LHS English 9 Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: Verse and Vision: From Poetic Craft to Ancient Myths

Benchmark Text Focus: Literature

Anchor Text: Poetry Collections and Greek Mythology

Writing Genre Focus: Informative/Explanatory Writing

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.9–10.1.A	Use parallel structure.
L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.SS.9–10.1.E	Recognize spelling conventions.
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.9–10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Rationale

This unit invites students to explore two of the oldest and most enduring forms of human storytelling — poetry and myth — and to examine how each uses craft, symbol, and structure to communicate meaning across time. Students will study a curated collection of poems alongside core Greek myths, analyzing how poetic devices (imagery, figurative language, sound, structure) and mythological archetypes (the hero's

journey, divine intervention, transformation, fatal flaw) work together to convey enduring truths about human nature, morality, and the natural world.

Poetry and mythology are often taught as separate units, but they share a foundational relationship: much of Western poetic tradition draws directly on mythological material, and myths themselves are frequently preserved and transmitted through verse (Homer, Hesiod, Ovid). Pairing them allows students to see literature not as isolated texts but as a living tradition — one where craft techniques and cultural stories are passed down, adapted, and reinterpreted across centuries.

The unit culminates in an informative/explanatory essay in which students explain how a specific poetic or mythological element functions within a text — and why understanding that craft or convention deepens a reader's comprehension of the text's meaning.

Enduring Understandings

Content Specific	Skills Specific
• **Historical and Cultural Relevance:** Students will understand that Greek myths were used to explain natural phenomena, teach moral lessons, and express ideas about heroism, fate, and human nature — and that poets across centuries have drawn on these myths as source material, using poetic craft to reinterpret and give new meaning to ancient stories. Students will recognize how recurring character types (heroes, villains, tricksters) and plot elements (quests, trials, transformations) found in myths are echoed not only in contemporary literature and media, but in the poems they study, revealing a continuous thread between ancient storytelling and the poetic tradition. • **Informative/Explanatory Writing Creation:** Students will understand that explaining how a text creates meaning requires close attention to craft — identifying specific poetic devices or mythological conventions (e.g., extended metaphor, symbol, the hero's journey, tragic flaw) and describing precisely how each functions within a text, often rooted in timeless tensions found in myth (e.g., pride vs. humility, free will vs. fate). Drawing evidence from poems	• **Reading Comprehension and Analysis of Text:** Students will develop skills to carefully examine both mythological texts and poems, identifying themes, character motivations, and symbolic meanings, while recognizing the moral and cultural lessons embedded in myths and the layers of meaning poets construct through craft. • **Identifying Literary Devices in Mythological Texts:** Students will learn how to identify and interpret common literary devices across both genres (e.g., symbolism, irony, imagery, extended metaphor) and how these techniques help convey complex ideas about fate, heroism, and morality — whether embedded in a myth's narrative or compressed into a poem's structure. • **Character Development and Archetypes:** Students will identify key archetypes in Greek mythology (e.g., the hero, the villain, the mentor) and understand how these timeless character types contribute to plot development and narrative meaning, as well as how poets invoke these same archetypes through allusion to add depth and resonance to a poem in just a few words or lines. • **Narrative and Poetic Structure:** Students

and myths alike, students will learn that effective explanatory writing organizes information clearly, defines unfamiliar concepts for the reader, and uses textual evidence to illustrate — rather than argue — how a literary device operates.

- **Conveying Universal Human Experiences:** Students will explore how metaphors, symbols, and allusions in both myths and poetry deepen meaning and reveal insights into emotions, relationships, and society — and will examine how poets often use mythological allusion as a compressed, powerful way to evoke these same universal experiences within the concentrated form of a poem. Additionally, comprehension and expression can be enriched by exploring how many English words, expressions, and literary references originate from Greek mythology, giving students a richer vocabulary for reading poetry that draws on this shared cultural inheritance.

will recognize common structural patterns in Greek myths, such as the hero's journey, alongside structural patterns in poetry (e.g., stanza form, line breaks, meter, rhyme scheme), and understand how each type of structure shapes meaning and guides a reader's experience of a text.

- **Understanding the Role of Conflict and Tension:** Students will analyze how external (god vs. human) and internal (human vs. self) conflicts drive the narratives of Greek myths, and will identify how poets distill similar tensions (e.g., pride vs. humility, fate vs. free will) into the condensed emotional and thematic conflicts often found within a single poem.
- **Explaining Mythological and Poetic Elements in Writing:** Students will develop the skill of clearly explaining how a mythological or poetic element (theme, symbol, archetype, structural device) functions within a text, using precise textual evidence to help a reader understand a craft technique they may not have noticed on their own.
- **Developing Clarity, Precision, and Organization in Explanatory Writing:** Students will understand how clear organization, precise word choice, and logical sequencing of ideas help a reader follow and understand an explanation of a literary concept, and will apply these techniques to strengthen the clarity and impact of their own informative/explanatory writing.
- **Revising and Editing for Clarity and Accuracy:** Students will understand the process of drafting, revising, and editing their explanatory writing to strengthen the clarity of their explanations, the precision of their textual evidence, and the overall accuracy and coherence of their analysis.
- **Vocabulary Development through Mythology and Poetry:** Students will expand their vocabulary by studying the mythological lexicon (e.g., "hubris," "oracle," "epic") alongside poetic terminology (e.g., "meter," "stanza," "allusion," "extended metaphor"), and will use this vocabulary to enhance both their understanding of texts and the precision of their own explanatory writing.

	• **Engaging in Peer Review and Collaborative Revision:** Students will develop the skill of providing constructive feedback on peers' explanatory writing and revising their own work based on peer suggestions, thereby strengthening their ability to evaluate clarity, evidence use, and explanatory precision in writing.

Essential Questions

Content Specific	Skills Specific
• What do Greek myths reveal about the values, fears, and worldview of ancient Greek society? • How do the characters and plot patterns in Greek myths appear in modern books, films, poems, and stories? • How can we explain the way poets use mythological characters, symbols, and conflicts to create new meaning in their own work? • How do poets and myth-tellers alike develop symbol, structure, and craft to express deeper truths or moral dilemmas? • Why do myths and poems use symbols, metaphors, and gods to express emotions and life challenges we still face today? • How does knowing mythology help us better understand modern language, literature, poetry, and culture?	• How can analyzing characters, themes, and symbols in Greek myths and poetry help us understand the deeper cultural and moral messages they convey? • How do literary devices like symbolism, metaphor, and foreshadowing in Greek myths and poems shape the reader's understanding of a text's themes and meaning? • How do the archetypes of heroes, villains, and mentors in Greek myths help us understand universal human traits and conflicts, and how do poets evoke these same archetypes through allusion? • How does the structure of a Greek myth, such as the hero's journey or the cyclical nature of the plot, compare to the structural choices poets make (e.g., stanza form, line breaks, repetition), and how does each shape the way meaning unfolds? • How do the conflicts in Greek mythology (e.g., god vs. human, fate vs. free will) drive the narrative and reveal important life lessons, and how do poets compress similar conflicts into the concentrated form of a poem? • How can we explain the way poets creatively adapt mythological elements — such as gods, heroes, and trials — into their own work to explore timeless human experiences? • How does the tone and style of Greek myths and poems enhance the emotional and thematic impact of a text, and how can

	identifying these techniques sharpen our ability to explain a text's effect on a reader? • How can revising and editing your explanatory writing improve the clarity of your analysis, the precision of your evidence, and the overall impact of your explanation? • How does studying the vocabulary and terminology of Greek mythology and poetry deepen your understanding of texts and enhance your ability to use precise language in your own explanatory writing? • How does collaborating with peers through feedback and revision help refine your explanatory writing and inspire new approaches to analyzing and explaining literary craft?

Key Resources

Anchor Texts: Greek Myths by various authors

Clash of the Gods series (episodes on Zeus, The Minotaur, Medusa, Odysseus)

Resources for Myths

Poems with Direct Mythological Allusion (bridges poetry + myth)

- **"Siren Song"** – Margaret Atwood (a siren speaks in first person; excellent for archetype/perspective analysis)
- **"Musée des Beaux Arts"** – W.H. Auden (references the fall of Icarus; strong for discussing how myth is used to comment on human indifference to suffering)
- **"Landscape with the Fall of Icarus"** – William Carlos Williams (pairs well with Auden's poem for compare/contrast on the same myth)
- **"Persephone, Falling"** – Rita Dove (reimagines the Persephone myth; good for discussing tone and voice)
- **"Pandora"** – various treatments exist; Rita Dove and H.D. (Hilda Doolittle) both have notable versions
- **"Penelope"** – Dorothy Parker or Carol Ann Duffy's version in *The World's Wife* (Duffy's collection retells myths from female perspectives — very strong for archetype/perspective work)
- **"Ithaka"** – C.P. Cavafy (uses Odysseus's journey home as extended metaphor for life; excellent for symbolism/allegory instruction)
- **"Ulysses"** – Alfred, Lord Tennyson (aging Odysseus reflecting on heroism and purpose)
- **"Daedalus"**-themed poems, e.g., work by Adrienne Rich or contemporary poets, for discussing hubris and consequence

Contemporary Poets Who Frequently Draw on Greek Myth

- **Carol Ann Duffy** – *The World's Wife* (myth retellings from marginalized/female perspectives — ideal for discussing whose story gets told)
- **Louise Glück** – collections like *Meadowlands* reframe Odysseus and Penelope's marriage; strong, teachable, and Nobel Prize–winning
- **Anne Carson** – especially accessible excerpts from her mythological reworkings, though some of her work is complex for younger grades
- **Natalie Diaz** – uses classical and mythic imagery alongside contemporary/personal themes

Non-Mythological Poems for Pure Craft Study

(useful early in the unit before introducing mythological content, to build device vocabulary first)

- **"The Road Not Taken"** – Robert Frost (extended metaphor)
- **"Ode to enchanted light"** – Pablo Neruda (imagery)
- **"We Real Cool"** – Gwendolyn Brooks (rhythm, sound, structure)
- **"Fire and Ice"** – Robert Frost (symbolism, compression)

Anthologies and Collections

- ***The World's Wife*** – Carol Ann Duffy (full collection; excellent central mythological-poetry text)
- ***Meadowlands*** – Louise Glück
- ***The Norton Anthology of Poetry*** – reliable source for classic myth-adjacent poems (Tennyson, Auden, etc.)
- ***Ovid's Metamorphoses*** (excerpts, in a modern verse translation like Ted Hughes's *Tales from Ovid* or David Raeburn's translation) – useful if you want a direct textual link between poetry and myth at the source

Lesson Ideas for Target Standards

Writing:

- Literary Essay - Building a Thesis Statement Graphic Organizer
- Analyzing a Literary Essay
- Exemplars & Non-Exemplars
- Grades 9-12 Informative/Explanatory Essay Rubric
- How to Write a Perfect 3-Point Thesis Statement

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- 2026-2027 Writing Rubric
- Tier 1: Ways to Increase Support for Struggling Readers

Lexia Aspire & PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency

- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Lexia PowerUp Graphic Organizers

Supplementary Resources

Ways to integrate informational texts into a Greek mythology unit include:

- Provide background knowledge, explore themes, and analyze literary techniques. This can involve close reading of texts about the origins of myths, the roles of gods and goddesses, or the historical context of myths.
- Introduce the concept of mythology by using texts that explain what mythology is, its purpose, and how it differs from other types of stories.
- Explore the origins of Greek myths by delving into the historical and cultural context of ancient Greece, explaining how myths emerged and were used to explain natural phenomena, social customs, and moral values.
- Introduce key figures by providing overviews of major gods, goddesses, heroes, and monsters, including their roles, relationships, and symbols.
- Explain the relevance of myths by exploring why Greek myths are still relevant today, discussing themes like love, betrayal, heroism, and the human condition, and how they influence art, literature, and popular culture.

Poetry Specific Supplementary/Instructional Resources

- Poetry Foundation (poetryfoundation.org) – free full texts and audio for most poems listed above, plus teacher guides
- Poets.org (Academy of American Poets) – lesson plans and thematic poem collections, searchable by theme (e.g., "mythology")
- CommonLit – free annotated versions of many classic poems with built-in comprehension questions, useful for scaffolding

Additional district-approved secondary ELA instructional resource list

Clash of the Titans" movie (2010)

"Percy Jackson: Lightning Thief" movie (2010)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lessons Skills	Suggested Student Centered Activities	Resources	Assessments
Nov	3-4	RL.CI.9–10.2 RL.TS.9–10.4 L.VL.9–10.3 SL.PE.9–10.1 W.IW.9–10.2	SWBAT identify the defining characteristics of myth as a literary form and explain its cultural function. SWBAT identify the characteristics of an Informative/Explanatory essay and analyze the associated rubric. SWBAT build foundational vocabulary for the unit (myth, archetype, allusion, epic).	Reading Mini-lessons: • Introduction: Introduce unit theme "Verse and Vision" — how poetry and myth are related literary traditions. • Possible Do Now: "Why do you think ancient cultures created stories about gods and	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Text-Based Activity: Chart the "cas	• Greek Mythology Overview (background text) • Grades 9-12 Informative/Explanatory Essay Rubric	• LHS Suggested Formative Reading Assessments

				heroes?” • Introduce foundational vocabulary: myth, archetype, allusion, epic, oral tradition. L.VL.9-10.3 • Read a Greek creation myth (Chaos, Gaia, the Titans). RL.TS.9-10.4 Instructional Focus Points: • Myths were used to explain natural	t” of Greek gods introduced in the creation myth and their domains ○ Building Background Knowledge w/ Informational Text: brief historical/cultural context on Greek mythology and oral tradition		

				phenomena, teach moral lessons, and express cultural values. • The structure of a creation myth establishes patterns (order from chaos, generational conflict) that recur throughout Greek mythology. Writing Mini-lessons: • Characteristics of Informative/Explanator	Writing in Response to Reading Options: • Why might ancient people have needed a story about how the world began? • What values or fears might this myth reveal about the culture that created it?		

				y essay writing. • Review the Informative/Explanatory essay rubric.			
		RL.CI.9–10.2 RL.IT.9–10.3 L.VI.9–10.4 W.IW.9–10.2	SWBAT analyze how the myths of Prometheus and Pandora explore the consequences of defying divine authority. SWBAT identify symbolism and explain its function in a mythological text. SWBAT formulate a clear, focused thesis for an informative/explanatory essay.	Reading Mini-lessons: • Read "Prometheus" and "Pandora's Box." • Vocabulary L.VL.9-10.3 • Hubris: excessive pride or defiance, often toward the gods. • Retribution: punishment inflicted in return	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Vocabulary/	• Thesis Statement Graphic Organizer • Informative/Explanatory Writing Exemplars	• LHS Suggested Formative Reading Assessments

				for a wrong. • Transgression: an act that goes against a law or rule. • Symbolism L.VI.9-10.4 • Pandora's box as a symbol of curiosity and irreversible consequence. Instructional Focus: • How does the myth of Prometheus establish the archetype of the	Grammar Activity ○ Text-Based Activity: Symbolism scavenger hunt within the myth Writing in Response to Reading Options: • What does Pandora's box suggest about curiosity and consequence? • Is Prometheus a hero or a cautionary figure? Use textual evidence.		

				“trickster” or “rebel” figure? RL.CI.9-10.2 Writing Mini-lessons: • Introducing a clear, focused thesis statement. • Distinguishing an explanatory thesis (explains a concept) from an argumentative thesis (takes a position).			
Dec	1-2	RL.CI.9–10.2 RL.I	SWBAT analyze how the myth of Daedalus	**AI Lesson: Modern Myths About Machines**	• LHS ELA Instructional Workshop Model Suggested	• Auden, “Musée des Beaux Arts”	• LHS Suggested Formative Reading

		T.9–10.3 RL.CT.9–10.8 L.VI.9–10.4 W.IW.9–10.2	and Icarus explores the tension between ambition and hubris. SWBAT compare how a poet (Auden's "Musée des Beaux Arts" and/or Williams's "Landscape with the Fall of Icarus") reinterprets the myth of Icarus through poetic craft. SWBAT develop a topic with relevant facts, definitions, concrete details, quotations, and examples.	Reading Mini-lessons: • Read "Daedalus and Icarus." Then read Auden's "Musée des Beaux Arts" and/or Williams's "Landscape with the Fall of Icarus." • Vocabulary L.VL.9-10.3 • Hubris, ambition, folly, indifference. Instructional Focus: • How does each poet	Activities/Groups • Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Text-Based Activity: Comparative organizer — myth vs. poem Writing in Response to Reading Options:	(text) • Williams, "Landscape with the Fall of Icarus" (text) • Comparative Analysis Graphic Organizer	Assessments

				use the same myth to make a different point about human ambition or indifference to suffering? RL.CT.9-10.8 • Compare structural choices: narrative myth vs. compressed poem. Writing Mini-lessons: • Developing a topic with relevant facts,	• What is gained or lost when a myth is retold in a poem? • Why might a poet choose to focus on a minor detail (like a splash in the sea) rather than the myth's central action?		

				definitions, concrete details, quotations, and examples.			
		RL.CI.9–10.2 RL.IT.9–10.3 RL.PP.9–10.5 L.VL.9–10.3 W.IW.9–10.2	SWBAT analyze the archetype of the hero as introduced through the myth of Perseus and Medusa. SWBAT analyze how point of view shapes a reader's understanding of a mythological figure. SWBAT select and integrate relevant, credible textual evidence to support an explanatory claim.	Reading Mini-lessons: • Read "Perseus and Medusa." • Vocabulary L.VL.9-10.3 • Archetype, mentor, quest, trial. Instructional Focus: • What archetypal hero traits does Perseus display? How does this	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Text-Based Activity:	• Hero's Journey Graphic Organizer • Evidence Integration Mini-Lesson Handout	• LHS Suggested Formative Reading Assessments

				myth reflect a "hero's journey" structure? RL.IT.9-10.3 Writing Mini-lessons: • Selecting relevant, credible textual evidence and integrating it smoothly into explanatory writing.	Archetype chart across myths studied so far Writing in Response to Reading Options: • What makes a hero a hero, according to this myth? • Who plays the "mentor" role in this myth, and how do they help shape the hero's path?		
	3-4	RL.TS.9–10.4 RL.IT.9–10.3 RL.CT.9–10.8	SWBAT analyze how the structure of the "hero's journey" shapes the myth of Theseus and the Minotaur.	Reading Mini-lessons: • Read "Theseus and the Minotaur." Read Cavaf	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Tea	• Cavafy, "Ithaka" (text) • Transitions Mini-Lesson Handout	• LHS Suggested Formative Reading Assessments • Bring on the Benchma

		L.VI.9–10.4 W.IW.9–10.2	SWBAT analyze how C.P. Cavafy's poem "Ithaka" uses the structure of Odysseus's journey as an extended metaphor for life. SWBAT organize an explanatory essay logically, using clear topic sentences and transitions.	y's "Ithaka." • Vocabulary L.VL.9-10.3 • Labyrinth, extended metaphor, allegory. Instructional Focus: • How does "Ithaka" use the structure of a mythological journey as an extended metaphor for life's pursuits? RL.CT.9-10.8 Writing Mini-	cher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Text-Based Activity: Extended metaphor close-reading of "Ithaka" Writing in Response to Reading Options: • What might "Ithaka" be a metaphor for in your		rk

				lessons: • Organizing ideas logically; using transitional words, phrases, and clauses to create cohesion.	own life? • How does the labyrinth function as both a literal setting and a symbol in the myth?		
		RL.CI.9–10.2 RL.IT.9–10.3 RL.PP.9–10.5 L.VI.9–10.4 W.IW.9–10.2	SWBAT analyze how the myth of Persephone and Demeter uses transformation and symbol to explain a natural phenomenon (the seasons). SWBAT analyze how Rita Dove's poem "Persephone, Falling" reimagines the myth through tone and	Reading Mini-lessons: • Read "Persephone and Demeter." Read Dove's "Persephone, Falling." • Vocabulary L.VL.9-10.3 • Transformation, symbol, allusion.	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Prac	• Dove, "Persephone, Falling" (text) • Defining Terms for the Reader Mini-Lesson Handout	• LHS Suggested Formative Reading Assessments

			voice. SWBAT define technical or literary terms clearly for an unfamiliar reader within an explanatory essay.	Instructional Focus: • How does Dove's tone shape a reader's understanding of Persephone's experience? RL.PP.9-10.5 Writing Mini-lessons: • Defining unfamiliar or technical terms clearly for the reader.	tice ○ Text-Based Activity: Tone analysis chart Writing in Response to Reading Options: • How does retelling a myth from a particular tone or voice change its meaning? • What does the Persephone myth suggest about loss, cycles, and renewal?		
Jan	1-2	RL.CI.9–10.2 RL.PP.9–10.5	SWBAT analyze how Carol Ann Duffy's poetry (from The World's	Reading Mini-lessons: • Read a selection from	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	• Duffy selection (text) • Formal Style & Tone Mini-	• LHS Suggested Formative Reading Assessments

		RL.CT.9–10.8 L.VI.9–10.4 W.IW.9–10.2	Wife) reimagines a mythological figure from a new perspective. SWBAT draft a full informative/explanatory essay explaining how a poet uses mythological allusion to convey meaning. SWBAT maintain a formal style and objective tone appropriate to explanatory writing.	Duffy's The World's Wife (e.g., "Mrs. Midas" or "Eurydice"). • Vocabulary L.VL.9-10.3 • Perspective, reclamation, irony. Instructional Focus: • Whose voice is usually centered in a myth, and how does shifting perspective change its meaning? RL.PP	• Station Ideas: ○ Teacher-led ○ IXL Recommended or Assigned Skill and Weekly Arena Practice ○ Text-Based Activity: Perspective-shift close reading Writing in Response to Reading Options: • How does Duffy's poem change the way you understand	Lesson Handout • Grades 9-12 Informative/Explanatory Essay Rubric	

				.9-10.5 Writing Mini-lessons: • Drafting the full essay; maintaining formal style and objective tone.	the original myth? Drafting Workshop: • Draft body paragraphs of the informative/explanatory essay.		
		L.KL.9–10.1 W.IW.9–10.2 SL.PE.9–10.1	SWBAT develop and strengthen writing by editing with guidance from peers and adults, focusing on grammar. SWBAT develop and strengthen writing by editing with guidance from peers and adults, focusing on punctuatio	Writing Mini-lessons: • Editing: Grammar. • Editing: Punctuation. • Peer review protocols and giving constructive feedback.	• LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: ○ Peer Review Stations ○ IXL Recommended or Assigned Skill and Weekly	• Peer Review Protocol Handout • Editing Checklist	• Informative/Explanatory essay draft — peer review • LHS Suggested Formative Reading Assessments

			n. SWBAT engage in peer review, providing and incorporating constructive feedback.		Arena Practice—grammar/punctuation ○ Revision Workshop		
	3-4	RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.CT.9–10.8 L.VL.9–10.3 L.VI.9–10.4 W.IW.9–	SWBAT demonstrate their knowledge of literature by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2.	• Reading benchmark MP 2 • End of MP/Year reflection	• End of MP Reflection • Grades 9-12 Informative/Explanatory Essay Rubric		• LinkIt! Benchmark MP 2 • End of MP/Year Reflection

		10.2					
		RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.CT.9–10.8 L.VL.9–10.3 L.VI.9–10.4 W.IW.9–10.2	SWBAT demonstrate their knowledge of writing an Informative/Explanatory essay. SWBAT reflect on their learning in reading and writing throughout marking period 2.	• Writing benchmark MP 2 • End of MP/Year reflection	• End of MP Reflection • Grades 9-12 Informative/Explanatory Essay Rubric		• LinkIt! Benchmark MP 2 • End of MP/Year Reflection

Honors Addendum

Rationale for Honors Extension

Honors students are capable of moving beyond identifying mythological allusion and poetic devices toward genuine literary-historical inquiry — tracing how myth is transmitted, translated, and reinvented across centuries, and engaging with primary source material in more demanding forms (original epic excerpts, multiple translations, classical literary theory). This addendum raises the ceiling of the unit by:

- Introducing primary classical texts and multiple translation traditions for comparative analysis
- Requiring engagement with foundational literary-critical and rhetorical theory
- Increasing the research independence and analytical precision of the culminating essay
- Building in structured academic discourse around translation, adaptation, and literary transmission
- Raising expectations for precision, originality, and scholarly grounding across all student output

Supplementary Texts

Primary Classical Sources

- **Homer, *The Odyssey*** (selected books, e.g., Books 9–12, the "wandering" episodes) — direct primary-source engagement with epic poetry as the origin point for many archetypes and poetic techniques studied in the unit
- **Hesiod, *Theogony*** (excerpts) — the foundational Greek account of the origins of the gods, useful for grounding students in primary mythological source material rather than secondary retellings
- **Ovid, *Metamorphoses*** (excerpts in multiple translations — e.g., Ted Hughes's *Tales from Ovid* alongside a more literal translation) — enables direct comparative analysis of how translation choices shape tone, meaning, and poetic effect

Extended Contemporary Poetry

- **Anne Carson, *Autobiography of Red*** (excerpts) — a book-length poem reimagining the myth of Geryon; demanding, formally inventive, well-suited to honors-level close reading
- **Louise Glück, full sequence from *Meadowlands*** (rather than single excerpted poems) — allows sustained analysis of a poet's extended mythological reimagining across an entire collection
- **Derek Walcott, *Omeros*** (excerpts) — a Nobel Prize–winning epic poem reworking Homeric structure and myth through a Caribbean postcolonial lens, offering rich material for discussing how myth is adapted across cultures and power structures

Literary-Critical and Theoretical Texts

- **Aristotle, excerpts from *Poetics*** — foundational literary theory on epic and dramatic structure, catharsis, and mimesis, giving students genuine theoretical vocabulary for analysis
- A scholarly or reputable secondary source on **translation theory** (e.g., on the challenges and choices inherent in translating Homer or Ovid) — supports higher-order discussion of why different translations of the same myth can produce markedly different poems
- A scholarly source on **myth criticism or archetypal literary theory** (e.g., drawing on Joseph Campbell's monomyth framework or Northrop Frye's archetypal criticism) — gives students a named critical framework to apply rigorously, rather than using "archetype" as an informal term

Increased Rigor in Instruction

- **Socratic seminars** on contested or interpretive questions (e.g., whether Campbell's monomyth framework meaningfully describes most hero narratives or oversimplifies them; how translation choices shape a reader's understanding of a text)
- **Independent translation comparison project**: students select a short passage of Homer or Ovid and compare two or more published translations, analyzing how word choice, line structure, and tone differ — and what those differences reveal about translation as an act of interpretation, not mere transcription
- **Cross-cultural/cross-era synthesis requirement**: discussion and written work regularly require

students to trace a single archetype or mythological motif across at least three texts spanning different eras (e.g., classical epic, a 20th-century poem, and a contemporary poem), identifying patterns of continuity and transformation
- **Independent research component**: students locate and incorporate a scholarly or critical source on myth theory, translation, or a specific poet's use of classical allusion

More Rigorous Culminating Product

Honors students complete an elevated version of the informative/explanatory essay with the following additional expectations:

- **Theoretical grounding**: the essay must explicitly apply a named critical framework (e.g., archetypal/myth criticism, translation theory, or a specific concept from Aristotle's *Poetics*) as an analytical lens, rather than describing literary devices in general terms
- **Comparative and diachronic scope**: the explanation must trace how a specific mythological element or poetic technique appears and transforms across at least three texts from different eras or traditions, rather than analyzing a single text in isolation
- **Primary source engagement**: students must incorporate direct textual evidence from at least one primary classical source (Homer, Hesiod, or Ovid) alongside contemporary poetry, demonstrating the ability to work with more demanding, historically distant source material
- **Independent source integration**: students are required to locate, evaluate, and incorporate at least one credible scholarly or critical source not provided in class, demonstrating independent research skill and correctly contextualizing that source's argument within their own explanation
- **Elevated craft expectations**: grading criteria for honors submissions should expect greater precision in defining technical/theoretical terms for the reader, more sophisticated organization of complex comparative information, and more fully developed, original insight than the standard-level rubric requires

Additional Enduring Understanding (Honors)

Myth, Translation, and Literary Transmission: Students will understand that myths and the poetic forms that carry them are not fixed, static artifacts but are continually reshaped through translation, adaptation, and reinterpretation across cultures and eras — and that examining these transformations (rather than treating any single version as definitive) reveals how literary meaning is actively constructed by translators, poets, and readers, not simply preserved unchanged from an original source.

Additional Essential Questions (Honors)

1. How do different translations of the same classical text (e.g., Homer or Ovid) shape a reader's understanding of tone, character, and meaning — and what does this reveal about translation as an act of interpretation?
2. Does Joseph Campbell's "monomyth" framework meaningfully describe the structure of hero narratives across cultures, or does it risk flattening meaningful differences between distinct mythological traditions?
3. How does a poet's cultural, historical, or political context shape the way they adapt a classical myth (e.g., how does Walcott's postcolonial context shape his reworking of Homeric structure in *Omeros*)?
4. What is gained and what is lost when a myth is retold in a new poetic form, era, or cultural context — and how can we evaluate the significance of these changes?

Suggested Assessment Adjustments

- Rubrics should weight **theoretical application and comparative/diachronic analysis** more heavily than in the standard unit, with explicit criteria for primary-source engagement and independent research
- Socratic seminar participation and the independent translation-comparison project should be assessed as formal components of the unit grade
- Consider a **higher word-count expectation** and a required **annotated source list** prior to final submission, given the added research and primary-source demands of the honors essay

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Content Knowledge 1. Key Myths, Characters, and Their Poetic Reimaginings: • Familiarity with Major Myths: Students should learn about foundational myths like the creation myths, the Twelve Labors of Hercules, and the stories of gods such as Zeus, Athena, and Poseidon — and encounter how poets (e.g., Hesiod, Ovid, and contemporary poets) have retold and reshaped these same myths in verse across centuries. • Understanding of Heroic Journeys: Explore the archetypal hero's journey in myths such as those of Perseus, Theseus, and Odysseus, and examine how poets (e.g., Tennyson's "Ulysses," Cavafy's "Ithaka") reimagine that same journey as a poetic subject or extended metaphor. • Gods and Goddesses: Knowledge of the major gods and goddesses, their domains, symbols, and relationships with each other and humans, and how poets invoke these figures through allusion to add meaning and resonance within the compressed space of a poem. 2. Themes and Concepts: • Fate and Free Will: Discuss how myths explore the balance between destiny and personal choice, and how poets distill this	• **Reading Comprehension and Analysis of Text:** Building on the close reading and symbolic analysis skills developed while studying Maus (e.g., analyzing the mouse/cat/pig allegory as a symbol of dehumanization), students will deepen their comprehension by analyzing more complex mythological and poetic texts. They'll build on their skills by focusing on the use of symbolism, extended metaphor, and the cultural contexts of Greek myths and the poems that draw on them. They will apply these skills to not only analyze explicit themes (e.g., courage, hubris) but also to infer implicit messages about fate, morality, and the human condition that are integral to both mythology and poetry. • **Identifying Literary Devices in Mythological and Poetic Texts:** Having already analyzed how Spiegelman used visual symbolism and allegory to convey complex historical realities in Maus, students will apply that same close attention to complex symbolism, allusion, irony, and foreshadowing in Greek mythology and poetry. They will analyze how myths and poems use these devices to develop deeper meanings about human behavior, fate, and divine intervention, and will articulate how these devices enhance a text's emotional and thematic impact — whether compressed into a poem's structure or unfolded across a myth's narrative. • **Character Development and Archetypes:** Building on their analysis of Vladek and Art as complex, multidimensional figures shaped by historical circumstance in Maus, students will deepen their character analysis by studying archetypes (e.g., the hero, the mentor, the villain) in Greek mythology and the poems that invoke them through allusion. They will analyze how mythological characters embody universal human experiences and struggles, and how poets reactivate these same archetypes to add depth and resonance within a single poem. Students will apply this understanding to explain, with precision,

same tension into a poem's central image, turn, or argument.
- Hubris and Nemesis: Explain how myths often teach lessons about the consequences of excessive pride (hubris), and analyze how poems addressing myth (e.g., treatments of Icarus) use this same theme as their emotional or thematic core.
- Moral Lessons and Ethics: Understand the ethical and moral lessons that myths imparted to ancient Greek society, and how poets may affirm, question, or reinterpret those lessons when adapting a myth for a new audience or era.

3. Cultural and Historical Context:

- Greek Society and Religion: Explain how mythology reflects the values, beliefs, and daily life of ancient Greek society.
- Mythology's Influence: Explore how Greek mythology has influenced Western literature, art, and culture — with particular attention to its continuous presence in the poetic tradition, from classical epic through contemporary poetry.

4. Symbolism, Allegory, and Poetic Craft:

- Mythological Symbols: Analyze the symbolic meanings behind gods, creatures, and events within the myths, and how poets employ these same symbols alongside poetic devices (imagery, metaphor, sound) to deepen meaning.
- Allegorical Interpretations: Explain how myths can be interpreted as allegories for natural phenomena, human behavior, or societal norms, and how a poem's use of a mythological allegory can compress or refocus that meaning for a new purpose.

Skills

1. Analytical Reading:

- Textual Analysis: Develop the ability to closely read and analyze both mythological texts and poems, focusing on understanding and explaining key elements such as themes, symbols, character motivations, and poetic

how a specific character or archetype functions within a text.
- **Mythological and Poetic Structure:** Building on their study of Maus's dual narrative structure (the interplay of past and present, Vladek's story and Art's), students will expand their understanding of structure by exploring more complex patterns in Greek myths (e.g., the hero's journey or circular narratives) and in poetry (e.g., stanza form, structural turns, extended metaphor). They will learn how to map the cyclical nature of many myths and analyze how a poem's structural choices shape its meaning, applying this understanding to explain how structure and meaning are connected across both forms.
- **Understanding the Role of Conflict and Tension:** Building on their analysis of the tensions in Maus (survival vs. morality, father vs. son, past vs. present), students will study more complex conflicts in Greek mythology, such as divine vs. mortal, fate vs. free will, and self vs. society, and will examine how poets compress these same tensions into the concentrated form of a poem. They will understand how myths and poems use conflict to explore themes like morality, human agency, and divine influence.
- **Explaining Mythological and Poetic Elements in Writing:** Having practiced supporting an argumentative claim about Maus with textual and visual evidence, students will now apply and extend that evidence-based writing skill to a new genre: informative/explanatory writing. They will learn how to clearly explain mythological themes (e.g., the role of the gods, fate, hubris) and mythological/poetic elements (e.g., divine intervention, extended metaphor, allusion) using precise, well-organized explanation grounded in textual evidence, rather than persuasion.
- **Developing Style, Precision, and Objectivity in Explanatory Writing:** Having developed a persuasive, argumentative voice while writing about Maus, students will now shift to developing a different writing voice — one suited to informative/explanatory writing: clear, precise, and objective. They will study the distinctive style of mythological and poetic texts (e.g., epic similes, repetition, elevated diction, compressed imagery) and apply techniques of clear definition and precise word choice to explain these stylistic features accurately for a reader.
- **Revising and Editing for Clarity and Accuracy:** Building on the grammar, punctuation, and peer-review practices established during the Maus unit, students will refine their revision process by focusing on clarifying complex mythological and poetic concepts and ensuring the accuracy of their explanations. They will revise for greater precision in defining technical or literary terms, and edit their writing to improve the accuracy of the mythological and poetic references and symbolism they explain.
- **Vocabulary Development:** Building on the domain-specific historical vocabulary developed during the Maus unit (e.g., dehumanization, complicity, propaganda), students will expand their vocabulary

devices (imagery, figurative language, structure).
- Comparative Analysis: Compare different versions of myths, identify similarities between Greek myths and those from other cultures, and compare how different poems treat the same mythological figure or story, focusing on explaining these connections.

2. Critical Thinking:

- Interpreting Themes: Focus on explaining the underlying themes and messages of both myths and the poems that draw on them.
- Evaluating Perspectives: Encourage students to consider and explain different perspectives within myths and their poetic retellings, such as how different characters experience fate, or how a poet's perspective reshapes a traditional story.

3. Explanatory Writing:

- Clarifying Concepts: Write clear, well-organized explanations of mythological and poetic themes, symbols, and narratives.
- Detailed Descriptions: Focus on descriptive writing to explain how myths and poems depict gods, heroes, and events, including how specific poetic devices shape that depiction.
- Explaining Context: Guide students to explain the cultural and historical context of myths and poems and how each reflects the values of its time and society.

4. Research Skills:

- Contextual Research: Research the historical, cultural, and religious context of myths, as well as the biographical or literary context of a poet's work, to inform explanatory writing.
- Sourcing Information: Encourage finding and using credible sources to support explanations of both mythological and poetic material and provide deeper understanding.

5. Creative Expression:

- Rewriting Myths: Encourage creative retellings or adaptations of myths — including in poetic form — focusing on

with domain-specific terms from Greek mythology and poetry (e.g., hubris, oracle, epic, Titan, mythos, extended metaphor, allusion) and will integrate them precisely into their explanatory writing.

- **Engaging in Peer Review and Collaborative Writing:** Building on the peer review protocols established during the Maus unit, students will engage in more advanced peer review focused on the thematic depth, clarity of explanation, and accuracy of mythological/poetic references in each other's writing. They will provide feedback that encourages their peers to clarify complex ideas and strengthen their use of evidence, helping to refine both the writing style and the content accuracy of their explanatory essays.

explaining their relevance to contemporary audiences. • Artistic Representation: Create visual representations of myths and poems, emphasizing how art, like poetry, can explain and convey these stories. 6. Discussion and Collaboration: • Class Discussions: Participate in discussions that focus on explaining different interpretations of myths and poems, their significance, and their impact on culture and literature. • Group Projects: Work together to research, present, and explain specific myths, poems, or shared themes across both, emphasizing clarity and understanding.	

Career Readiness, Life Literacies, and Key 21st Century Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.GCA	Global and Cultural Awareness
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Interdisciplinary Connections

1.4.12adv.Cr1	Generating and conceptualizing ideas.
3	Construct viable arguments and critique the reasoning of others
1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
5	Use appropriate tools strategically
7	Look for and make use of structure
A.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A.REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
1.4.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
1.4.12adv.Re7	Perceiving and analyzing products.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
ETS1.C	Optimizing the Design Solution
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
LS2.D	Social Interactions and Group Behavior
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
LS3.B	Variation of Traits
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.