



Gloucester Township Public Schools
Department of Curriculum and Instruction

Course Title	English/ Language Arts
Grade Level	Grade 6- Module 2: <i>A Hero's Journey</i>
Born on Date	July 2024

Module Summary

“A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man.”

— Joseph Campbell

“There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before.”

— Willa Cather

What are the few ancient stories repeated in each new generation? Why has the mythological hero's journey been recycled over thousands of years and retold by every culture? What powerful lesson does that journey teach us about the value of struggle and the relationship between failure and transformation?

Students encounter these questions and others throughout Module 2 as they read contemporary versions of the Indian epic *The Ramayana* and Homer's poem *The Odyssey*. These myths offer more than simple adventure; they expose students to an eternal, ubiquitous story that captures humankind's fundamental values and shared human experience. This narrative—identified as the monomyth by the American scholar Joseph Campbell—includes timeless archetypes and a structural framework that both play essential roles in the growth of a hero. Though they are ancient myths, *The Ramayana* and *The Odyssey* offer students a relevant and deeply human model of this hero: an extraordinary, but flawed individual who endures hard-fought struggle, experiences hard-earned transformation, and as a result, changes the world for the better. The structure of the monomyth is one of personal alchemy, leading the hero down a difficult, but necessary path. The path differs from one hero to the next, but the transformative journey is the same. Students examine the purpose and phases of this timeless hero's journey, as well as the various archetypes that support or impede the hero's progress and move the plot forward: characters such as the mentor, ally, and shadow. They consider how the order of these stages—and their deletion or

replacement in a particular myth—does not change the essence of the monomyth. The monomyth’s structure is surprisingly flexible, but the underlying values it supports stay the same regardless of what time period or culture gives birth to the hero’s story.

The module begins with students examining the genre of the monomyth by first reading *Ramayana: Divine Loophole*, a stunningly illustrated retelling of the Hindu story of Rama, told in words and vivid pictures by Sanjay Patel. This ancient myth is organized in three phases typical of the hero’s journey: we meet the hero Rama in his ordinary world; then he embarks on an epic journey to defend what is good and defeat what is evil; and finally he returns home able to become a king after overcoming the obstacles of his quest. Students examine this structure again in Gillian Cross’s retelling of *The Odyssey*, which chronicles Odysseus’s transformation through tests and trials from an extraordinary mortal to an epic hero. They complete their study of these two myths by deeply exploring other translations and the texts’ illustrations to build their knowledge of the hero’s journey and the archetypes it develops. By contrasting prose, verse, and illustrated translations of the myths, students examine the impact of word choice on meaning and characterization, eventually transferring these understandings into their own writing.

After exposure to these classic monomyths, students connect ancient archetype to the contemporary world: Where, for example, do we also see circular journeys of transformation? Although he was invented thousands of years after Odysseus, doesn’t Harry Potter follow the same basic archetypal path of a hero? Doesn’t Luke Skywalker’s story boil down to a young man reluctantly leaving home to defeat what is evil and becoming a courageous Jedi in the process? In fact, aren’t all of our lives, in some sense, following this basic path? The monomyth speaks to the way we view the world: personal transformation, if it is powerful, is often painful and necessary. Becoming a hero in our own lives requires work, but it is worth it—both for ourselves and others.

Finally, students complete an End-of-Module (EOM) Task. Having begun the module by focusing on the structure, characters, and themes of the monomyth, students use their knowledge of this genre to create an original hero’s journey. In this culminating narrative writing assignment, students outline their story, compose two scenes that each showcase a stage from different phases of the hero’s journey, and present their idea to their peers. Their story reflects an understanding that the monomyth is less about the adventures the hero undertakes and more about the vital, personal growth the hero experiences that collectively benefits all people.

Essential Question	Suggested Student Understandings
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What is the significance and power of the hero’s journey?

- The monomyth genre is relevant to contemporary society because it captures a fundamental human experience that is timeless and universal.
- The monomyth has a long history and persistent influence in storytelling through its common stages and archetypal characters.
- The main values the genre supports are consistent across cultures and time periods, even as the monomyth’s structure is flexible.
- The archetypal hero experiences transformation because of struggle and uses this personal growth to benefit others.
- Archetypes- such as the mentor, ally, and shadow- play an essential role in the hero’s growth.
- Building knowledge about cultural beliefs- such as the Indian belief of following one’s dharma or the Greek belief that a man should protect his arête- helps clarify stories produced by that culture.
- Writers use narrative techniques, such as dialogue and descriptive details, to help develop characters, setting, and themes.

Core Texts	Supplementary Text
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Myths (Literary)

- *The Odyssey*, Gillian Cross

Article

- “The Hero’s Journey Outline,” Christopher Vogler

<ul style="list-style-type: none"> ▪ <i>Ramayana: Divine Loophole</i>, Sanjay Patel 	<p>Audiobooks</p> <ul style="list-style-type: none"> ▪ Odyssey Book 23 Translated by Robert Fagles (Odyssey Book 23) ▪ The Ramayana, Book 6 by Valmiki (The Ramayana) <p>Essay</p> <ul style="list-style-type: none"> ▪ “A Practical Guide to Joseph Campbell’s The Hero with a Thousand Faces,” Christopher Vogler <p>Journalism</p> <ul style="list-style-type: none"> ▪ “Pixar Artist Sanjay Patel Gets Personal with ‘Sanjay’s Super Team,’” Rebecca Keegan (Sanjay Patel) <p>Myths</p> <ul style="list-style-type: none"> ▪ <i>The Odyssey</i>, Trans. Geoffrey Steadman, “Book 9” ▪ <i>The Odyssey</i>, Trans. George Herbert Palmer, “Book 23” ▪ <i>The Odyssey</i>, Trans. Robert Fagles, “Book 23” ▪ <i>The Odyssey</i>, Trans. Robert Fitzgerald, “Book 23” ▪ <i>The Odyssey</i>, Trans. Samuel Butler, “Book 23” ▪ <i>The Odyssey</i>, Trans. Stanley Lombardo, “Book 23” ▪ <i>The Odyssey</i>, Trans. T.E. Lawrence, “Book 23” ▪ <i>Ramayana</i>, Trans. Chakravarti Rajagopalachari, “Book IV Yuddha Kanda” ▪ <i>Ramayana</i>, Trans. K. M. K Murthy, “Book IV Yuddha Kanda” ▪ <i>Ramayana</i>, Trans. T.H. Griffith, “Book IV Yuddha Kanda” <p>Transcript</p> <ul style="list-style-type: none"> ▪ “Ep. 1 Joseph Campbell and the Power of Myth- ‘The Hero’s Adventure,’” Bill Moyers and Joseph Campbell <p>Videos</p> <ul style="list-style-type: none"> ▪ “The Mythology of Star Wars,” Bill Moyers and George Lucas ▪ “What Makes a Hero?” Matthew Winkler
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Assessment Plan		
Focusing Question Tasks	Elements that Support Success on the EOM Task	Standards
<p>1. Part 1: With a partner, complete the Character Archetype and Stages of a Hero’s Journey tables for <i>Ramayana: Divine Loophole</i>. Part 2: On your own, write an explanatory essay in which you synthesize your understanding of <i>Ramayana: Divine Loophole</i> by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations.</p> <p>FQT 1</p>	<ul style="list-style-type: none"> ▪ Build understanding of the monomyth’s archetypes. ▪ Build understanding about the purpose behind the quest: the transformation of the hero. ▪ Strengthen understanding of the stages of a hero’s journey. ▪ Develop knowledge about common themes conveyed in the hero’s journey. ▪ Develop knowledge about common themes conveyed in the hero’s journey. 	<p>RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5, W.IW.6.2, W.WP.6.4, W.6.9.a, L.6.6</p>

<p>FQT 1 PDF</p> <p>2. Part 1: Complete the Character Archetype and Stages of a Hero's Journey tables for <i>The Odyssey</i>.</p> <p>Part 2: Write an explanatory essay in which you synthesize your understanding of <i>The Odyssey</i> by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations.</p> <p>FQT 2</p> <p>FQT 2 PDF</p>	<ul style="list-style-type: none"> ▪ Build understanding of the monomyth's archetypes. ▪ Build understanding about the purpose behind the quest: the transformation of the hero. ▪ Strengthen understanding of the stages of a hero's journey. ▪ Develop knowledge about common themes conveyed in the hero's journey. 	<p>RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5, W.IW.6.2, W.WP.6.4, W.6.9.a, L.6.6</p>
<p>3. Part 1: Choose one illustration from either of the texts that hasn't already been analyzed in class and that is significant to the development of the text's characters, plot, or setting. Write an explanatory essay in which you explain how two of the art elements or concepts in your chosen illustration help to convey meaning about this significant moment.</p> <p>Part 2: Write a narrative scene of at least three paragraphs that conveys the story of your chosen illustration from the perspective of a character other than Rama or Odysseus.</p> <p>FQT 3</p> <p>FQT 3 PDF</p>	<ul style="list-style-type: none"> ▪ Craft a narrative from a character's unique point of view. ▪ Develop the narrative using context, narrative techniques, transition words, precise words and phrases, descriptive details, sensory language, and a conclusion. ▪ Produce clear and coherent writing appropriate for the task and audience. 	<p>RL.CR.6.1, W.IW.6.2, W.NW.6.3, W.WP.6.4, W.6.9.a, L.SS.6.1.b, L.SS.6.1.d, L.KL.6.2.b, L.6.6</p>
<p>4. Part 1: Working with your small group, choose another text (book or film) with which you are all familiar and that you think is an example of the monomyth genre. Use the</p>	<ul style="list-style-type: none"> ▪ Strengthen understanding of the stages of a hero's journey, a hero's transformation, and archetypes. ▪ Develop a presentation using clear and coherent writing that is appropriate for the task and audience. 	<p>RL.CR.6.1, RL.CI.6.2 RL.IT.6.3, RL.PP.6.5, W.IW.6.2, W.WP.6.4, W.SE.6.6, W.6.9.a,</p>

<p>Character Archetypes and Stages of the Hero’s Journey tables to organize the characters and events.</p> <p>Part 2: Then, still working with your group, create and present a five-minute “elevator speech” in which you explain how this text is an example of a monomyth, being sure to include the hero’s flaw or weakness and how the hero overcomes this obstacle to make life better for all people.</p> <p>FQT 4 FQT 4 PDF</p>	<ul style="list-style-type: none"> Present ideas using eye contact, adequate volume, and clear pronunciation. 	<p>SL.SS.6.1.d, SL.VI.6.4, SL.AS.6.6, L.6.6</p>
New Read Assessments	Elements that Support Success on the EOM Task	Standards
<p>1. Compare and contrast the experiences of listening to a recording of and reading the text of the same excerpt from <i>The Odyssey</i>. Respond to multiple-choice questions and complete a short response about the content of the excerpt.</p> <p>NR 1 NR 1 PDF</p>	<ul style="list-style-type: none"> Develop a deeper understanding of the Return with the Elixir stage and ally archetype. Analyze the use of precise word choice and relevant descriptive details. 	<p>RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.AA.6.7, W.6.9.a, W.AW.6.10, SL.KL.6.2, L.VI.6.4.a</p>
<p>2. Read an excerpt from “A Practical Guide to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>” by Christopher Vogler and respond to multiple-choice and open-ended questions about the content of the excerpt.</p> <p>NR 2 NR 2 PDF</p>	<ul style="list-style-type: none"> Develop an understanding of the history and persistence of the monomyth genre. Build knowledge of how to effectively modify the archetypes and stages of a hero’s journey. 	<p>RI.CR.6.1, RI.CI.6.2, RI.TS.6.4, W.6.9.a, W.AW.6.10, L.VI.6.4.a</p>

Socratic Seminars	Elements that Support Success on the EOM Task	Standards
<p>1. Analyze the big ideas developed in <i>Ramayana: Divine Loophole</i>, particularly those conveyed by character responses to moral dilemmas.</p> <p>SS</p>	<ul style="list-style-type: none"> ▪ Develop a deeper understanding of archetypes, particularly the hero as he struggles to pass tests. ▪ Deepen understanding of how character development supports and advances a text’s big ideas. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation. 	<p>RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, SL.SS.6.1.d, SL.VI.6.4, SL.AS.6.6</p>
<p>2. Analyze what big ideas in <i>The Odyssey</i> have developed into themes; explain how the text illuminates them; and consider why these themes are often conveyed in the monomyth.</p> <p>SS</p>	<ul style="list-style-type: none"> ▪ Strengthen understanding of the monomyth genre by analyzing its common themes. ▪ Develop a deeper understanding of the purpose behind the hero’s transformation. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation. 	<p>RL.CR.6.1, RL.CI.6.2, SL.SS.6.1.d, SL.VI.6.4, SL.AS.6.6</p>
<p>3. Compare and contrast Sita and Penelope, their relationships with the hero in each story, and their function in the hero’s journey.</p> <p>SS</p>	<ul style="list-style-type: none"> ▪ Deepen understanding of the relationship between and among heroes and allies. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation. 	<p>RL.CR.6.1, RL.IT.6.3, SL.SS.6.1.d, SL.AS.6.6</p>
Question Sets	Elements that Support Success on the EOM Task	Standards
<p>Lesson 2 Question Set Lesson 4 Question Set Lesson 7 Question Set Lesson 8 Question Set Lesson 12 Question Set Lesson 14 Question Set Lesson 16 Question Set Lesson 21 Question Set Lesson 22 Question Set Lesson 23 Question Set</p>	<ul style="list-style-type: none"> ▪ Test preparation—are students familiar with the types of items they will see on standardized exams and can they respond to them successfully? ▪ Standards assessment—can students demonstrate mastery of targeted reading and vocabulary standards when reading complex texts? 	<p>R.L.SS.6.1, R.L.KL.6.2., R.L.VL.6.3,R.L.VI.6.4, R.L.VI.6.4.a, R.L.6.5, R.L.6.5.a.,</p>
Vocabulary Assessments	Elements that Support Success on the EOM Task	Standards
<p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases,</p>	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. 	<p>Assessment 1: L.VI.6.4.a, L.VI.6.4.b</p>

<p>and/or word parts.</p> <p>Vocabulary Assessment 1</p> <p>Vocabulary Assessment 1 PDF</p> <p>Vocabulary Assessment 2</p> <p>Vocabulary Assessment 2 PDF</p>	<ul style="list-style-type: none"> Acquire and use domain-specific or text-critical words essential for communication about the module’s topic. 	<p>Assessment 2: L.VI.6.4.a, L.VI.6.4.b, L.6.5.c</p>
End-of Module Task (EOM)	Criteria for Success	Standards
<p>Part 1: Plan your original monomyth using the Character Archetypes and Stages of the Hero’s Journey tables.</p> <p>Part 2: Choose two stages to fully develop into narrative scenes.</p> <p>Part 3: Use technology to create a presentation and choose one of your narrative scenes to present in a fluent read to share your hero and his/her journey with the class.</p> <p>EOM Task</p> <p>EOM Task PDF</p>	<ul style="list-style-type: none"> Demonstrate an understanding of the monomyth genre. Develop a narrative using context, narrative techniques, transition words, precise words, and a conclusion. Use technology and fluent reading to produce, publish, and clarify ideas. 	<p>W.NW.6.3, W.WP.6.4, W.WR.6.5, W.SE.6.6, L.SS.6.1.b, L.SS.6.1.d, L.KL.6.2.a, L.KL.6.2.b, L.6.6, SL.SS.6.1.d, SL.VI.6.4, SL.UM.6.5, SL.AS.6.6</p>

Module Lesson Plans

**Deep Dives are highlighted in red; Main (Required) Assessments are highlighted in blue.*

Focusing Question: Lessons 1-9 – How does Ramayana: Divine Loophole exhibit the genre expectations of the monomyth?		
Module 2; Lesson 1	Module 2; Lesson 2	Module 2; Lesson 3
<p>FQ 1: How does Ramayana: Divine Loophole exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 1-9 & 124-131)</p>	<p>FQ 1: How does Ramayana: Divine Loophole exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 10- 23)</p> <p>CFQ: Organize- What’s happening in <i>Ramayana: Divine Loophole</i>?</p>	<p>FQ 1: How does Ramayana: Divine Loophole exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 24-37 & 132-145)</p>

<p>CFQ: Wonder- What do I notice and wonder about <i>Ramayana: Divine Loophole</i> and its author? CQ: Examine – n/a</p> <p>Learning Goal: Notice and Wonder about text and illustrations details to build knowledge about <i>Ramayana: Divine Loophole</i>, its author and Hindu mythology (Handout 1A). Assessment: Complete a sentence frame that expresses the relationship between myth and a related word.</p> <p>Learning Goal: Express the relationship between myth and a related content word in writing. Assessment: Handout 1B: Frayer Model. Students write the definition of myth, add characteristics, examples, and Nonexamples boxes on the Frayer model.</p> <p>Assessments: N/A</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout 1A & Handout 1B <p>Standard(s): RL.TS.6.4 W.AW.6.10 SL.SS.6.1 & 6.2 L.6.5.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> Create and display a chart for the Sanskrit words that students will continually encounter in the module: devas (gods), rishis (sages), brahmarshi (enlightened priest), and jaya (history). 	<p>CQ: Examine: Why is establishing a story’s context important?</p> <p>Learning Goal: Explain how Patel establishes context in <i>Ramayana</i> by introducing its main characters, setting, and central conflict. Assessment: Respond in writing to TDQs 1-4. Assessment: Explain (in a Quick Write) how the concepts of <i>dharma</i> and <i>karma</i> help establish context in <i>Ramayana: Divine Loophole</i>.</p> <p>Learning Goal: Apply knowledge of the roots <i>serv</i> and <i>cosm</i> to discover the meaning of words in context.) Assessment: Complete a Handout 2C.</p> <p>Assessments: Question Set 2</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout 2A: Anticipation Guide Handout 2B: Group Word-Solving Process Handout 2C: Word Solving <p>Standard(s): RL.CR.6.1, RL6.5 W.NW.6.3.a, W.AW.6.10 L.VI.6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>CFQ: Reveal- What does a deeper exploration of characters and sequence of events reveal in Ramayana: Divine Loophole? CQ: Examine: Why is logical sequence in narratives important?</p> <p>Learning Goal: Analyze the logic of <i>Ramayana: Divine Loophole</i>’s sequence of events. Assessment: Complete Handout 3A. Assessment: Explain (in a Quick Write) how Vishvamitra functions as a mentor archetypes for Rama.</p> <p>Learning Goal: Use context clues to determine the meaning of adjectives in the text, and apply knowledge of the <i>-ity</i> suffix to change adjectives to nouns. Assessment: Complete Handout 3B.</p> <p>Assessments: N/A</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout 2A: Anticipation Guide Handout 3A: Act One Sequence Handout 3B: Adjectives to Nouns Chart paper and markers <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 W.NW.6.3.a, W.AW.6.10 SL.SS.6.1 L.VI.6.4.a, L.VI.6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
<p>Module 2; Lesson 4 FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth? Texts(s): <i>Ramayana: Divine Loophole</i> (pages 38-55 & 130)</p>	<p>Module 2; Lesson 5 FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth? Texts(s): <i>Ramayana: Divine Loophole</i> (pages 56-63 & 156-163)</p>	<p>Module 2; Lesson 6 FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth? Texts(s): <i>Ramayana: Divine Loophole</i> (pages 64-81 & 146- 155)</p>

<p>CFQ: Reveal- What does a deeper exploration of structure reveal in <i>Ramaya: Divine Loophole</i>?</p> <p>CQ: Experiment- How do context and sequence in narratives work?</p> <p>Learning Goal: Analyze how the structure of <i>Ramayana</i> functions and advances its plot.</p> <p>Assessment: Handout 4A</p> <p>Learning Goal: Outline the sequence of events for a new scene in <i>Ramayana</i> and draft an opening paragraph that established context.</p> <p>Assessment: Handout 4B</p> <p>Learning Goal: Identify the case of pronouns in the text.</p> <p>Assessment: With a partner, identify the pronouns and pronoun cases of sentences from the text.</p> <p>Assessments: Question Set 4</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 2A: Anticipation Guide ▪ Handout 4A: Chapter Analysis ▪ Handout 4B: Narrative Practice ▪ Handout 4C: Narrative Writing Graphic Organizer ▪ Chart paper and markers <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 W.NW.6.3.a, W.AW.6.10 SL.SS.6.1 & SL.KL.6.2 L.SS.6.1.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ You can share sample responses for struggling students (p. 75). 	<p>CFQ: Reveal- What are the big ideas of <i>Ramaya: Divine Loophole</i>?</p> <p>CQ: Examine and Experiment- How does reflecting aloud work?</p> <p>Learning Goal: Reflect aloud to improve participation in an academic discussion with peers.</p> <p>Assessment: Participate in a Socratic Seminar.</p> <p>Learning Goal: Determine one of the big ideas illuminated in <i>Ramayana</i> so far, and explain how it is conveyed by particular details.</p> <p>Assessment: Complete and revise a Quick Write.</p> <p>Learning Goal: Revise incorrect pronoun case in writing.</p> <p>Assessment: With partner, identify and revise the pronoun case in sentences.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 5A: Speaking and Listening Checklist ▪ Handout 5B: Optional Fluency Practice 1 ▪ Handout 5C: Pronoun Case <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4 W.AW.6.10 SL.SS.6.1 & SL.AS.6.6 L.SS.6.1.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Refer to pages 402 (Socratic Seminar Tracking Sheet) and 403 (Speaking and Listening Rubric) 	<p>CFQ: Reveal- What does a deeper exploration of precise word choice and illustrations reveal in <i>Ramayana: Divine Loophole</i>?</p> <p>CQ: Examine- Why is precise word choice in narrative writing important?</p> <p>Learning Goal: Analyze how precise word choice and illustrative details develop characters for a particular purpose.</p> <p>Assessment: Complete Handout 6A.</p> <p>Learning Goal: Use context and morphemic clues to determine meaning of mobilized.</p> <p>Assessment: Write a response that defines the word mobilized.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 6A: Precise Word Choice and Illustrations ▪ Chart paper and markers ▪ <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4 SL.SS.6.1, 6.2, 6.4, & 6.6 L.VI.6.4.a & 6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Ensure students can explain how these examples develop characters and for what purpose. ▪ Deep Dive: Students will likely have learned the prefixes, suffixes, and roots discussed today in previous grades. This lesson serves as a review and allows students to practice applying their morphemic knowledge to words in context.
<p>Module 2; Lesson 7</p> <p>FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth?</p>	<p>Module 2; Lesson 8</p> <p>FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth?</p>	<p>Module 2; Lesson 9</p> <p>FQ 1: How does <i>Ramayana: Divine Loophole</i> exhibit the genre expectations of the monomyth?</p>

<p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 82-99) CFQ: Reveal- What does a deeper exploration of Patel’s illustrations reveal in <i>Ramayana: Divine Loophole</i>? CQ: Experiment- How does precise word choice in narrative writing work?</p> <p>Learning Goal: Employ precise word choice in the drafting of scene’s second paragraph. Assessment: Complete a scene’s second paragraph.</p> <p>Learning Goal: Analyze how illustrations advance the text’s plot, convey its themes, and develop its characters. Assessment: Complete a Quick Write.</p> <p>Learning Goal: Use context and knowledge of the suffix <i>-ive</i> to determine the meaning of adjectives in the text. Assessment: Apply the words <i>manipulative</i> and <i>extensive</i> to the text.</p> <p>Assessments: Question Set 7</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 4B: Narrative Practice ▪ Handout 4C: Narrative Writing Graphic Organizer <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4 W.3.a & W.3.d SL.SS.6.1, 6.2, 6.4, & 6 L.VI.6.4.a & 6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 100-113) CFQ: Reveal- What does a deeper exploration of Patel’s illustrations reveal in <i>Ramayana: Divine Loophole</i>? CQ: Experiment- How does precise word choice in narrative writing work?</p> <p>Learning Goal: Employ precise word choice in the drafting of scene’s second paragraph. Assessment: Complete a scene’s second paragraph.</p> <p>Learning Goal: Analyze how illustrations advance the text’s plot, convey its themes, and develop its characters. Assessment: Complete a Quick Write.</p> <p>Learning Goal: Use context and knowledge of the suffix <i>-ive</i> to determine the meaning of adjectives in the text. Assessment: Apply the words <i>manipulative</i> and <i>extensive</i> to the text.</p> <p>Assessments: Question Set 8</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 4B: Narrative Practice ▪ Handout 4C: Narrative Writing Graphic Organizer <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4 W.3.a & W.3.d SL.SS.6.1, 6.2, 6.4, & 6 L.VI.6.4.a & 6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Texts(s): <i>Ramayana: Divine Loophole</i> (pages 114-123) CFQ: Know- How does the monomyth genre build my knowledge of <i>Ramayana: Divine Loophole</i>? CQ: n/a</p> <p>Learning Goal: Write an explanatory essay about how <i>Ramayana Divine Loophole</i> aligns to the monomyth’s expectations and themes, after aligning the text’s structure and archetypes to those of the genre. Assessment: Complete FQT#1</p> <p>Learning Goal: Apply knowledge of contextual and morphemic clues to correctly define words in context. Assessment: Vocabulary Assessment #1</p> <p>Assessments: Focus Question Task #1 and Vocabulary Assessment #1</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 9A: Focusing Question Task 1 ▪ Handout 9A: Character Archetypes ▪ Handout 9B: Stages of a Hero’s Journey ▪ Handout 9C: Explanatory Essay Graphic Organizers ▪ Handout 2A: Anticipation Guide ▪ Assessment 9B: Vocabulary Assessment 1 <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5 W.IW.6.2, W.4, and W.6.9 SL.SS.6.1, 6.4 L.VI.6.4.a & 6.4.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
Focusing Question 2: Lessons 10-18 – How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth.		
<p>Module 2; Lesson 10 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (pages 8-25)</p>	<p>Module 2; Lesson 11 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (pages 26-47) CFQ: Organize- What is happening in <i>The Odyssey</i>?</p>	<p>Module 2; Lesson 12 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (pages 48-73)</p>

<p>CFQ: Wonder- What do I notice and wonder about <i>The Odyssey</i>?</p> <p>CQ: n/a</p> <p>Learning Goal: Examine settings characters to build understanding about <i>The Odyssey</i>.</p> <p>Assessment: Complete the Observe-Infer-Wonder Charts and share recordings.</p> <p>Learning Goal: Achieve deeper understanding of words by distinguishing among connotations of synonyms.</p> <p>Assessment: Complete Handout 10C.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 2A: Anticipation Guide ▪ Handout 10A: Anticipation Guide ▪ Handout 10B: Optional Fluency Practice ▪ Handout 10C: Word Lines <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 W.AW.6.10 SL.SS.6.1, 6.2, 6.6 L.6.5.c</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p>	<p>CQ: n/a</p> <p>Learning Goal: Explain how the Greek concept of <i>arête</i> builds understanding of Odysseus’s development as the hero archetype.</p> <p>Assessment: Complete an explanatory response.</p> <p>Learning Goal: Identify how the first three chapters’ sequence of events fit into the structure of the monomyth.</p> <p>Assessment: Write and share responses to TDQs 1-3.</p> <p>Learning Goal: Use the relationship between an unknown word and surrounding words to better understand the unknown word.</p> <p>Assessment: Complete Handout 11B.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 10A: Anticipation Guide ▪ Handout 11A: Sequence of Events ▪ Handout 11B: Context Clues <p>Standard(s): RL.CR.6.1, RL.CI.6.2,.6.3, RL.TS.6.4, RL.PP.6.5 W.AW.6.10 SL.SS.6.1, 6.6 L.6.5.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>CFQ: Reveal- What does a deeper exploration of character reveal in <i>The Odyssey</i>?</p> <p>CQ: n/a</p> <p>Learning Goal: Analyze scenes that depict Odysseus’s <i>arête</i>, hubris, and humility, and explain how they establish Odysseus as the hero archetype.</p> <p>Assessment: Respond in writing to TDQs 1, 2, 4, and 5.</p> <p>Learning Goal: Expand word knowledge of select words in <i>The Odyssey</i> using the Frayer model; use the relationship between words to better understand a word’s meaning.</p> <p>Assessment: Apply the words <i>desperate</i>, <i>wretched</i>, and <i>treacherous</i> to an example in <i>The Odyssey</i>.</p> <p>Assessments: Question Set 12</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 10A: Anticipation Guide ▪ Handout 1B: Frayer Model <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 SL.SS.6.1, 6.6 L.6.5.b, 6.5.6</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Not all archetypes are exact. Students will be able to justify their opinions for different archetypal selections.
<p>Module 2; Lesson 13</p> <p>FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>The Odyssey</i> (pages 74-99)</p> <p>CFQ: Distill- What are the big ideas in <i>The Odyssey</i>?</p> <p>CQ: Examine- Why is dialogue important in narratives?</p>	<p>Module 2; Lesson 14</p> <p>FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>The Odyssey</i> (pages 100-119)</p> <p>CFQ: Reveal- What does a deeper exploration of narrative techniques reveal in <i>The Odyssey</i>?</p> <p>CQ: Examine- Why are narrative techniques important?</p>	<p>Module 2; Lesson 15</p> <p>FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth?</p> <p>Texts(s): <i>The Odyssey</i> (pages 120-137)</p> <p>CFQ: Reveal- What does a deeper exploration of plot reveal in <i>The Odyssey</i>?</p> <p>CQ: Experiment- How do narrative techniques in a scene work?</p>

<p>Learning Goal: Reflect aloud to improve participation in an academic discussion with peers. Assessment: Participate in a Socratic Seminar.</p> <p>Learning Goal: Determine one of the big ideas illuminated in <i>The Odyssey</i> so far and explain how it is conveyed by particular details. Assessment: Complete and revise a Quick Write.</p> <p>Learning Goal: Analyze how disappointment and failure teach Odysseus valuable lessons and how his responses support the text’s big ideas. Assessment: Complete Handout 13A.</p> <p>Learning Goal: Use correct pronoun case in writing. Assessment: Revise written response from core lesson to reflect correct pronoun case.</p> <p>Assessments: Socratic Seminar</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 13A: Odysseus’s Tests ▪ Handout 13B: Pronoun Case Passage ▪ Socratic Seminar Tracking Sheet <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4 W.AW.6.10 SL.SS.6.1, 6.4, 6.6 L.SS.6.1.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Learning Goal: Analyze how Cross uses narrative techniques to develop characters and plot. Assessment: Write and share responses to TDQs.</p> <p>Learning Goal: Distinguish among the connotations of <i>pine</i>. Assessment: With a group, create a word line with synonyms of <i>pine</i>.</p> <p>Assessments: Question Set 14</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 14A: Narrative Techniques ▪ Index cards (six per small group) <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 SL.SS.6.1, 6.6 L.6.5.c</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Learning Goal: Analyze how an event develops archetypes, advances a text’s big ideas, and fits into a text’s structure. Assessment: Complete and present Handout 15A.</p> <p>Learning Goal: Employ narrative techniques in the drafting of a scene’s paragraphs. Assessment: Compose the third event in a scene’s sequence.</p> <p>Learning Goal: Add appropriate transitions to a paragraph to clarify the relationships among ideas. Assessment: Add appropriate transitions to the “Exile” narrative.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 15A: Plot Analysis ▪ Handout 4B: Narrative Practice ▪ Handout 4C: Narrative Writing Graphic Organizer ▪ Handout 14A: Narrative Techniques ▪ Handout 15B: Optional Fluency Practice 3 ▪ Chart paper and markers <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5 W.NW.6.3.b SL.SS.6.1, 6.4, 6.6 L.KL.6.2 , L.4.3.A</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
<p>Module 2; Lesson 16 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (pages 138-157) CFQ: Reveal- What does a deeper exploration Odysseus and his family reveal about <i>The Odyssey</i>?</p>	<p>Module 2; Lesson 17 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (pages 158-171) CFQ: Distill- What are the themes in <i>The Odyssey</i>?</p>	<p>Module 2; Lesson 18 FQ 1: How does <i>The Odyssey</i> exhibit the genre expectations of the monomyth? Texts(s): <i>The Odyssey</i> (Illustrations) CFQ: Know- How does the monomyth genre build my knowledge of <i>The Odyssey</i>?</p>

<p>CQ: Experiment- How do narrative techniques in a scene work?</p> <p>Learning Goal: Analyze how Odysseus and Telemachus’s depictions in the beginning of the Return phase emphasize their status as heroes. Assessment: Write and share responses to TDQs</p> <p>Learning Goal: Employ narrative techniques to complete the drafting of a well-paced, engaging scene. Assessment: Compose a scene’s final events in its plot sequence.</p> <p>Learning Goal: Use the relationship between the words <i>jubilant</i> and <i>triumphant</i> to better understand the words. Assessment: Use the Outside-In strategy to determine the meaning of <i>triumphant</i> in context.</p> <p>Assessments: Question Set 16</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 4B: Narrative Practice ▪ Handout 4C: Narrative Writing Graphic Organizer ▪ Handout 14A: Narrative Techniques <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5 W.NW.6.3 SL.SS.6.1, 6.6 L.6.5.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>CQ: Execute- How do I reflect aloud in a Socratic Seminar?</p> <p>Learning Goal: Analyze how the final chapter supports the text’s big ideas and solidifies some of its themes. Assessment: Write and share responses to TDQs</p> <p>Learning Goal: Analyze what big ideas in the story have morphed into themes, and explain how the text illuminates them. Assessment: Participate in a Socratic Seminar and complete revised theme statement.</p> <p>Assessments: Socratic Seminar</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 10A: Anticipation Guide ▪ Handout 13A: Odysseus’s Tests ▪ Handout 5A: Speaking and Listening Checklist <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3 SL.SS.6.1, 6.4, 6.6</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Note that there is no Deep Dive for this lesson. Teachers may use the time to support vocabulary practice and or style and convention skills presented in this module. 	<p>Learning Goal: Write an explanatory essay about how The Odyssey aligns to the monomyth’s expectations expectation and themes after aligning the text’s structure and archetypes to those of the genre. Assessment: Complete Assessment 18A</p> <p>Learning Goal: Identify and explain the function of intensive pronouns in sentences. Assessment: With a group, determine whether the reflexive pronouns in written sentences are intensive.</p> <p>Assessments: Focus Question #2</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 18A: Focus Question Task 2 ▪ Handout 10A: Anticipation Guide <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.IT.6.3 W.IW.6.2, W.WP.6.4, W.6.9 SL.SS.6.1, 6.4, 6.6</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Scaffold: perhaps struggling students write a three-paragraph essay as opposed to a four-paragraph essay (introduction, one body paragraph, and conclusion)
<p>Focusing Question 3: Lessons 19-27 – How do the translations of <i>The Odyssey</i> and <i>Ramayana</i> expand our understanding of these texts?</p>		
<p>Module 2; Lesson 19 FQ 1: How do translations of <i>The Odyssey</i> and <i>Ramayana</i> expand our understanding of these texts? Texts(s): <i>Ramayana</i>: Divine Loophole (covers and pages 80-81, 112-113)</p>	<p>Module 2; Lesson 20 FQ 1: How do translations of <i>The Odyssey</i> and <i>Ramayana</i> expand our understanding of these texts? Texts(s): <i>The Odyssey</i> (Illustrations), “The Mythology of Star Wars”</p>	<p>Module 2; Lesson 21 FQ 1: How do translations of <i>The Odyssey</i> and <i>Ramayana</i> expand our understanding of these texts? Texts(s): <i>The Odyssey</i> (excerpts from various authors)</p>

<p>CFQ: Reveal- What does a deeper exploration of illustrations reveal in <i>Ramayana: Divine Loophole</i>?</p> <p>CQ: Execute: How do I establish characters in narrative writing?</p> <p>Learning Goal: Analyze illustrations to deepen understanding of <i>Ramayana: Divine Loophole</i>.</p> <p>Assessment: Complete Assessment 19B</p> <p>Learning Goal: Add emphasis to a sentence through correct use of an intensive pronoun.</p> <p>Assessment: Add an intensive pronoun to a character development sentence to intensify a noun.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 19A: Art Vocabulary ▪ Handout 19B: Illustration Analysis ▪ Handout 19C: Hero Development <p>Standard(s): RL.CR.6.1 W.AW.6.10 SL.SS.6.1, 6.2 L.SS.6.1.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p>	<p>CFQ: Reveal- What does a deeper exploration of illustrations reveal in <i>The Odyssey</i>?</p> <p>CQ: Execute: How do I establish content in narrative writing?</p> <p>Learning Goal: Analyze illustrations to deepen understanding of <i>The Odyssey</i>.</p> <p>Assessment: Complete Handout 19B</p> <p>Learning Goal: Develop context to orient the reader to the setting and conflict.</p> <p>Assessment: Complete Handout 20A</p> <p>Learning Goal: Use intensive pronouns to add emphasis to nouns.</p> <p>Assessment: Add emphasis to a noun through an intensive pronoun in context development drafts.</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 19A: Art Vocabulary ▪ Handout 19B: Illustration Analysis ▪ Handout 20A: Context Development <p>Standard(s): RL.CR.6.1 W.AW.6.10 SL.SS.6.1, 6.2 L.SS.6.1.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ Provide additional analysis opportunities for struggling students, scaffolding their work by providing the types of art elements present and asking students to find evidence of them in the illustration. For students still struggling to connect how art elements reveal meaning in text, provide additional analysis opportunities with partners or during small-group instruction. 	<p>CFQ: Wonder- What do I notice and wonder about these different translations of “Book 23” <i>The Odyssey</i>?</p> <p>CQ: Excel: How do I improve characters and context in narrative writing?</p> <p>Learning Goal: Contrast the experience of reading and listening to an <i>Odyssey</i> translation.</p> <p>Assessment: Complete a Quick Write</p> <p>Learning Goal: Analyze how Penelope’s character is depicted in multiple translations of the same scene.</p> <p>Assessment: Complete a Quick Write.</p> <p>Learning Goal: Evaluate and revise character and context to strengthen writing.</p> <p>Assessment: Complete Handout 21C</p> <p>Assessments: Lessons 21</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 19C: Hero Development ▪ Handout 20 A: Context Development ▪ Handout 21A: Listening and Reading – The Odyssey ▪ Handout 21B: Translations of Homer’s Odyssey ▪ Handout 21C: Character and Context Peer Review ▪ Chart paper and markers <p>Standard(s): RL.CR.6.1, 6.3, 6.7 W.NW.6.3, 6.5, 6.10 SL.SS.6.1, 6.2, 6.6 L.SS.6.1.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ *Read the Next Steps for struggling students on 264
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Module 2; Lesson 22

FQ 1: How do translations of *The Odyssey* and Ramayana expand our understanding of these texts?

Texts(s): *The Odyssey* (Illustrations), excerpt from *The Odyssey* “Book 23” (various authors)

CFQ: Know- How do these illustrations and translations build my knowledge of *The Odyssey*?

CQ: Execute: Why is using technology to produce and publish our work important?

Learning Goal: Analyze illustrations to deepen understanding of Penelope’s character.

Assessment: Complete a Quick Write

Learning Goal: Compare and contrast how Penelope’s character is depicted in illustrations and different translations.

Assessment: Complete 3-2-1 exit ticket

Learning Goal: Explain how connotations of a word can affect the meaning of a text.

Assessment: Explain how the word choice in different translations change the meaning of given sentences.

Assessments: Question Set 22

Materials:

- Handout 19A: Art Vocabulary
- Handout 21B: Translations of Homer’s *Odyssey*
- Chart paper and makers

Standard(s):

RL.CR.6.1, 6.3, 6.9
W.AW.6.10
SL.SS.6.1, 6.2
L.6.5.a

Accommodations/Mod:

*Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:

- See Next Steps on page 273 for assistance for struggling students

Module 2; Lesson 23

FQ 1: How do translations of *The Odyssey* and Ramayana expand our understanding of these texts?

Texts(s): *Ramayana: Divine Loophole*, excerpts of “Book IV:Yuddha Kanda” by various authors

CFQ: Know- What do I notice and wonder about these translations of *Book IV of Ramayana*?

CQ: Experiment: Why is using technology to produce and publish our work important?

Learning Goal: Contrast the experience of reading and listening to a Ramayana translation.

Assessment: Complete Handout 23A

Learning Goal: Analyze how Sita’s character is depicted differently in two translations of the same scene.

Assessment: Complete a Quick Write

Learning Goal: Revise writing to include verbs that more precisely convey meaning.

Assessment: Replace two verbs in narrative writing with stronger, more precise verbs.

Assessments: Question Set 23

Materials:

- Handout 23A: Listening and Reading—*Ramayana*
- Handout 23B: Translations of Valmiki’s *Ramayana*
- Handout 19C: Hero Development
- Handout 20A: Context Development
- Handout 23C: Presentation Planner
- Handout 23D: Optional Fluency Practice 4

Standard(s):

RL.CR.6.1, 6.3, 6.7
W.AW.6.10
SL.SS.6.1, 6.2
L.6.5.a

Accommodations/Mod:

*Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:

Module 2; Lesson 24

FQ 1: How do translations of *The Odyssey* and Ramayana expand our understanding of these texts?

Text (s): *Ramayana: Divine Loophole*, Sanjay Patel, pages 114–17, and 121, *Ramayana*, Ralph T. H. Griffith, “Book IV: Yuddha Kanda” excerpts (Handout 23B), *The Ramayan*, Valmiki, translated by Ralph Griffith, “Book 6”, *Ramayana*, Chakravarti Rajagopalachari, “Book IV: Yuddha Kanda” excerpts (Handout 23B), *Ramayana*, K. M. K. Murthy, “Book IV: Yuddha Kanda” excerpts (Handout 23B)

CFQ: Know- How do these illustrations and translations build my knowledge of *Ramayana: Divine Loophole*?

CQ: Examine and Experiment: How does establishing point of view narrative work?

Learning Goal: Analyze illustrations to deepen understanding of Sita’s character.

Assessment: Complete a Quick Write

Learning Goal: Compare and contrast how Sita’s character is depicted in illustrations and different translations.

Assessment: Complete a 3-2-1 Exit Ticket

Learning Goal: Apply knowledge of contextual morphemic clues and word connotations to correctly define words in context.

Assessment: Complete Assessment 24A

Assessments: Vocabulary Assessment 2 (24A)

Materials:

- Handout 19A: Art Vocabulary
- Handout 23B: Translations of Valmiki’s *Ramayana*
- Assessment 24A: Vocabulary Assessment 2

Standard(s):

RL.CR.6.1, 6.3, 6.9
W.NW.6.3, W.WR.6.5, W.AW.6.10
SL.SS.6.1, SL.KL.6.2
L.VI.6.4.a, L.VI.6.4.b, L.6.5.c

		<p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> See Next Steps page 295 for help for struggling students
<p>Module 2; Lesson 25 FQ 1: How do translations of <i>The Odyssey</i> and Ramayana expand our understanding of these texts? Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, pages 114–17, and 121, <i>Ramayana</i>, Ralph T. H. Griffith, “Book IV: Yuddha Kanda” excerpts (Handout 23B), <i>The Ramayan</i>, Valmiki, translated by Ralph Griffith, “Book 6”, <i>Ramayana</i>, Chakravarti Rajagopalachari, “Book IV: Yuddha Kanda” excerpts (Handout 23B), <i>Ramayana</i>, K. M. K. Murthy, “Book IV: Yuddha Kanda” excerpts (Handout 23B) CFQ: Wonder- What do I notice and wonder about these translations of <i>The Odyssey</i> and <i>Ramayana: Divine Loophole</i>? CQ: Excel: How do I improve my use of technology to produce and publish?</p> <p>Learning Goal: Apply understanding of language and content to a new text through independent reading and analysis. Assessment: Complete Assessment 25A</p> <p>Learning Goal: Compare and contrast how Sita and Penelope and their function in the texts. Assessment: Complete a Quick Write after Socratic Seminar</p> <p>Learning Goal: Evaluate and revise a technology-based presentation by examining its content and structure. Assessment: Complete peer edit and revise presentation</p> <p>Learning Goal: Recognize and understand the purpose of restrictive elements. Assessment: Complete Handout 25C</p>	<p>Module 2; Lesson 26 FQ 1: How do translations of <i>The Odyssey</i> and Ramayana expand our understanding of these texts? Text (s): <i>Ramayana: Divine Loophole</i>, <i>The Odyssey</i> CFQ: Know- How do <i>The Odyssey</i> and <i>Ramayana: Divine Loophole</i> build my knowledge of monomyth genre? CQ: Execute: How do I use technology to produce and publish work? CQ: Execute: How do I use eye contact while presenting?</p> <p>Learning Goal: Publish and present ideas using technology. Assessment: Present characters and context of original myth.</p> <p>Assessments: Original Monomyth Presentation</p> <p>Materials:</p> <ul style="list-style-type: none"> Chromebooks <p>Standard(s): W.SE.6.6, W.AW.6.10 SL.SS.6.1.d, SL.VI.6.4, SL.UM.6.5, SL.AS.6.6 L.KL.6.2.b</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> Show students an exemplar presentation to model ordering, the integration of visuals, and appropriate amount of texts 	<p>Module 2; Lesson 27 FQ 1: How do translations of <i>The Odyssey</i> and Ramayana expand our understanding of these texts? Text (s): <i>Ramayana: Divine Loophole</i>, <i>The Odyssey</i> CFQ: Reveal- What does a deeper exploration of an illustration reveal in <i>The Odyssey</i> and <i>Ramayana: Divine Loophole</i>? CQ: Execute: How do I establish and maintain point of view in a narrative scene?</p> <p>Learning Goal: Analyze an illustration and write narrative of the illustrated scene from the perspective of a nonhero character. Assessment: Complete Assessment 27A</p> <p>Learning Goal: Recognize and understand the purpose of nonrestrictive elements. Assessment: With a partner, find examples of nonrestrictive elements in the text and explain their purpose.</p> <p>Assessments: Focus Question Task 3</p> <p>Materials:</p> <ul style="list-style-type: none"> Assessment 27A: Focus Question Task 3 <p>Standard(s): RL.CR.6.1 W.IW.6.2, W.NW.6.3, W.WP.6.4, W.6.9 SL.SS.6.1.b, SL.SS.6.1.d, SL.KL.6.2.b, SL.AS.6.6 L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>

Assessments: New Read Assessment 25A & Socratic Seminar

Materials:

- **Assessment 25A: New-Read Assessment 1**
- **Handout 25A: Excerpt from *Odyssey***
- **Handout 21B: Translations of Homer’s *Odyssey***
- **Handout 23B: Translations of Valmiki’s *Ramayana***
- **Handout 5A: Speaking and Listening Checklist**
- **Handout 25B: Presentation Peer Edit**
- **Handout 25C: Restrictive Elements**

Standard(s):

RL.CR.6.1, 6.2, 6.3, 6.4, 6.7
 W.WR.6.5, W.SE.6.6, W.6.9, W.AW.6.10
 SL.SS.6.1, SL.KL.6.2, SL.UM.6.5, SL.AS.6.6
 L.KL.6.2.b, L.VI.6.4.a, L.KL.6.2.a

Accommodations/Mod:

*Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:

- See Next Steps page 302 for help for struggling students

Focusing Question 4: Lessons 28-36 – How does the monomyth genre persist in and influence the stories we tell?

Module 2; Lesson 28

FQ 1: How does the monomyth genre persist in and influence the stories we tell?

Text (s): “A Practical Guide to Joseph Campbell’s The Hero with a Thousand Faces,” Christopher Vogler

CFQ: Know- How does Volger’s memo build my knowledge about the persistence of the monomyth genre?

Learning Goal: Apply an understanding of language and content to a new text through independent reading and analysis.

Assessment: Complete Assessment 28A

Learning Goal: Explain one of Volger’s central ideas.

Assessment: Complete a Quick Write

Module 2; Lesson 29

FQ 1: How does the monomyth genre persist in and influence the stories we tell?

Text (s): “Ep. 1: Joseph Campbell and the Power of Myth- ‘The Hero’s Adventure,’” Bill Moyers and Joseph Campbell

CFQ: Know- How does this text build my knowledge about how the monomyth influences our culture?

CQ: Examine- Why is reducing mental interference important?

Learning Goal: Analyze a quotation to determine the author’s central idea and generate word meaning from context.

Assessment: Complete Handout 29A

Learning Goal: Synthesize understanding of a contemporary text by aligning its structure with that of

Module 2; Lesson 30

FQ 1: How does the monomyth genre persist in and influence the stories we tell?

Text (s): “Ep. 1: Joseph Campbell and the Power of Myth- ‘The Hero’s Adventure,’” Bill Moyers and Joseph Campbell

CFQ: Know- How do these presentations build my knowledge of the monomyth genre?

CQ: Execute- How do I reduce mental interference before listening?

Learning Goal: Present understanding of how the monomyth genre influenced a contemporary text.

Assessment: Deliver speech portion of Assessment 29A

Learning Goal: Evaluate peers’ presentations to build understanding about the monomyth genre

Assessment: Complete a Quick Write

<p>Learning Goal: With support, add detail to sentences by adding nonrestrictive elements. Assessment: Add three nonrestrictive elements to Focusing Question Task 2 narrative.</p> <p>Assessments: New Read Assessment 2</p> <p>Materials:</p> <ul style="list-style-type: none"> Assessment 28A: New-Read Assessment 2 Handout 28A: “A Practical Guide to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>” Handout 28B: Archetype Development <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.TS.6.4 W.6.9.b, W.AW.6.10 SL.SS.6.1.a, SL.SS.6.1.b, SL.SS.6.1.c L.VI.6.4.a, L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> See Next Steps on page 324 	<p>the monomyth genre and analyzing how this structure develops the story’s main archetypes and hero’s transformation</p> <p>Assessment: Complete all parts of Assessment 29A except presenting speeches</p> <p>Assessments: Assessment 29A Focus Question Task 4</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout 29A: Joseph Campbell’s Hero Assessment 29A: Focusing Question Task 4 Handout 28B: Archetype Development <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.TS.6.4 W.6.9.b, W.AW.6.10 SL.SS.6.1.a, SL.SS.6.1.b, SL.SS.6.1.c L.VI.6.4.a, L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> Steer students toward movies that follow at least nine stages of the hero’s journey. 	<p>Assessments: Speech Assessment 29A</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout 29A: Joseph Campbell’s Hero Assessment 29A: Focusing Question Task 4 Handout 28B: Archetype Development Chart paper and markers <p>Standard(s): RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5 W.AW.6.10 SL.SS.6.1.d, SL.4, SL.AS.6.6 L.VI.6.4.a, L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
<p>Module 2; Lesson 31</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer, “The Hero’s Journey Outline,” Christopher Vogler (Handout 8A), “A Practical Guide to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>,” Christopher Vogler (Handout 28A)</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>CQ: Experiment- How do narratives scenes work in the End-of-Module Task?</p> <p>Learning Goal: Deconstruct and evaluate an exemplar narrative scene.</p> <p>Assessment: Complete peer review</p>	<p>Module 2; Lesson 32</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer, “The Hero’s Journey Outline,” Christopher Vogler (Handout 8A), “A Practical Guide to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>,” Christopher Vogler (Handout 28A)</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>CQ: Experiment- How do I use narratives scenes to respond to the End-of-Module Task?</p> <p>Learning Goal: Plan selected stages of the hero’s journey for original monomyth.</p> <p>Assessment: Complete Handout 9B</p>	<p>Module 2; Lesson 33</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer, “The Hero’s Journey Outline,” Christopher Vogler (Handout 8A), “A Practical Guide to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>,” Christopher Vogler (Handout 28A)</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>CQ: Execute- How do I use narratives scenes to respond to the End-of-Module Task?</p>

<p>Learning Goal: Evaluate and revise characters and context to strengthen writing for original monomyth. Assessment: Revise characters and context.</p> <p>Learning Goal: Recognize the use and effect of parentheses as a way to set off nonrestrictive elements. Assessment: Write a response describing the effect of parentheses placed around a nonrestrictive clause in a sentence.</p> <p>Assessments: Assessment 31A End-of-Module Task</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 31A: End-of-Module Task ▪ Handout 31A: End-of-Module Task Resources ▪ Handout 19C: Hero Development ▪ Handout 20A: Context Development ▪ Handout 28B: Archetype Development ▪ <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.PP.6.5 W.NW.6.3, W.WR.6.5, W.AW.6.10 SL.SS.6.1 L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions. For example:</p> <ul style="list-style-type: none"> ▪ See examples in Appendix C: 340-446 	<p>Learning Goal: Recognize the use and effect of dashes as a way to set off nonrestrictive elements. Assessment: Complete Handout 32A</p> <p>Assessments: Assessment 31A End-of-Module Task</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Handout 4C: Narrative Writing Graphic Organizer ▪ Handout 6A: Precise Word Choice and Illustrations ▪ Handout 8A: Hero's Journey Outline ▪ Handout 9B: Stages of a Hero's Journey (clean copy for each student) ▪ Handout 14A: Narrative Techniques ▪ Assessment 31A: End-of-Module Task ▪ Handout 31A: End-of-Module Task Resources ▪ Handout 32A: Adding Dashes <p>Standard(s): W.NW.6.3.a, W.WP.6.4 SL.SS.6.1.b, SL.AS.6.6 L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Learning Goal: Draft narrative scenes for original monomyths by applying knowledge of genre and using effective narrative elements Assessment: Draft narrative scenes.</p> <p>Learning Goal: Add details to narrative writing through nonrestrictive elements. Assessment: Add detail to your narrative by adding two nonrestrictive elements set off by punctuation.</p> <p>Assessments: Assessment 31A End-of-Module Task</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 31A: End-of-Module Task ▪ Handout 31A: End-of-Module Task Resources ▪ Handout 33A: Adding Nonrestrictive Elements <p>Standard(s): W.NW.6.3, W.WP.6.4, W.WR.6.5 SL.SS.6.1.b, SL.AS.6.6 L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
<p>Module 2; Lesson 34</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer, "The Hero's Journey Outline," Christopher Vogler (Handout 8A), "A Practical Guide to Joseph Campbell's <i>The Hero with a Thousand Faces</i>," Christopher Vogler (Handout 28A)</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>CQ: Execute- How do I improve my narrative scene?</p>	<p>Module 2; Lesson 35</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): <i>Ramayana: Divine Loophole</i>, Sanjay Patel, <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer, "The Hero's Journey Outline," Christopher Vogler (Handout 8A), "A Practical Guide to Joseph Campbell's <i>The Hero with a Thousand Faces</i>," Christopher Vogler (Handout 28A)</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>CQ: Execute- How do I improve my use of technology and fluency skills?</p>	<p>Module 2; Lesson 36</p> <p>FQ 1: How does the monomyth genre persist in and influence the stories we tell?</p> <p>Text (s): All module texts</p> <p>CFQ: Know- How do the module texts build my knowledge of the monomyth genre and narrative writing?</p> <p>Learning Goal: Use technology to publish writing and present ideas to others. Assessment: Present monomyth using technology.</p> <p>Learning Goal: Evaluate which hero's journey most closely follows the monomyth genre.</p>

<p>Learning Goal: Evaluate and revise narrative scene by examining its content, structure, development, and style.</p> <p>Assessment: Complete peer review and revise narrative scene.</p> <p>Learning Goal: Plan and draft a presentation of original monomyth using technology.</p> <p>Assessment: Plan and draft presentation.</p> <p>Learning Goal: Provide effective style and conventions feedback on another student’s narrative draft.</p> <p>Assessment: Complete Assessment 31 A.</p> <p>Assessments: Assessment 31A End-of-Module Task</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 31A: End-of-Module Task ▪ Handout 31A: End-of-Module Task Resources ▪ Handout 33A: Adding Nonrestrictive Elements <p>Standard(s): RL.CR.6.1, RL.PP.6.5 W.NW.6.3, W.WP.6.4, W.WR.6.5, W.SE.6.6 SL.SS.6.1.b, SL.AS.6.6 L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Learning Goal: Evaluate and revise technology presentation of original monomyth by examining its content, structure, development, style, and conventions.</p> <p>Assessment: Complete Handout 25B.</p> <p>Learning Goal: Evaluate your draft for style and conventions elements.</p> <p>Assessment: Complete Style and Conventions Editing Form in Handout 31A</p> <p>Assessments: Assessment 31A End-of-Module Task</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Assessment 31A: End-of-Module Task ▪ Handout 31A: End-of-Module Task Resources ▪ Handout 25B: Presentation Peer Edit <p>Standard(s): RL.CR.6.1, RL.TS.6.4 W.WP.6.4, W.WR.6.5, W.SE.6.6, W.IW.6.2.c SL.SS.6.1.b, SL.AS.6.6 L.KL.6.2.b, L.SS.6.1.a, L.SS.6.1.b, L.KL.6.2.a</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>	<p>Assessment: Complete step 11 on Handout 31A.</p> <p>Learning Goal: Evaluate your draft for style and conventions elements.</p> <p>Assessment: Complete Style and Conventions Editing Form in Handout 31A</p> <p>Assessments: n/a</p> <p>Materials:</p> <ul style="list-style-type: none"> ▪ Student-generated technology-base presentations ▪ Student-generated narrative scenes ▪ Handout 31A: Presentation Tracker <p>Standard(s): RL.CR.6.1, RL.IT.6.3, RL.PP.6.5 W.NW.6.3, W.WP.6.4, W.SE.6.6 SL.SS.6.1.d, SL.KL.6.2, SL.VI.6.4, SL.UM.6.5, SL.AS.6.6</p> <p>Accommodations/Mod: *Refer to the Prologue, Scaffolds, Teacher Notes, and Next Steps for suggestions.</p>
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Career Readiness, Life Literacies, and Key Skills

<p>9.1 Personal Financial Literacy</p>	<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in variety of cultures</p>	<ul style="list-style-type: none"> • Build Global Awareness through diversified literature • Explore different cultures and study people who impacted society • Engage in projects that require collaboration, analysis of information, and different perspectives.
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	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors	
9.2 Career Awareness, Exploration, Preparation, and Training	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential</p>	<ul style="list-style-type: none"> • Build awareness of various careers through diversified literature, while exploring character traits that lead to success
9.4 Life Literacies and Key Skills	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.	<ul style="list-style-type: none"> • Engage in research, evaluate sources for bias, while exploring diverse resources to understand multiple perspectives. • Build Global Awareness through diversified literature • Explore different cultures and study people who impacted society • Engage in projects that require collaboration, analysis of information, and different perspectives. • Present data using multiple visual formats (e.g. charts, PowerPoint).
	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.	
	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.	
	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.	
	9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.	
	9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.	
	9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	
9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.		

	9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	
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Computer Science and Design Thinking

<p>People use digital devices and tools to automate the collection, use, and transformation of data.</p> <p>The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p>	8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.	<ul style="list-style-type: none"> • Collect, organize, and display data in order to highlight relationships or support a claim • Identify and use the appropriate computational tool based on the need. • Study and learn about how societies have driven technological changes
<p>Data is represented in many formats. Software tools translate the low-level representation of bits into a form understandable by individuals. Data is organized and accessible based on the application used to store it.</p>	8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.	
<p>Economic, political, social and cultural aspects of society drive development of new technological products processes and systems</p>	8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.	

Instructional Adaptations

<p>Special Education</p>	<p>Special Needs Learners:</p> <ul style="list-style-type: none"> • When answering questions about how reading selections make students feel, allow students to illustrate their responses. • Use parallel co-teaching models to support students. • Pull small groups to model and support them as they work on a task. • Teach students different ways to analyze characters' thoughts and actions. • Provide sentence frames for the students to fill in the blanks.
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504 Students	All accommodations listed for special education learners are available to 504 students.
Failing Students	<p>Struggling Learners:</p> <ul style="list-style-type: none"> • When answering questions about how reading selections make students feel, allow students to illustrate their responses. • While students are working on their Notice and Wonder chart, pull a small group to model responses before they begin. • Model how to fill in story maps. • Pull small groups to discuss characters and their feelings. • Make connections between students' feelings and the characters' feelings. • Teach students different ways to analyze characters' thoughts and actions. • Provide sentence frames for the students to fill in the blanks. • Before Socratic seminars, provide students with prompts to consider
Gifted and Talented	<p>Advanced Learners:</p> <ul style="list-style-type: none"> • Challenge students to create their first Notice and Wonder chart independently. • Have students elaborate on their observations in lesson one by explaining the importance of the details. • Ask students to use context clues to determine the meaning of unknown words and apply the vocabulary in different contexts. • Encourage students to create their own artwork using elements of art that were discussed.
English Language learners	<ul style="list-style-type: none"> • When answering questions about how reading selections make students feel, allow students to illustrate their responses. • Provide sentence frames for the students to fill in the blanks. • When participating in Socratic seminars, provide students with agree or disagree cards for nonverbal participation. • Display artwork in the class that is labeled with academic vocabulary. • In vocabulary notebooks, provide visuals to support connections. • Use visuals, manipulative, and real objects • Allow responses through physical movement or manipulation of objects; Allow students to listen and observe (don't force speaking) • Group student with more advanced ELLs or cooperative peers; Provide pictures for concepts in a text or vocabulary

