

Course: *Mythology*
Unit #: *2: Creation and Destruction*

Year of Implementation: 2026-2027

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **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, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
 - 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, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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 (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
 - RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint.
 - 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.
 - W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.4.12.GCA.1: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
 - 6.2.12 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.
 - 6.3.12.HistoryCA.12: Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 - 6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.
 - 2020 NJSLS-VPA 9-12.Anchor Standard 6: Conveying meaning from art.
 - 2020 NJSLS-VPA 9-12.Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
- **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 to recognize that myths help humans understand the world and their place in it.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.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

Enduring Understandings

Students will understand that. . .

EU 1

- Creation, destruction, and origin myths provide a way to understand a human need for order amidst the chaos of nature.

Essential Questions

- Why do all humans have an innate need to understand the natural world and our place in it?

Knowledge

Students will know . . .

EU 1

- humans establish and assign order to nature and society (RL.CI.11–12.2, RL.PP.11–12.5, RL.CT.11–12.8).
- the geography and natural environment of the culture (RL.CT.11–12.8).
- the characteristics of an origin myth (RL.PP.11–12.5, RL.CT.11–12.8).
- examples of creation myths (RL.PP.11–12.5, RL.CT.11–12.8) .
- examples of origin myths (RL.PP.11–12.5, RL.CT.11–12.8).
- examples of destruction myths, such as flood myths (RL.PP.11–12.5, RL.CT.11–12.8).
- elements of narrative technique, analysis technique,

Skills

Students will be able to. . .

EU 1

- define the concept of order (SL.PE.11–12.1)
- debate the concept that all humans need order. (SL.PE.11–12.1)
- analyze and interpret the order that is established in myths. (RL.CR.11–12.1, RL.PP.11–12.5, RL.CT.11–12.8)
- apply knowledge of geography and history to creation and cycle of life myths. (RL.CR.11–12.1, RL.CT.11–12.8)
- identify characteristics of a creation myth. (RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3)
- identify characteristics of an origin myth. (RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3)

expository technique, and specific research methods and sources for mythology (RL.CI.11–12.2, RL.IT.11–12.3) elements of oral traditions and how they impact storytelling (RL.CR.11–12.1, RL.IT.11–12.3)	- identify characteristics of a destruction myth. (RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3) - identify characteristics of oral storytelling. (RL.IT.11–12.3, RL.CT.11–12.8, SL.PE.11–12.1, SL.PI.11–12.4) - read and analyze myths that explain creation, nature, or the cycle of life. (RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, W.NW.11–12.3) - use technology and research methods to obtain accurate information about past cultures. (RL.PP.11–12.5, RL.CT.11–12.8, SL.UM.11–12.5) - identify elements of narrative technique and expository technique within myths. (RL.IT.11–12.3, RL.PP.11–12.5, SL.PI.11–12.4)
Stage Two - Assessment	
<u>Other Evidence:</u> Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc. - Research and present a creation and cycle of life myth, from a culture not studied in class, which establishes order. - Create a game that reflects the creation of the world and different realms of the universe according to one of the myths we read. For example, Candyland may become “Greekland” with locations such as Mount Olympus and Hades. - Write an essay in which you examine how our mythology and cultural values influence our understanding of the universe and natural world.	
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

- Research the geography and history of the assigned cultures. (A, EU1)
- Read and annotate or view creation myths from various cultures. (A, EU1)
- Read and annotate or view origin myths from various cultures. (A, EU1)
- Read and annotate or view destruction myths from various cultures. (A, EU1)
- Through class discussion, identify the characteristics of creation, origin, and destruction myths and how the myths provide order and understanding to their respective cultures. (A, EU1)
- View "Masks of Eternity" from the POWER OF MYTH series by Joseph Campbell. (A, EU1)
- Discuss Campbell's primary points as they apply to the creation and cycle of life myths. (A, M, EU1)
- Write an essay in which you identify three of Campbell's primary points and use modern examples to support or disprove his points. (A, M, EU1)
- View applicable episodes from *Myths & Monsters* series available on Amazon Prime Video to supplement notes and discussions (A, M, EU1)
- Debate the concept that humans need to in order to live a happy life. Stances must be supported with well-argued points and specific examples. (M, EU1)
- Discuss why man needs to know how the universe was formed, and identify current examples that support this theory. (M, EU1)
- Retell one of the myths from the perspective of a different character. Include the character's thoughts, feelings, and actions. You must also describe how he or she learns about nature and culture. For example, write from the perspective of Persephone and describe her abduction, her mother's reaction, and Persephone's place in society as a woman. (M, EU1)
- Compare and contrast man's place in the universe and society as depicted in the three myths we read. (M, EU1)
- Prepare an interview with a god or character we encountered in our reading, writing out both the questions and answers. Make the character's answers reveal his or her personality, place in the universe, and place in society. (M, EU1)
- Create a drawing, painting, or diorama of the universe as described in one of the myths we have read. Be sure that the order and structure of the universe is reflected in your work. (M, EU1)
- Research the oral and other storytelling traditions of a specific culture and present to the class, including reading a short myth as an example. (M, T, EU1)
- Create an infographic that applies characteristics of creation, origin, and destruction myths to a myth read independently. (M, T, EU1)

- Using a Venn diagram, another graphic organizer, or video, compare and contrast a destruction myth with a recent natural disaster. (M, T, EU1)
- Create a class newspaper or magazine where every article and advertisement is based on myths read in class that help man to understand the universe and his place in it. Include news, features, society, and advertisements. (T, EU1)
- Write an original creation myth that explains the origin of the universe or a particular country. (T, EU1)
- Write an original origin myth that explains the origin of a particular facet of nature and/or a feature of the modern world, such as technology, the economy, social hierarchies, etc. (T, EU1)

Pacing Guide

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

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Cultural and Historical Context * Designed to be incorporated throughout the course	22
2	Creation and Destruction	22
3	Heroes and Villains	22
4		

Instructional Materials

- *Mythology*, Edith Hamilton
- *World Mythology*, Donna Rosenberg
- Crash Course: [World Mythology](#), Mike Rugnetta
- [Mythology From Around the World](#), World History Encyclopedia
- Suggested myths: Greek Creation/Titans/Flood, Four Creations, Babylon, Enuma elish, Maori, Japanese, Chinese, Egyptian, Gilgamesh, Genesis/The Flood, Norse Creation/Ragnarok, Yoruba, Incan, Mayan, Toltec/Aztec, Navajo, Ojibwe, or teacher choice
 - 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.