

CCSS.ELA-LITERACY.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.ELA-LITERACY.RL.11-12.3
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.7
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.

Writing

CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F
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).

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Projects/Assignments/Assessments

3 - Discussions
24 - Assignments,
4 - Assessments: Explanatory essay, Analytical Essay, 2 Comparison Essays

Materials

Various films, texts of myths and legends

Timelines & Methods for evaluating student progress:

Students are expected to log in daily and submit assignments on a weekly basis. Progress will be evaluated each week and reported in the LMS gradebook based on successful achievement of assignment goals.

This course meets the state and district graduation requirements in the area of English.

Weekly contact will be conducted through a submitted assignment with instructor feedback. Students who do not submit an assignment are expected to email or call his/her instructor.

Each student is expected to spend a minimum of five hours per week on this course. Additional hours may be necessary to complete the course successfully.

Academic Honesty
- All students, as a condition for enrollment, agree to abide by the OnlineHS Academic Honesty policy. Failure to comply=
  - First offense: Zero grade on the assignment & re-do
  - Second offense: Zero grade on assignment & parent/counselor meeting
  - Third offense: "F" grade in the course and on the student's permanent transcript and inability to take OnlineHS courses in the future.

Minimum Expectation of Time
- Each student is expected to spend a MINIMUM of one hour per day or, five hours per week on their course.
- Courses are available 24 hours a day and 7 days a week.
- Additional hours may be necessary to complete the course successfully and earn a passing grade. Importantly, more time may be required to demonstrate understanding at levels exceeding standard to earn an exemplary grade.

Beginning & End date
- OnlineHS follows the Everett Public Schools Term schedule (Fall, Spring, & Summer).
  - See the Everett Public Schools master Calendar from the district home page at http://www.everettsd.org/Page/2
- OnlineHS courses END five days prior to the end of the Everett Public Schools term.
- Specific Dates are provided on the online hs web site (http://onlinehs.net/) and in the course.