# DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

## ENGLISH 9 ACCELERATED

**Approved by the Board of Education:  June 23, 2004**

# DARIEN PUBLIC SCHOOLS

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English Department Approval:  May 20, 2004

Board of Education Approval:  June 23, 2004

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# PREFACE

This English Department curriculum guide is designed to articulate the content and context of this course within the English academic program. Its goal is to serve as a resource and instructional guide for teachers, as well as a document that describes the elements of the English academic program in the district. It is essential, in order to the ensure the continued quality of the English program at Darien High School, that the curriculum template be seen as representative of the course and not complete in or of itself of the whole course curriculum. The Department's ability to add materials and to request new texts that add dimension or depth and the teachers' ability to create new units of study based on research or resources they discover is crucial to the quality of study for students in the English program. The professional development workshops that teachers attend frequently, both in and out of the District, generate new ideas and opportunities for the curriculum. Selection of new texts is a collaborative process in the Department, and the inclusion of new titles is carefully considered in light of the curriculum's objectives. Although unit titles and essential questions might change as the course is evaluated from year to year, the instructional goals serve as the foundation of study for all students at this level. The dynamic nature of the English curriculum is one of its greatest strengths. Our goal in instructional design is to provide a combination of flexibility, cohesiveness, and integration in all of the course structures we offer as part of our program.

Since our program is skill-based, our instruction uses a variety of literature and activities to accomplish its goals. We have tried, however, to create curriculum guides that provide a consistency within their framework, so that students in one section of a course are learning common skills and experiencing similar assignments in reading, writing, research, and presentation.

Our goal in the development of the curriculum guide is to provide clear articulation that ensures the existence of consistency and the capacity for creativity in our approach to instruction.

# SECTION I - Course Information

**English 9 Accelerated** is designed for students who exhibit outstanding abilities and skills in English.  Students selected for this placement will be expected to manage the simultaneous reading of multiple texts, read and discuss high level literature and literary criticism, grapple with complex questions of both content and style, and pursue collaborative and independent research using multiple resources.  Students will be expected to demonstrate an exceptional vocabulary and excellent skills in written and oral expression.

**STATEMENT OF PHILOSOPHY**

**The Language Arts Philosophy**

Students communicate with the world around them through the use of language. Language is comprised of several components, primarily reading, writing, speaking, and listening. Language arts is the instructional program that teaches these components as interdependent and interrelated parts of the communication process.

The aim of the Darien Public Schools' Language Arts Program is threefold: to help students become effective language users; to produce graduates who demonstrate their ability to think, read, write, speak, and listen proficiently; and to assist students in developing language fluency, not only in the school setting but in the wider world.

Acquisition, development, and mastery of both basic and advanced language arts skills are a continuous process. Students attain higher levels of skill development in incremental stages. Measurable gains in language arts skills are realized when challenging language activities occur in meaningful contexts and through purposeful applications.

(from *Darien Public Schools K-12 Language Arts Guide* – 1997)

**Darien English Department Statement of Philosophy**

The English Department of Darien High School provides for its students a climate that fosters intellectual development, that encourages aesthetic appreciation, and that promotes critical inquiry. It offers a curriculum that recognizes the differences in abilities and goals of our students and which helps each achieve maximum growth. We wish to encourage within each student a sense both of individuality and of connection to others, and to foster a love of language and literature. Our goals include encouraging creativity, scholarship, and inquiry. We believe the English curriculum should include the important works of western literature and works that reflect multicultural diversity within the United States and throughout the world. Through interdisciplinary courses, students make connections to other academic areas and real-life contexts. We believe the English curriculum should comprise a core of required courses as well as elective courses from which students may choose on the basis of their interests, talents, and needs.

The English Department believes all forms of communication - including reading, writing, listening, speaking, and viewing - are part of the English instructional program. Though these aspects have been treated as distinct skills in the past, current thought views all forms of communication as interrelated and complementary. The Department believes that students learn in multiple ways; therefore, we support an English program that addresses multiple learning styles and encourages interpretation through various kinds of communication such as art, photography, and music, etc. We also believe the rapid advancement in communication technology requires the integration of technological skills in contemporary research, composition, and presentation so that students are better prepared to be successful learners in today's world. As a consequence, the language arts classroom is changing from a lecture hall into a communications workplace where students learn to find meaning under the guidance of teachers who facilitate, rather than simply transmit, learning. We believe students learn best in an active learning environment where they have opportunities to collaborate in "real world" inquiry, where the process of learning is as important as the product of learning, and where the development of individual skills is integrated into complex, real-world activities and evaluated using multiple forms of authentic assessment.

The English Department believes that our philosophy of teaching and learning is as important as our course descriptions, our district, state, and national goals for student achievement, our strategies for fluency in reading, writing, and discussing, our rubrics for evaluation, and our selection of texts. We hope that new teachers as well as returning teachers will read carefully our philosophy and consider it to be the foundation of our curriculum work. "How" we teach is as important as "what" we teach.

The English Department has agreed on certain assumptions about teaching and learning:

- Teaching and learning take place in an historical, cultural context.

- Students have a better understanding of their responsibilities when they understand the goals of a course, the reason for selective texts, and the purpose of assignments.

- When possible, the input from students in the design of an assignment engages them in the process of taking responsibility for their own learning.

- Learning takes place best in a classroom where an ethic of care is observed by the teacher and the students and clearly articulated.

- A community of learners develops when both individuality and diversity are encouraged and where individual intellectual and creative abilities are respected and cultivated.

- Students achieve their potential when they are given models of excellence and when expectations are clear and challenge their intellectual and creative capabilities.

- Teachers, aware of multiple theories of intelligences, create curriculum and assignments to acknowledge a diversity of learning styles and abilities. Students should be guided to think probatively, reflectively, narratively, poetically, visually, meta-cognitively.

- Differences in a classroom are acknowledged and rewarded with availability of choices, when possible, in reading and writing assignments.

- Students develop a commitment to curriculum and performance when they are invited and encouraged to make choices among clear, humane, and responsible methods of inquiry, interpretation, and criticism.

- Choosing a topic or making a persuasive argument depend on having a sense of what other people are saying and developing a relationship to a critical community of thinkers, readers, and writers.

- Teachers inspire students to take personal possession of a text and become fluent thinkers when they offer students multiple methods of inquiry and response instead of imposing an interpretation between the students and their experience of literature.

- According to the editors of *Rereading America,* students develop a habit of mind necessary for academic inquiry when they acquire the ability to imagine and value points of view different from their own, then strengthen, refine, enlarge, or reshape their ideas in light of those other perspectives. This intellectual habit includes openness to new and old ideas and a willingness to test those ideas against experience, literature, belief, and history. Critical thinking, then, requires a diversity of reading experiences and exposure to multiple voices.

- As readers, our students should be concerned with both the questions posed by the text and the questions we bring to the text from our own differing interest, gender, and cultural background.

- Teachers create opportunity for responsible critical analysis when students are encouraged to enter the contemporary critical debate that has evolved around the value of teaching traditional texts of the canon and the value of teaching texts written with a diversity of ethnic, racial, and gendered voices.

- Students learn meaningfully and enthusiastically when they are invited to be active learners.

- Students who write to learn use writing as a means of interpretation and inquiry rather than a means of translating and transmitting ideas.  Writing leads to thinking and re-thinking, shaping and re-shaping, questioning our questions.

- When students participate in self-evaluations, they are clear about expectations and the criteria of assessment; consequently, they take more responsibility for their performance and maturation in a course.

- Students are not isolated learners; interaction among peers is essential for sharing knowledge and experience and for appreciating each other's work.

## PROGRAM GOALS

### Language Arts Goals

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be embedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.

11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direction instruction and individual instruction within the context of each student's own reading and writing experiences.
12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone, and point of view.
13. The effective use of technological resources is an important part of developing students' skills in research and communication.
14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

**English 9 Accelerated Goals**

The goals of English 9 Accelerated mirror those of the Darien Public Schools, but extend beyond those over-arching goals to specific ones intended to build upon the work done by students and teachers in the primary and middle school grades and to prepare students for the new challenges and expectations of both high school and college courses. These additional goals are:

1. To read literature from various cultures and ages in order to explore the similarities of diverse peoples and their beliefs through the interpretation of their literature
2. To study the nature of myth including its origins, its various forms and types, its archetypal language, its purposes, and its power
3. To explore the theory of how myth shapes and forms a civilization's people, their beliefs, their values, laws, science, technology, music, art, and literature
4. To discover myth's influence on various texts from all ages and cultures
5. To identify in specific texts archetypal characters, plots, conflicts, symbols, themes and motifs
6. Using myth to make connections between texts
7. Using myth to recognize similarities of themes and purposes in texts
8. To recognize links between personal experience and texts from all ages
9. To recognize that humankind shares more commonalities than differences and that the experience of what it means to be human has been the same for all peoples
10. To explore how critical theory, specifically archetypal analysis, affects the interpretation of texts
11. To read materials and literature that challenge both reading and thinking skills.
12. To develop methods of inquiry for enjoying, studying, discussing and writing about literature

13. To encourage close textual reading as a means to recognize, analyze, and defend the existence of mythological influences in various works
14. To select relevant passages or lines that support one's opinions and to quote when appropriate
15. To distinguish between different narrative forms, voices, and perspectives
16. To explore the role of language and grammar in our lives and in the literature we read
17. To understand the role of language in the construction of imagery, metaphor, and meaning
18. To respond to written and visual works through analytical, narrative, probative, and poetic writing
19. To defend in both class discussion and writing feelings provoked by works
20. To create a community of learners who work individually and collaboratively to build reading, listening, speaking, thinking, viewing, and writing skills.

## OVERVIEW

Ninth grade Accelerated English shares with regular 300 English basic thematic and critical approaches to the study of literature. Both courses teach that regardless of time or place of origin, humankind's literary expression shares a clear connectedness through archetypal structures, characters, conflicts, images and themes. Accelerated students, however, read Joseph Campbell's *The Power of Myth*, at this time, for their foundation text and move beyond archetypes to an in-depth study of how and why myths shape civilizations. Other Campbell texts such as *Hero With a Thousand Faces* and *Man and Myth*, also provide potential material. Campbell probes the unconscious psychological and sociological forces that formed and shaped ancient myths and which have ever since influenced creative works. Campbell asserts that the ancient myths that guided mankind in other centuries, regardless of time or place, are written in a symbolic language that is the one universal language the human raced has developed. Thus myths are among the most significant creative expressions of humankind; to understand them is to bring students in touch with humankind's most significant sources of wisdom and deeper layers of being. The monomyth, for example, is the archetypal pattern of the hero's journey. It is the single underlying story of all people's shared experience with living and dying. The monomyth is composed of predictable stages, forces, characters, and themes common to all literature, regardless of time or place. Because this basic story is repeated time and again throughout the ages, experts believe that monomyth helps us to understand more of what if means to be human. Through intense and lengthy discussion of the ideas in *The Power of Myth* and through the application of Campbell's approaches to poems, short stories, novels, essays, and even current events, students: 1) recognize that stories are a means to create and metaphorically express universal ideas; 2) become more proficient in recognizing these same ideas and approaches in diverse forms of fictional and real-life stories; 3) develop the tools to probe for deeper meanings in complex and challenging literary works; 4) use specific segments of Campbell's texts and other critical texts to defend their opinions regarding authors' meanings; and 5) write analytical essays that conjecture the existence of underlying psychological or social forces creating meaning, use specific textual reference to locate and document their existence and effect, refer to experts such as Campbell to support their arguments, and draw conclusions about authors' purposes.

The literature read and discussed throughout the year is chosen first and foremost for its usefulness in demonstrating myth's powerful effect on thinking and writing, in recognizing the existence of the archetypal plots, characters, conflicts, symbols, and themes that are the language of universal meaning, and in developing the probing skills essential to understanding literature as metaphor.

The year culminates with the Grade 9 project in which students in all 300 level classes participate.

**ESSENTIAL QUESTIONS**

1.  What is a myth?

2.  Why is mythology important?

3.  How is mythology a study of "symbolic language"?

4.  What tools can we use to understand myth's symbolic language?

5.  In what ways do myths actively connect each individual, regardless of time or place, to the rest of humankind?

6.  In what ways does myth influence creative thought?

7.  How can knowledge and understanding of myth increase and deepen our understating of diverse peoples and their literary works?

8.  How can learning to read the unspoken language of myth foster wisdom and understanding of ourselves, our times, and the lives and civilizations that preceded us?

9.  How do texts, both classic and contemporary, reflect the elements of myth, and what is their role in the content and structure of the literature?

## PROCESS SKILLS

In this course, students will engage in the following process skills:

### Reading
Students will read challenging literary works. Among them are *The Power of Myth, All The Pretty Horses, The Power of One, A Separate Peace, Lord of The Flies, Antigone, Romeo and Juliet*, and a host of critically acclaimed short stories, poems, and essays.

*Students will engage in the following reading strategies*
- Read a variety of materials and literature
- Respond orally and in writing to questions based on their readings
- Take notes on their reading
- Vary their reading strategies to suit different types of texts
- Use highlighters and post-its to pin-point important lines and passages
- Look for connections between texts, and use what they have learned to analyze independently unfamiliar works.
- Use their knowledge of myth and how it affects thinking to analyze and assess creative works, to judge their effectiveness
- Relate their reading to their own life experiences
- Apply their knowledge of myth's effect on peoples and cultures to invent societies based on selected artifacts.

### Writing
Students will write in a variety of forms, both creatively and analytically. They will also work to write clearly and focus on language and writing mechanics.

*The students as writers in this course will:*

- Write short in-class analytical responses, journals, lengthy essays and essay tests
- Respond creatively in fiction and poetry to the ideas and works under study.
- Utilize various sentence forms
- Compose, edit, and revise using word processing
- Develop and organize logical and sequential paragraphs
- Utilize writing process strategies for the generation, development, and revision of their own writing
- Support arguments or opinions with textual references
- Make generalizations about and draw conclusions from their reading.

- Write frequent journal responses and essays that probe for deeper meanings
- Take tests on their understanding of works,

## Speaking, Viewing, and Researching

*The students as communicators, viewers, and researchers in this course will:*

- Actively engage in class and group discussions
- Participates in presentations, student teaching segments, and other activities requiring oral response.
- Participates in daily discussions aimed at understanding and interpreting the different levels of meanings of their readings
- Lead group discussions about the meaning of their readings
- Participate in class discussions by listening to and evaluating others' responses and by taking notes on video-segments of discussions among experts.
- View films appropriate to the study of myth and artwork that demonstrates key concepts related to mythology
- Ask questions, debate with other classmates and their teacher, evaluate others' opinions, take notes and apply concepts on tests, in journals, and on creative tasks.
- Use library resources, the internet, and other available technological and learning resources for research
- Utilize software programs such as PowerPoint and video editing for presentations.
- Individually and with partners prepare papers, presentations, skits, and multi-media projects.
- Apply their knowledge of myth's effect on peoples and cultures by inventing societies based on selected artifacts
- Lead discussions or lecture about significant issues and themes related to their literature.
- 

## Creating, Designing, and Performing

*The student as creator, designer, and performer in this course will*

- Write and perform skits and monologues that reflect characters and events from works studied
- Dramatize scenes from complex stories
- Role play and improvise scenes.

**Note:** The study of mythology is incomplete without frequent reference to and analysis of the art and music of the civilizations producing myths. Slides, videos, and virtual tours of the museums housing related artwork are essential to this course.

**STUDENT PERFORMANCE SUMMARY**

As **readers**, English 9 Accelerated students will exhibit their understanding and proficiency through the following:

- Tests and Quizzes on text plot and vocabulary
- Discussion of primary text understanding and interpretation
- Application of primary text concepts to other texts.

As **writers**, English 9 Accelerated students will exhibit their understanding and proficiency through the following:

- Analytical Essays
- Creative Writing
- Journal Responses

As **oral communicators**, English 9 Accelerated students will exhibit their understanding and proficiency through the following:

- Oral Presentations with Visuals (from story boards, overhead transparencies, Power Point, Internet sites, etc.) based on research and classroom discussion
- Participation in Debate, Small and Large Group Discussions, student teaching segments, and their Ninth Grade Project

## GRADING GUIDELINES

Evaluation of the students' work in this course will be based on the following:

1) Complete and thorough writing of journal responses.
2) Self-, group-, and teacher-assessments of papers, class and small group discussions, editing sessions, dramatic readings, tests, quizzes, and visual presentations.
3) Participation in class and small group discussions.
4) Teacher assessment of mid-year and final examination work.

| | **Expectations of Students** | **% of Report Card Grade** |
|---|---|---|
| Homework | On time and complete | 5% |
| Tests | On time or made up | 20% |
| Quizzes | Student has done nightly reading | 25% |
| Essays, Journals, Presentations, and Projects | On time and complete | 40% |
| Vocabulary | All tests complete | 10% |

Mid-Year Exams

Final Exams

Counts 20% of semester grade.
Each quarter grade counts 40%.

Class Participation     Zero to three points added each quarter to a student's overall average

NOTE:
These percentages can change to reflect types of assignments given in different quarters and emphasis placed on various tasks. Students will be given weights for assignments at the beginning of the quarter. The weights for the ninth grade Coming of Age project, for example, are set in the assignment and reflect the fourth quarter weights for this project.

# SECTION II – Units of Study

**Unit Title**                                                    **Duration (Weeks)**

Following are sample units presently available for use in the course:

Unit 1:  Introduction to Myth:  Myth and the Modern World,          4-6 weeks
        The Hero's Journey

Unit 2: The First Storytellers: The Origins of the Myth and the    2-3 weeks
        Journey

Unit 3: Sacrifice and Bliss: The Philosophical Journey             4-6 weeks

Unit 4 : The Journey Inward: The Psychological Journey             5 weeks

Unit 5: Archetypal Stories: Lord of the Flies                     4 weeks

Unit 6: Coming of Age Stories                                     10 weeks
        (Examples: *Romeo and Juliet, Ellen Foster*, short stories)

Unit 7:  Grade 9 Project                                           6 weeks

Other Units Under Discussion and Development:

1. Expansion of Greek Mythology to include such works as the Illiad-Trojan
   War and Egyptian, Roman, and Mesopotamian mythology
2. Addition of other cultural mythologies such as Native American, Celtic,
   Scandinavian, and Icelandic
*3.* Addition of Joseph Campbell's *Asian Journals* and *The Eastern Way*
4. An elaborated unit of Tolkien's mythology.

# UNIT 1 Introduction to Myth:  Myth and The Modern World and the Hero's Journey

## ESSENTIAL QUESTIONS

1.  What does the study of mythology encompass?

2.  What is the importance of myth?

3.  What role does myth play an important role in the modern world?

4.  What is the Hero's Journey?

5.  What is the role of the Hero's Journey in myth?

## CONTENT KNOWLEDGE OBJECTIVES

**Students will gain knowledge and initial understanding of myth and the Hero's Journey by:**

- examining various cultural definitions of mythology
- recognizing various forms of myth in literary texts
- identifying Joseph Campbell's seven stages of the Hero's Journey.

**Student will gain and develop and interpretation and analysis of the Hero's Journey:**

- analyzing  the role of the Hero's Journey in myth
- analyzing the role of the Hero's Journey in the modern world.

**Students will be able to make connections, synthesize, and extrapolate the role of myth in the modern world by:**

- connecting the function of mythology across various cultures.

- responding orally and in writing to a variety of myths
- developing a set of questioning skills and the necessary language to begin forming a critical stance
- creating analytical and creative narratives that effectively communicate an understanding of myth.

**Students will be able to evaluate, judge, order, and take a critical stance to the introduction to myth by:**

- evaluating the relationship of myth and the modern world through a deep understanding of the various forms myth may take
- taking a critical stance to the manifestations of the Hero's Journey in a variety of texts.

## VOCABULARY

**Key vocabulary, terminology, and objective information for this unit include:**

Myth, mythology, archetypes, Campbell's Seven Stages of the Hero's Journey

Other vocabulary is drawn from the individual texts and material under study.

## ACTIVITIES

During this unit, students will become familiar with the idea of journey stories as a particular pattern found throughout literature and will have explored the similarities apparent in *The Odyssey* and *The Hobbit*. They will, therefore, develop *an initial understanding* of how literature from diverse cultures seems to say similar things in similar ways about the human condition. They will then read and take notes on the Introduction and first chapter of *The Power of Myth*. Through teacher guided questions and class discussion, students will discuss myths:
- as a literature of the spirit
- as stories about humankind's search for the truth
- as the source of ritual, values, beliefs, laws, art, music and literature.

Students will discuss why myth is important to the stability of society, the consequences of a demythologized world such as loss of ethos, and the failure to recognize the importance and meaning of metaphor as a problem facing modern societies.

*To develop an interpretation and to make connections*, the class will turn to literary texts that exemplify the concepts being discussed. For example, they may read Yeats' "The Second Coming", the essay "Lies I Lived" by Tatyana Tolstaya, and Oppenheimer's description of the first test of the atomic bomb, view the famous photograph of the student facing oncoming tanks in Tienamen Square and Pablo Picasso's painting Minotauromachy. *To further develop their own understanding of and connection to the texts and their ideas,* student will write journal responses, creative pieces, fictional dialogues between experts, and essays. Students will use their learning *to take a critical stance* on other texts and on current events useful for interpretation and evaluation.

## PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text, plot and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Analytical Essays
- Creative Writing

Students may take reading quizzes on their nightly reading in order to evaluate its completion and comprehension. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness. Students may also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, character development, and relationships.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay. Students will be encouraged to use frequent textual references and quotations to support their ideas. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion,

essay structure, clarity of language, grammatical correctness, and appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces may be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness.

## CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Cognizance of the power of myth and its universal language can also help to insure students' ability to communicate on multiple levels.

## CORE TEXT FOR STUDENTS

Joseph Campbell: *The Power of Myth,*
Homer*: The Odyssey*
J.R.R. Tolkien: *The Hobbit*

## ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

J.R.R. Tolkien: "Leaf by Niggle"
W. B. Yeats: "The Second Coming"
Pablo Picasso: "Minotauromachy"
Tatyana Tolstoya: "Lies I Lived"
W. T. Jewkes: *The Perilous Journey*

## MATERIALS AND SUPPLIES

*The Power of Myth*
*The Perilous Journey*
Copies of text excerpts
Copies of photographs
CD copies of artwork

## INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** offers potential for students in different sections of the course to work together on collaborative projects.

# UNIT 2  The Power of Myth: The First Storytellers

## ESSENTIAL QUESTIONS

1.  What is the history of myth?  What are its origins?

2. What messages did early myths convey to others?

3.  What purposes did early myth accomplish?

4.  What is the relationship between myth and ritual?

5.  What purposes did ritual serve?

6.  How have modern societies tried to serve the same purposes?  How successful have the attempts been?

## CONTENT KNOWLEDGE OBJECTIVES

**Students will gain knowledge and initial understanding the origins of myth by:**

- recognizing the function of creation and destruction myths in a variety of cultures
- examining the variety of messages that early myth convey
- identifying the relationship between social rituals and their corresponding myths
- relating the function of creation myths to the reading and writing process.

**Student will gain and develop and interpretation and analysis of creation myths by:**

- analyzing the relationship between the collective unconscious and our understanding of myths and stories
- analyzing the social, anthropological and philosophical messages contained within a creation myth.

**Students will be able to make connections, synthesize, and extrapolate texts of early storytellers by:**

- applying an understanding of the rituals of the early storytellers to their personal experiences
- connecting the similarities and differences of the various mythological messages across cultural texts.
- extrapolating the aspects of the collective unconscious in modern myths and rituals

**Students will be able to evaluate, judge, order, and take a critical stance of creation mythology by:**

- communicating orally and in writing a deep understanding of the messages and purposes of early myths and stories
- evaluating the primary function of any particular cultural creation myth.

## VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Collective unconsciousness, creation, destruction, Carl Jung.

Other vocabulary will be drawn from individual texts and materials under study.

## ACTIVITIES

Students will gain *an initial understanding* by reading and taking notes on chapter three of *The Power of Myth* and by looking back over the work they have done so far in Units 1 through 3. Through teacher guided questions and class discussions, students will consider some ancient myths, their earliest anthropological evidence found at ancient gravesites, early hunting myths that allowed humankind to honor prey and yet to kill without guilt, and explore ritual as the enactment of myth, coming of age rituals then and now. *To develop an interpretation and to make connections*, the class will turn to literary texts that exemplify the concepts being discussed. For example, they may read an editorial from the *Wall Street Journal* called "The Decline of Self-Restraint" and a chapter from Sanyika Shakur's *Monster*. They will view photographs of some of the early cave drawings and the documentary *A Wound to The Heart*, which details our treatment of the buffalo. *To further develop their own understanding of and connection to the texts and their ideas*, students will write journal responses, creative pieces, fictional dialogues between the experts, and essays. Students will use their learning *to take a*

*critical stance* on other texts and on current events that are useful for interpretation and evaluation.

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## PERFORMANCE ASSESSMENT

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In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Analytical Essays
- Creative Writing

Students will take reading quizzes on their nightly reading in order to evaluate its completion and comprehension. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness. Students will also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, character development, and relationships.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay. Students will be encouraged to use frequent textual references and quotations to support their ideas. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, and appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness.

## CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Cognizance of the power of myth and its universal language can also help to insure students' ability to communicate on multiple levels.

## CORE TEXT FOR STUDENTS

Joseph Campbell: *The Power of Myth*
Various cultural creation and destruction myths

## ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Karl Jung: *Man and His Symbols* (a synopsis) and various excerpts
Sanyika Shakur:  *Monster*
*Wall Street Journal*: "The Decline of Self-Restraint"
Documentary: *A Wound To The Heart*
Walt Whitman:  "When Lilacs Last In The Dooryard Bloomed"

## MATERIALS AND SUPPLIES

*The Power of Myth*
*The Perilous Journey*
Copies of text excerpts
Copies of Photographs
CD copies of artwork and music

## INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** offers potential for students in different sections of the course to work together on collaborative projects.

# UNIT 3:  THE POWER OF MYTH: SACRIFICE AND BLISS

## ESSENTIAL QUESTIONS

1.  What is the relationship between experience and meaning?

2.  What role does sacrifice play in the Hero's Journey?

3.  What does sacrifice go hand in hand with bliss?

4.  How does the relationship between experience and meaning connect with the Hero's Journey of sacrifice and bliss?

## CONTENT KNOWLEDGE OBJECTIVES

**Students will gain knowledge and initial understanding of sacrifice and bliss by:**

- identifying Campbell's definition of the concepts of sacrifice and bliss.
- recognizing the role these concepts play in the Hero's Journey in key texts.

**Student will gain and develop and interpretation and analysis of  sacrifice and bliss by:**

- analyzing how various texts demonstrate the concepts of sacrifice and bliss in the Hero's Journey
- interpreting how various texts create and relate experience and meaning.

**Students will be able to make connections, synthesize, and extrapolate the concepts of sacrifice and bliss with experience and meaning by:**

- synthesizing orally and in writing the relationship of sacrifice and bliss with experience and meaning
- connecting their personal interpretations with critical analysis
- developing a critical stance toward key concepts in the various texts they read.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- evaluating orally and in writing the way in which a text expresses the relationship between sacrifice and bliss and the human condition.

## VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Sacrifice, bliss, experience, meaning, Holocaust, paradox.

Other vocabulary is drawn from the individual texts and material under study.

## ACTIVITIES

Students will engage in a variety of activities. In order to gain *initial understanding,* students will read and take notes on chapter four of *The Power of Myth.* Through guided questioning and class discussion, students may discuss the differences between hunting and planting culture myths and modern myth, the idea of sanctification of the local landscape as a place to achieve a sense of oneness with nature, the need for transcendence beyond considerations solely of the self, the role of priests and shamans in this process, the role of sacrifice in its achievement, concepts of "the garden" and the guardians of it, and how altruism occurs despite the human need for survival. Students may read Shirley Jackson's "The Lottery", William Faulkner's "The Bear", James Agee's "A Mother's Tale", various poems from *The Perilous Journey,* including "Losses", "Little Boxes", and a synopsis of the myth of Theseus. To further develop their own understanding of and connection to the texts and their ideas, students will write journal responses, creative pieces, fictional dialogues between experts, and essays. Students will use their learning

to take a critical stance on other texts and on current events that are useful for interpretation and evaluation.

## PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Analytical Essays
- Creative Writing

Students may take reading quizzes on their nightly reading in order to evaluate its completion and comprehension.  Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions.  Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness.  Students will also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, character development, and relationships.)  Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples.  In addition to journal responses, students will also be assessed based on an analytical essay.  Students will be encouraged to use frequent textual references and quotations to support their ideas.   Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, and appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts.  Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness.

## CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Cognizance of the power of myth and its universal language can also help to insure students' ability to communicate on multiple levels.

## CORE TEXT FOR STUDENTS

Joseph Campbell: *The Power of Myth,*
Jean Anouilh: *Antigone*
Eli Wiesel: *Night*

## ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Eli Wiesel: Various Excerpts
Rainer Maria Rilke: Various Excerpts and Poems

## MATERIALS AND SUPPLIES

*The Power of Myth*
*The Perilous Journey*
Copies of text excerpts
Copies of Photographs
CD copies of artwork and music

## INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** offers potential for students in different sections of the course to work together on collaborative projects.

**UNIT 4 - THE POWER OF MYTH: THE JOURNEY INWARD**

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**ESSENTIAL QUESTIONS**

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1. What are dualities (pairs of opposites), what is their effect on our understanding, how do they limit understanding, and how can myth help us transcend them?

2. What are archetypes and in what ways can they, as contained in myth, help us move to "some accord with the mystery that informs all things…the vast ground of silence"?

3. How are myths metaphors?

4. What is the function of archetypes in the Hero's Journey?

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**CONTENT KNOWLEDGE OBJECTIVES**

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**Students will gain knowledge and initial understanding of archetypes and the journey inward by:**

- identifying a variety of archetypes in various texts
- recognizing the function of archetypes in the Hero's Journey
- examining dualities and paradoxes within a text.

**Student will gain and develop and interpretation and analysis archetypes in the Hero's Journey by:**

- analyzing the purpose and function of duality and paradox within a text
- analyzing how archetypes affect our understanding of the Hero's Journey in a variety of texts.

**Students will be able to make connections, synthesize, and extrapolate the journey inward by:**

- connecting the purpose of myths, archetypes, and the Hero's Journey in a single piece of literature.
- synthesizing their understanding of key concepts to form their own critical stance orally and in writing.

- creating original texts to use and demonstrate their knowledge of archetypes.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- evaluating how myths, archetypes and the Hero's Journey relate to the human condition
- evaluating texts according to their own critical stance through their understanding of myths, understanding, and the Hero's Journey.

## VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Archetypes, paradox, pairs of opposites, the Other.

Other vocabulary is drawn from the individual texts and materials under study.

## ACTIVITIES

Prior to this unit, students will have gained *an initial understanding* of the nature of myth, the manifestations of it such as puberty rites, the importance of it to the stability of society, how myth affects consciousness, and its communication through archetypes. In this unit, students will read chapter two of The Power of Myth, in which Campbell explores how myth helps us journey inward and that while stories come "in different costumes", they are all dramatizing "the same play." Campbell discusses several examples of how this happens and how myths help us not only read messages but find typical probabilities about life and future events such as "At the bottom of the abyss come the voice of salvation." He also discusses the power of archetypes, specifically the snake archetype and what it means in different cultures and why. Campbell asserts that "There has to be training to help you open your ears so that you can begin to hear metaphorically instead of concretely." To develop an interpretation and to make connections to key concepts, the class will turn to literary texts that exemplify the concept being discussed. For example, students may read Theodore Roethke's "In A Dark Time", a synopsis of Jung's description of archetypes from Man and His Symbols, the story of Bluebeard and the Natural Predator of the Psyche, comparisons of "genesis" stories, two snake stories, one by John Steinbeck and the other by William Braden, and listen to the music of Jane Siberry ("At the Beginning of Time"). *To further develop their own understanding of and connection to the texts and their ideas*, students will write journal responses, creative pieces, dialogues between experts, and essays. Students will use their learning *to take a critical stance* on additional texts and on current events that are useful for interpretation and evaluation.

# PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Creative Writing
- Analytical Essay
- Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet sites, etc.) based on research
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion

Students may take reading quizzes on the text's plot in order to assure their depth of reading and understanding. In addition, students will study the text's extensive vocabulary, formulate definitive sentences to link vocabulary to modern situations, and take vocabulary quizzes. Both reading and vocabulary quizzes will be evaluated based upon accuracy. Students will also complete journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. Students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness. In addition, students will also be assessed based on a major analytical essay. Students will complete this essay employing process writing, whereby they will complete drafts and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Student performance will also be assessed based upon an oral presentation. This presentation, prepared with a small group, will be evaluated based upon level of depth and seriousness, clear and thoughtful presentation of material and findings, inclusion of relevant and thought-provoking questions, level to which discussion of topic is grounded in text, integration of textual references, articles, or other media into presentation, clear and thoughtful presentation of conclusions, ability to engage and / or involve audience, relevant distribution of materials, clarity and effectiveness of introduction, overall presentation skills (eye contact, speaking voice, etc.), overall structure, organization, and clarity of presentation, clarity and effectiveness of conclusion, appropriate amount of time spent, and submission of notes / outline and source list. Students will also be assessed based upon regular and thoughtful participation in discussions and debates. Student

participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness.

## CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Cognizance of the power of myth and its universal language can also help to insure students' ability to communicate on multiple levels.

## CORE TEXT FOR STUDENTS

Joseph Campbell: *The Power of Myth*
Bryce Courtenay: The Power of One
Eli Wiesel: *Night*

## ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

W. T. Jewkes: *The Perilous Journey*
Cormac McCarthy: *All The Pretty Horses*
John Steinbeck: "The Snake"
William Braden: "Python"
Theodore Roethke: "In A Dark Time"
C. P. Estes: *Women Who Run With Wolves*, "Bluebeard and the Natural Predator of the Psyche"
Various "Genesis" stories
Jane Siberry: "At The Beginning of Time"

## INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** offers potential for students in different sections of the course to work together on collaborative projects.

## SECTION III - Goals and Standards

**Academic Expectations from Mission Statement**

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Listen actively and critically.
4. Access and evaluate multi-media and print information efficiently and critically.

**English 9 Accelerated Goals**

The goals of English 9 Accelerated mirror those of the Darien Public Schools, but extend beyond those over-arching goals to specific ones intended to build upon the work done by students and teachers in the primary and middle school grades and to prepare students for the new challenges and expectations of both high school and college courses. These additional goals are:

1. To read literature from various cultures and ages to explore the similarities of diverse peoples and their beliefs through the interpretation of their literature.
2. To study the nature of myth including its origins, its various forms and types, its archetypal language, its purposes, and its power.
3. To explore the theory of how myth shapes and forms a civilization's people, their beliefs, their values, laws, science, technology, music, art, and literature.
4. To discover myth's influence on various texts from all ages and cultures.
5. To identify in specific texts archetypal characters, plots, conflicts, symbols, themes and motifs.
6. Using myth, to make connections between texts.
7. Using myth, to recognize similarities of themes and purposes in texts.
8. To recognize links between personal experience and texts from all ages.
9. To recognize that humankind shares more commonalities than differences and that the experience of what it means to be human has been the same for all peoples.
10. To explore how critical theory, specifically archetypal analysis, affects the interpretation of texts
11. To read materials and literature that challenge both reading and thinking skills.
12. To develop methods of inquiry for enjoying, studying, discussing and writing about literature.
13. To encourage close textual reading as a means to recognize, analyze, and defend the existence of mythological influences in various works.

14. To select relevant passages or lines that support one's opinions and to quote them when appropriate.
15. To distinguish between different narrative forms, voices, and perspectives.
16. To explore the role of language and grammar in our lives and in the literature we read.
17. To understand the role of language in the construction of imagery, metaphor, and meaning.
18. To respond to written and visual works through analytical, narrative, probative, and poetic writing.
19. To defend in both class discussion and writing feelings provoked by works.
20. To create a community of learners who work individually and collaboratively to build listening, speaking, thinking and writing skills.

## Darien Public Schools' K-12 Curricular Language Arts Goals

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning, and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be imbedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening.

Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.

9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.

10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.

11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direct instruction and individual instruction within the context of each student's own reading and writing experiences.

12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone and point of view.

13. The effective use of technological resources is an important part of developing students' skills in research and communication.

14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

## The Connecticut Framework: K-12 Curricular Goals and Standards

1. Reading and Responding. Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.

2. Producing Texts. Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

3. Applying English Language Conventions. Students will apply the conventions of standard English in oral and written communication

4. Exploring and Responding to Texts. Students will use the language arts to explore and respond to classical and contemporary tests from many cultures and literary periods.

National Standards for the English Language Arts (sponsored by NCTE and IRA):

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

## SUPPLEMENTAL  RESOURCES

The following is a list of primary supplementary resources used in this course:

Primary Print Resources

Joseph Campbell: *The Power of Myth*
W. T. Jewkes:  *The Perilous Journey*
Bryce Courtenay:  *The Power of One*
Cormac McCarthy: *All The Pretty Horses*
Jean Anouilh:  *Antigone* from *Five Plays*
John Knowles:  *A Separate Peace*
William Golding:  *Lord of The Flies*
William Shakespeare: *Romeo and Juliet*
Glendon Swarthout:  *Bless The Beasts and the Children*
Beryl Markham:  *West With The Night*
William Faulkner: "The Bear"
James Agee: "A Mother's Tale"
Sanyika Shakur:  *Monster* (selection from)
Dr. Clarissa Pinkola Estes:  *Women Who Run With Wolves (*selections from)
Bruce Emra, ed.: *Coming of Age* (assorted short stories)
Assorted Poetry
Assorted Articles and Essays

Visual Arts

*A Wound To The Heart* (documentary)
*Out of Africa* (film)
Slides of Various Works of Art from museums
*Stand By Me* (film)
*Star Wars* (film)
*The Lord of the Rings* (DVD)
*The Power of Myth*, video

Expert Speakers

Peter Gibbon: " In Search of Heroes"

<u>Field Trip Ideas</u>

New York City museums and galleries with historical or artistic exhibits related to the origins and influences of mythology