

# MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS

## **Mythology: The Stories We Tell Grades 10-12/Semester**

Written October 2022 - February 2023  
Adopted by the Board of Education on May 23, 2023

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**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION  
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

**AFFIRMATIVE ACTION GRIEVANCE PROCEDURE**

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #2260.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Charlene O'Hagan, District Director of Human Resources and Instruction  
Middletown Township Board of Education  
August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education  
Middletown Township Board of Education  
August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

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## **DISTRICT PHILOSOPHY OF INSTRUCTION**

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on student's individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

## **COURSE PHILOSOPHY**

On a long enough timeline, all stories transition into myth. This class will focus on stories that are already in the canon of mythology, highlighting the nature of myth-making and the function of storytelling for individuals and societies, as well as the role of mythology in cultural creation and curation. There will be a focus on Classical Hellenism with explorations of Norse, Indian, Japanese, and Oceanian mythologies, as well as an investigation of how mythology continues into our current time. Throughout the course students will be in direct conversation with an inquiry-based approach to student-centered study. Having a firm grounding in not just the ability to understand mythological stories and cycles but in storytelling as a whole, students will blossom into active, engaged participants in their own learning and lives through understanding their own mythology. Students are expected to develop a recognition of patterns among myths across differing cultures, times periods, and geographical locations in order to bolster their understanding of the importance of mythology as a whole.

## **INTRODUCTION**

The goal of the New Jersey Student Learning Standards is to provide consistent standards and prepare students for college and careers, so that when they graduate they will have met benchmarks that will allow them to succeed in college or the 21st century workforce regardless of where in the state they have lived. The curriculum is aligned to the New Jersey Student Learning Standards and the Model Curriculum Framework developed by the New Jersey Department of Education to guide districts as they design curriculum that will support the work of teachers and promote student achievement.

| <b>New Jersey Student Learning Standards</b>  | <b>21st Century Themes</b>  |
|---|---|
| NJSLs that apply to the course<br><a href="https://www.state.nj.us/education/cccs/">https://www.state.nj.us/education/cccs/</a> | Career Readiness, Life Literacies and Key Skills<br><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a> |

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## **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

**District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.**

- 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.**
- 2. District boards of education shall integrate into the curriculum 21st-century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)\)](#).**

**Twenty-first-century themes and skills integrated into all content standards areas [\(N.J.A.C. 6A:8-1.1\(a\)3\)](#).**

**“Twenty-first-century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem-solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.**

### **[Amistad Law: N.J.S.A. 18A 52:16A-88](#)**

**Every board of education shall incorporate the information regarding the contributions of African- Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.**

### **[Holocaust Law: N.J.S.A. 18A:35-28](#)**

**Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.**

### **[LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35](#)**

**A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards [\(N.J.S.A.18A:35-4.36\)](#) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.**

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The structure of the high school Mythology curriculum presents reading, writing, and inquiry unit plans. The focus of the Units of Study are aligned with the New Jersey Student Learning Standards. The listed units provide the scope and sequence that teachers and students should follow for the entire semester course.

Curriculum units for all grade levels follow the same format and include the following:

- The NJSLS that are aligned with the unit, including 21st Century Themes
- Enduring Understandings
- Essential Questions
- Student Learning Outcomes
- Suggested Resources/Materials
- Mentor Texts (ELA specific)
- Academic Vocabulary and Key Concepts (ELA specific)
- Structures (ELA specific)

The recommended activities section on the following pages includes activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure, and gifted students. The following are suggested modifications for teachers to use in each unit as appropriate:

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with choices including multiple options for how they can represent their understandings (e.g., conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, biographies, multisensory techniques --auditory/visual aids: pictures, illustrations, graphs, charts, data tables, multimedia, modeling; etc.).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Use project-based learning to help students engage with content in an authentic way.
- Structure learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

**\*\*The district's expectation is for ALL teachers planning instruction for students with IEP's to thoroughly read and implement modifications and accommodations accordingly and in consult with co-teacher.**

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## ***District Approved Materials/Resources*** **ADOPTED TEXTBOOK/PROGRAM and RESOURCES**

Campbell, Joseph. *Power Of Myth*. Anchor Books, 1 June 1991.

Clayton, Matt. *Roman Mythology: A Captivating Guide to Roman Gods, Goddess, and Mythical Creatures*. CreateSpace Independent Publishing Platform, 25 October 2017.

Gaiman, Neil. *Norse Mythology*. W.W. Norton & Company, 6 March 2018.

Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes*. Grand Central Publishing, 1 January 2011.

Hamilton, Virginia. *In the Beginning: Creation Stories from Around the World*. Clarion Books, 15 Sept 1991.

Homer. *The Iliad*. Translated by Robert Fagels, Penguin Classics, 1 January 1998.

Homer. *The Odyssey*, Translated by Robert Fagels, Penguin Classics, 29 November 1999.

Jackson, J.K. *Polynesia Island Myths*. Flame Tree 451, 27 October 2020.

McCoy, Daniel. *The Viking Spirit: An Introduction to Norse Mythology and Religion*. CreateSpace Independent Publishing Platform, 1 June 2016.

Pattanaik, Devdutt. *Indian Mythology: Tales, Symbols, and Rituals from the Heart of the Subcontinent*. Inner Traditions, 28 April 2003.

Reed, A.W. *Aboriginal Myths, Legends & Fables*. New Holland Publishers, 1 February 1999.

*Tales of Japan: Traditional Stories of Monsters and Magic*. Chronicle Books, 23 April 2019.

***PLEASE NOTE: Any resource or material that falls outside the approved lists included within the curriculum document must have administrative approval before use. After approval is granted, these resources or materials must also be noted in the teacher's lesson plan.***

**Recommended Time Frame and Sequence**

(including District Assessments)

| <u>Unit Focus</u>                          | <u>Suggested Time Frame</u> |
|--|-----------------------------|
| Unit 1<br>What is Myth? An Introduction    | 2-3 Weeks                   |
| Unit 2<br>The Greco-Roman Pantheon         | 3 - 4 Weeks                 |
| Unit 3<br>The Norse-Hindu Connection       | 3 - 4 Weeks                 |
| Unit 4<br>The Japanese and Oceanian Cycles | 3 - 4 Weeks                 |

- **Final Exam: Project-based final where students perform– in the oral tradition– a retelling of a myth of their choice based on the material covered across the course’s units. Students may choose to retell a studied myth or, using the texts provided in the course, include a new myth that was not covered as a group, thus allowing for further student choice and exploration. Students will include how the myth fits into a thorough study of mythology, including archetypes, forms, and meanings. They will be assessed using a 12-point oral presentation rubric, as well as assessed on a writing piece.**

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| <b>Unit 1 - What is Myth? An Introduction</b>  | <b>Duration</b> |
|--|-----------------|
| Summary: Serving as an introduction to the course and its purview, this section brings much to the table in terms of keywords, vocabulary, and genre-specific mythological study. The purpose of the first unit is to lay the groundwork in order to define what mythology is and what purpose it serves across cultures and time periods. Using similar myths in content, theme, and purpose from across the globe and time will allow for a deeper understanding of the connections between myth and people. | 2-3 Weeks       |

| <b>Enduring Understandings</b>  | <b>Essential Questions</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>● Myths and stories are told through the ages in different-but-similar forms.</li> <li>● There are common themes in the stories told across all cultures.</li> </ul> | <ul style="list-style-type: none"> <li>● How are stories relayed through time?</li> <li>● What questions do these myths and stories seek to answer?</li> <li>● What are the archetypes of myth in both form and characters?</li> </ul> |

| <b>NJSLS for Unit</b>   |
|---|
| <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> |

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RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| Student Learning Outcomes   | Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)  | District Approved Materials/Resources Materials & Resources  |
|---|---|--|
| <p>1. Identify the importance of oral storytelling in human history.</p> <p>2. Interpret creation myths for their symbolism.</p> <p>3. Compare and contrast creation myths across cultures and times.</p> <p>4. Develop an understanding of course themes and expectations for engagement with texts.</p> | <ul style="list-style-type: none"> <li>● Explain and provide an oral retelling of a classic myth (This is the course final. Students will be given it immediately.)                             <ul style="list-style-type: none"> <li>○ Reference Final Exam above</li> </ul> </li> <li>● Write and discuss intelligently on topics related to creation mythologies.                             <ul style="list-style-type: none"> <li>○ Short Response Writing</li> <li>○ Essay Writing (variety of forms)</li> <li>○ ChoiceBoard activities</li> <li>○ Double Entry Journals</li> <li>○ Writing back to Mentor Texts</li> <li>○ Reinterpreting Text</li> <li>○ Contemporary Analysis</li> <li>○ Synthesis Writing</li> </ul> </li> <li>● Contextualize comparative mythology as an outline for the coming units.                             <ul style="list-style-type: none"> <li>○ Socratic Circle Discussions</li> <li>○ Peer Shares</li> <li>○ Outline Production</li> <li>○ Choice Board Activities</li> <li>○ Fish Bowl Activities for individual mastery</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <i>Power Of Myth</i>, Campbell</li> <li>● <i>In the Beginning: Creation Stories from Around the World</i> by Virginia Hamilton</li> </ul> |

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|   |                 |
|---|-----------------|
| <b>Unit 2 - The Greco-Roman Pantheon</b>  | <b>Duration</b> |
| Summary: Many of the myths from these cultures have permeated into popular culture and serve as the basis for an infinite amount of literary allusions. As such, this unit will investigate the pantheon of Greco-Roman mythology and highlight major myths from the cultures to build a strong foundation on which students will be able to investigate and apply these myths further in an interdisciplinary setting. | 3-4 Weeks       |

| <b>Enduring Understandings</b>   | <b>Essential Questions</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>● Many Western allusions stem from these tales and myths.</li> <li>● Much of our cultural concept of right and wrong comes from the values of these deities and heroes.</li> <li>● There are many different ways classical civilizations interacted with their hegemonic environments.</li> </ul> | <ul style="list-style-type: none"> <li>● Who are the classical gods and goddesses of Western antiquity?</li> <li>● What is the purpose of these tales, myths, and legends?</li> <li>● Why are heroes and their deeds so important to these cultures?</li> <li>● How are these myths used in literature even into modern times?</li> <li>● What cultural values do these myths espouse?</li> </ul> |

| <b>NJSLS for Unit</b>  |
|--|
| <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> |

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RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| Student Learning Outcomes  | Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)   | <i>District Approved Materials/Resources</i>   |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. Identify and analyze the classical pantheon.</li> <li>2. Identify and analyze key stories from Greco-Roman mythology.</li> <li>3. Understand the qualities of a classical Western hero.</li> </ol> | <ul style="list-style-type: none"> <li>● List the key Greek and Roman Gods and Goddesses, along with their domains.                             <ul style="list-style-type: none"> <li>○ Outline Production</li> <li>○ Posters</li> <li>○ Flowcharts</li> <li>○ Short Response Writing</li> <li>○ Essay Writing</li> <li>○ Peer Share</li> <li>○ Presentations</li> </ul> </li> <li>● Contextualize classic myths of note and importance                             <ul style="list-style-type: none"> <li>○ Short Response Writing</li> <li>○ Longform/Essay Writing</li> <li>○ Analytical Writing</li> <li>○ Performance-based Retelling</li> <li>○ Compare and Contrast</li> <li>○ Application to Modern Events</li> <li>○ Analytical Writing/Production</li> <li>○ Peer Share</li> </ul> </li> <li>● Provide close analysis of texts and tales as outlined in Unit 1.                             <ul style="list-style-type: none"> <li>○ Analytical Writing</li> <li>○ Informational Writing</li> <li>○ Compare and Contrast</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <i>Mythology</i> by Edith Hamilton</li> <li>● <i>Roman Mythology</i> by Matt Clayton</li> <li>● <i>The Iliad</i> by Homer</li> <li>● <i>The Odyssey</i> by Homer</li> </ul> |

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- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>● Write and work intelligently with the domains of the gods and their meaning or importance to the culture.<ul style="list-style-type: none"><li>○ Informational Writing</li><li>○ Creative Writing Pieces (Various Forms)</li><li>○ Full Group Presentation</li><li>○ Small Group Presentation</li><li>○ Peer Share</li><li>○ Fish Bowl Activities</li><li>○ Performance-Based Activities</li></ul></li></ul> |  |
|--|--|--|

## Middletown Township Public Schools - **Mythology: The Stories We Tell Curriculum**

|  |                 |
|--|-----------------|
| <b>Unit 3 - The Norse-Hindu Connection</b>   | <b>Duration</b> |
| Summary: For years, linguistic scholars have investigated the links between Nordic cultures and those of the Indian subcontinent in linking together the very seat of human language in what is known as Proto-Indo European. The primary vehicles for this connective study has been in the investigation of their respective myths in order to gain an understanding of these two seemingly-disparate cultures and mythologies. It is through the connections between cultural myths and lore that outsiders have gained an understanding of those unlike them. This unit strives to identify this connection while allowing students to further their understandings of the overall purpose of mythology across cultures. | 3-4 Weeks       |

| Enduring Understandings   | Essential Questions   |
|---|---|
| <ul style="list-style-type: none"> <li>● There are numerous parallels across seemingly distant geographic mythologies.</li> <li>● These parallels point to a central “monomyth” and interconnectedness of humanity.</li> <li>● Rather than being tied to a “domain” like in the previous unit, deities can be exemplars of traits and qualities.</li> </ul> | <ul style="list-style-type: none"> <li>● How do tales travel and change over diasporic cultures?</li> <li>● How do they stay the same?</li> </ul> |

| NJSLs for Unit  |
|---|
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  |
| NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |

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

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| <b>Student Learning Outcomes</b>   | <b>Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)</b>   | <b><i>District Approved Materials/Resources</i></b>  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Identify and chronicle parallels across mythic cultures.</li> <li>2. Identify key gods and goddesses of these pantheons and their domains.</li> <li>3. Trace a line through these different cultures.</li> <li>4. Express differences between these and those previously studied.</li> </ol> | <ul style="list-style-type: none"> <li>● List the key gods and goddesses, along with their domains and traits.                             <ul style="list-style-type: none"> <li>○ Outline Production</li> <li>○ Posters</li> <li>○ Flowcharts</li> <li>○ Short Response Writing</li> <li>○ Essay Writing</li> <li>○ Peer Share</li> <li>○ Presentations</li> </ul> </li> <li>● Provide an outline of differences between these and those previously studied.                             <ul style="list-style-type: none"> <li>○ Short Response Writing</li> <li>○ Longform/Essay Writing</li> <li>○ Analytical Writing</li> <li>○ Performance-based Retelling</li> <li>○ Compare and Contrast</li> <li>○ Application to Modern Events</li> <li>○ Analytical Writing/Production</li> <li>○ Peer Share</li> <li>○ Posters</li> <li>○ Presentation Boards</li> <li>○ Choice Boards</li> <li>○ Interactive Digital Presentations</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <i>The Viking Spirit: An Introduction to Norse Mythology and Religion</i> by Daniel McCoy</li> <li>● <i>Norse Mythology</i> by Neil Gaiman</li> <li>● <i>Indian Mythology: Tales, Symbols, and Rituals from the Heart of the Subcontinent</i> by Devdutt Pattanaik</li> </ul> |

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- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>● Express ownership of individualized learning by selecting a god of goddess and examining their role in detail.<ul style="list-style-type: none"><li>○ Individual Research (Digital and In Book)</li><li>○ Small Group Presentations</li><li>○ Full Group Presentations</li><li>○ File Sharing</li><li>○ Class Notes Documentation</li><li>○ Individual Reflection</li><li>○ Writing</li></ul></li></ul> |  |
|--|---|--|

## Middletown Township Public Schools - **Mythology: The Stories We Tell Curriculum**

|   |                 |
|---|-----------------|
| <b>Unit 4 - The Japanese and Oceanian Cycles</b>  | <b>Duration</b> |
| Summary: Many of the myths across these cultures are lesser known in content but are still relevant and have begun to make their way into popular culture. In juxtaposition to the more popular Greco-Roman myths, the lore of the Pacific retains more of its power than other beliefs. As the final unit in the course, the exploration of Japanese and Oceanian myths serves as a fundamental capstone to the overall survey of myths from across the globe. | 3-4 Weeks       |

| Enduring Understandings   | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"> <li>● There are entirely different cycles of mythology extant from cultures outside the “norm” of classical Western hegemony.</li> <li>● The creatures, gods and goddesses, and cultural influences that are present in the mythology of the East and Native peoples create the differences in mythology. (Eastern, gods who appear as man, Western - Gods who are men)</li> <li>● There is a clear mutual influence across culture, people, tradition, and mythology in the stories.</li> </ul> | <ul style="list-style-type: none"> <li>● Is the idea and function of the myth different outside of the Western lens?</li> <li>● How does Eastern mythology differ from those of a more traditional mythological canon?</li> <li>● Is culture influenced by its myths or are its myths influenced by the culture and traditions of a people?</li> </ul> |

| NJSLS for Unit  |
|---|
| <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> |

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NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

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NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| <b>Student Learning Outcomes</b>   | <b>Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)</b>   | <b><i>District Approved Materials/Resources</i></b>  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Identify and understand the cultures behind chosen myths.</li> <li>2. Identify and chronicle parallels across mythic cultures.</li> <li>3. Identify keys gods and goddess of these pantheons and their domains.</li> <li>4. Express differences between these and those previously studied.</li> </ol> | <ul style="list-style-type: none"> <li>● Identify key gods and goddesses, as well as mythical creatures and lore                             <ul style="list-style-type: none"> <li>○ Outline Production</li> <li>○ Posters</li> <li>○ Flowcharts</li> <li>○ Short Response Writing</li> <li>○ Essay Writing</li> <li>○ Peer Share</li> <li>○ Presentations</li> </ul> </li> <li>● Compare and contrast the lessons, characters, and thematic ideas across the studied mythologies                             <ul style="list-style-type: none"> <li>○ Short Response Writing</li> <li>○ Longform/Essay Writing</li> <li>○ Analytical Writing</li> <li>○ Performance-based Retelling</li> <li>○ Compare and Contrast</li> <li>○ Application to Modern Events</li> <li>○ Analytical Writing/Production</li> <li>○ Peer Share</li> <li>○ Posters</li> <li>○ Presentation Boards</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Tales of Japan by Chronicle Books, Kotaro Chiba</li> <li>● Aboriginal Myths, Legends, and Fables by Alexander Wyclif Reed</li> <li>● Polynesian Island Myths by J. K. Jackson</li> <li>● Moana</li> </ul> |

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|  | <ul style="list-style-type: none"><li>○ Choice Boards</li><li>○ Interactive Digital Presentations</li><li>○</li><li>● Express ownership of individualized learning by selecting a god of goddess and examining their role in detail.<ul style="list-style-type: none"><li>○ Individual Research (Digital and In Book)</li><li>○ Small Group Presentations</li><li>○ Full Group Presentations</li><li>○ File Sharing</li><li>○ Class Notes Documentation</li><li>○ Individual Reflection</li><li>○ Writing</li></ul></li><li>● Demonstrate knowledge through presentations, inquiry based assignments, and written reflections on the culture of the people.<ul style="list-style-type: none"><li>○ Individual Research (Digital and In Book)</li><li>○ Small Group Presentations</li><li>○ Full Group Presentations</li><li>○ File Sharing</li><li>○ Class Notes Documentation</li><li>○ Individual Reflection</li><li>○ Writing</li></ul></li></ul> |  |
|--|--|--|