

Course: <i>Mythology</i> Unit #: <i>1: Cultural and Historical Context</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content Standards ■ RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially. ■ RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text. ■ RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama. ■ RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint. ■ RI.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information ■ RL.CT.11–12.8 Demonstrate knowledge of, analyze, and reflect on documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. ■ L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ■ SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. ■ SL.UM.11–12.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	

- **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).
<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - 2020 NJSLS-VPA 9-12.Anchor Standard 9: Interpreting intent and meaning.
 - 2020 NJSLS-VPA 9-12.Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - 6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.
 - 6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
 - 6.2.8.HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning of world mythologies to recognize connections among many different cultures, past and present, in an effort to build empathy for varied human experiences.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

Through completing our coursework, our students will be better able to

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the

meaning of text
 2. make connections between and among texts as well as real-life experiences.
 5. produce and engage in a range of conversations using a variety of media and formats

Enduring Understandings

Students will understand that. . .

EU 1

- mythology connects people of different cultures and time periods.

EU 2

- understanding mythologies fosters an increased sensitivity to other cultures.

Essential Question

- How can studying myths from different times and places help us understand and empathize with other cultures today?

Knowledge

Students will know . . .

EU 1

- specific myths representing a variety of cultures (RL.IT.11–12.3, RL.MF.11–12.6).
- characteristics of different cultures as revealed through myths (RL.MF.11–12.6, RL.MF.11–12.8).
- icons and archetypes that reoccur in mythology (RL.CR.11–12.1, L.VI.11–12.4).

EU 2

- the similarities and differences between myths of different cultures. (RL.CR.11–12.1, RL.PP.11–12.5, RI.MF.11–12.6)

Skills

Students will be able to. . .

EU 1

- compare and contrast different cultures (RL.IT.11–12.3, RL.MF.11–12.6).
- compare and contrast different mythologies (RL.CR.11–12.1, RL.IT.11–12.3).
- read and analyze a variety of myths for emerging patterns (RL.PP.11–12.5, RL.MF.11–12.6, RL.CT.11–12.8, L.VI.11–12.4).

EU 2

- examine the beliefs, values, and social systems of other cultures as presented in myths (RL.CR.11–12.1, RL.CI.11–12.2, RI.MF.11–12.6)

- understanding and appreciating other cultures creates empathy. (RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.PP.11–12.5, RI.MF.11–12.6, RL.CT.11–12.8)

- reflect on their own misunderstandings of different cultures (RL.CR.11–12.1, RL.PP.11–12.5, RI.MF.11–12.6, RL.CT.11–12.8)

Stage Two - Assessment

Other Evidence:

- Class discussion of Joseph Campbell's "The Message of the Myth" from THE POWER OF MYTH television series.
- Dialogue about the different cultural interpretations of various symbols
- Quiz on the typical icons and archetypes in mythologies such as pantheons of gods, mythical settings, patriarchal vs. matriarchal societies
- Self-assessment essay/journal entry on personal misconceptions of other cultures
- Dialogue about the commonalities of values in different cultures

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Watch and discuss Joseph Campbell's "The Message of the Myth" from THE POWER OF THE MYTH (episode 2) television series. (A, EU1, EU2)
- Read and annotate the cultural background information in the text to determine the cultural values. (A, EU1, EU2)
- Read and annotate a variety of myths with special focus on commonalities. (A, EU1)
- Create a chart of typical archetypes/icons used in different mythologies and how they are viewed differently, depending on the culture. (A, M, EU2)
- Identify and discuss images/icons in modern products and advertising that come from classical myths (A, M, EU1)
- Create a chart that compares gods of different cultures and reflects the values in each culture. (A, M, EU2)

- View applicable episodes from *Myths & Monsters* series available on Amazon Prime Video to supplement notes and discussions (A, M, EU1)
- *Research and present a pantheon/myth from a pantheon not studied together. (A, M, EU2)*
- *Read a myth not in the text that has similarities to one we studied. Present it to the class and discuss how it is similar, using textual evidence to support your analysis. (M, EU1)*
- *Analyze a myth or group of myths that espouse a particular value or group of values, and explain clearly, so listeners can easily follow your reasoning, how these myths transmit these values. (M, EU2)*
- *Participate in “[Battle of the Gods](#)” debate: after learning about a Pantheon of gods, explain which ancient god would provide the best aid in modern day situations (M, T, EU1).*
- *Research and choose a song lyric that references one of the overlapping ideas in mythology, and explain how your choice is a good illustration (M, T, EU1)*
- *Write a journal entry/essay in which you reflect on your misunderstandings of another culture. (M, EU2)*
- *Cast actors/actresses for a movie production of a specific pantheon, such as Egyptian, Greek, or Norse. (M, EU1)*
- *Read a myth from a culture that was not discussed in class. Analyze the type of myth it is, the nature of the characters, gods, events, and values it portrays, and explain what it reveals about the culture that produced it. (M, T, EU2)*
- *Write an essay explaining how studying a certain culture’s mythology has changed/affected your feelings about that culture. (M, T, EU2)*
- *Create a hexagonal or other mind map to represent connections among multiple myths and their cultural implications. (M, T, EU1, EU2)*
- *Assuming technology is our new mythology, create symbols to represent the values of our culture. (T, EU1)*
- *Create a modern pantheon of teachers or celebrities. Your pantheon must be based on one culture and must reflect the order of our school or society. (T, EU1, EU2)*

Pacing Guide

{This chart will be identical in all the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Cultural and Historical Context * Designed to be incorporated throughout the course	22
2	Creation and Destruction	22
3	Heroes and Villains	22

Instructional Materials

- *Mythology*, Edith Hamilton
- *World Mythology*, Donna Rosenberg
- Crash Course: [World Mythology](#), Mike Rugnetta
- [Mythology From Around the World](#), World History Encyclopedia
- Selections from [The Power of Myth](#), Joseph Campbell
- Suggested pantheons: Greek/Roman, Egyptian, Norse, West African, Persian, Indian, Native American, Aztec/Maya/Inca, Celtic.
 - Additional myth resources include:
 - [The World Encyclopedia of Mythology](#)
 - [Encyclopedia Mythica](#)
 - [Godchecker](#)
 - [Timeless Myths](#)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.