

Course: <i>Mythology</i> Unit #: 3: Heroes and Villains	Year of Implementation: 2026-2027
Curriculum Team Members Lora Griffin, lgriffin@lrhsd.org , Mary Henry, mhenry@lrhsd.org	
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 ■ L.KL.11–12.2. 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. ■ L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ■ 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.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 (e.g., express a personal point of view, new interpretation of the author's message). ■ RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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 (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **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., 1.1.12.prof.CR3a).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12.acc.C2a, 7.1.12.LL.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 to recognize that mythological heroes and villains define

cultural aspirations and fears.

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
5. produce and engage in a range of conversations using a variety of media and formats
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening

Enduring Understandings

Students will understand that. . .

EU 1

- Through overcoming internal flaws and external forces, heroes embody how to live successfully within the confines of their culture.

EU 2

- Villains, including monsters and other creatures, embody real and imagined fears of a particular people or region.

Essential Questions

- By examining a hero's successes and failures, what do heroes reveal about the beliefs and values of their respective cultures?
- How do the "villains" of a culture threaten their values and existence?

Knowledge

Students will know . . .

EU 1

- values, beliefs, and aspirations of different cultures/societies. (RL.CI.11–12.2, RL.CT.11–12.8)
- the expectations of a hero in a given culture. (RL.CI.11–12.2, RL.CT.11–12.8)
- common personal flaws and obstacles often found in hero stories. (RL.CI.11–12.2, RL.CT.11–12.8)
- how to determine a hero's motivation. (RL.CR.11–12.1)

EU 2

Skills

Students will be able to. . .

EU 1

- examine and evaluate a variety of cultures' beliefs, values, and aspirations. (L.KL.11–12.2, RL.IT.11–12.3, RL.CT.11–12.8)
- contrast the role of a hero in different cultures. (RL.CR.11–12.1, RL.CI.11–12.2, RL.MF.11–12.6)
- evaluate what makes a hero successful in a given society. (L.VI.11–12.4, RL.CR.11–12.1, RL.CI.11–12.2)
- compare/contrast how ancient and modern cultures view the same hero myth. (RL.CR.11–12.1, RL.CI.11–12.2,

- types of archetypal villains, including monsters, creatures, and spirits. (RL.CI.11–12.2, RL.CT.11–12.8)
- the real fears of specific societies/cultures and the reasons for these fears. (RL.CI.11–12.2, RL.CT.11–12.8)
- examples of universal fears and threats to humanity and nature. (RL.CR.11–12.1, RL.CT.11–12.8)

RL.MF.11–12.6, RL.CT.11–12.8)

EU 2

- identify the villain in a myth (RL.CR.11–12.1, RL.IT.11–12.3)
- analyze what a villain in a myth represents to a specific culture (L.KL.11–12.2, L.VI.11–12.4, RL.CR.11–12.1, RL.CI.11–12.2, RL.CT.11–12.8)
- identify the real problems a specific region faced (RL.CT.11–12.8)
- evaluate how the structure of a myth builds suspense (L.KL.11–12.2, L.VI.11–12.4, RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.MF.11–12.6)

Stage Two - Assessment

Other Evidence: *Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Class discussion of Joseph Campbell's "The Hero's Adventure" from THE POWER OF MYTH videos
- Quiz on typical icons/archetypes in mythology
- Dialogue about values in different cultures
- Partner presentation on a major conflict in the world today, and how adhering to the ideals of a certain myth might alleviate it
- Self-assessment essay/journal entry on what constitutes a true hero
- Present an example of a modern-day hero myth from a movie or TV show by bringing a clip to show the class and explaining how it fits the typical hero myth pattern

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 Hero's Adventure" from THE POWER OF THE MYTH television series. (A, EU1, EU2)
- *Read and annotate hero myths from several cultures (ex. Norse, Greek, Hindu, etc.). (A, EU1)*
- *Work with a group to evaluate and present the defining cultural aspects that affect the definition of a hero using the text and other outside sources. (A, EU1)*
- Make a map of a hero's journey, including pictures of the obstacles he/she faced throughout. (A, EU1, EU2)
- *Create a rap outlining a hero's adventures and perform it for the class. (A, EU1)*
- *Create a chart comparing heroes from different cultures. (A EU1)*
- *Work in a group to present one hero myth from the text to the class using textual evidence to discuss the hero's motivations, obstacles to be overcome, successes and failures, and how the myth follows or deviates from the typical hero myth. You will add visual elements to help enhance understanding. (A, M EU1, EU2)*
- View applicable episodes from Myths & Monsters series available on Amazon Prime Video to supplement notes and discussions. (A, M, EU1, EU2)
- *Research mythical monsters from a region of the world and present its story to the class (A, M, EU2)*
- Work with partners to identify the major elements of a typical hero myth. (M, EU1, EU2)
- Find an example of a modern version of a hero myth from a movie or TV show depicting a hero we studied in class, show a clip to the class, and discuss how it follows or deviates from the version we read. (M, EU1)
- *Create a chart ranking all the heroes studied in terms of how effective they were to live successfully in their cultures. (M, EU1)*
- Compare/contrast different depictions of the same hero from ancient and modern perspectives (ex. the Heracles myth and Disney's HERCULES). (M, EU1)
- *Create a class newspaper or magazine where every article and advertisement is based on a hero myth. Include news, sports, features, society and business articles as well as ads (M, EU1, EU2).*
- Write a retelling of a myth from the point of view of the antagonist. (M, EU2)
- Write a play in which two heroes from different myths meet and discuss their attitudes, values, and experiences. (M, EU1)
- Imagine you found a prose portal that allows you to enter any of the myths studied. You will keep a journal depicting what you witness and your reactions to it. (M, EU1, EU2)

- *Research and choose a classical artistic depiction of one of the heroes or villains studied and present it to the class, along with your analysis of how the artist's depiction enhances or detracts from your view of the hero or myth. (M, EU1, EU2)*
- *Research mythical monsters from a region of the world and present its story to the class (A, M, EU2)*
- *Read an independent choice book that retells the story of a famous myth and create a presentation or graphic comparing the retelling to the original. (M, T EU1, EU2)*
- *Make a poster showing a modern day hero compared to one of the myths studied. The poster should include pictures of each, a description of the accomplishments of each, and how they are similar. (T, EU1)*
- *Create a set of modern tasks for any hero studied, and write an essay on how the hero would fare against these obstacles. (T, EU1, EU2)*
- *Find an example of a modern day hero myth from a movie or TV show not specifically about a mythological hero and present a clip to the class. You will need to clearly and logically explain how your choice fits the ideals of a hero myth. (T, EU1)*

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
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 hero myths: Hercules, Theseus, Balder, Thor, King Arthur, Chi Li, Esfandiyar, Jason, Ma'ui, Perseus, Quetzalcoatl, Pangu, Isis/Osiris, Rama, Amaterasu
- Suggested creature/monster myths: Banshee, Wendigo, Llorona, Scylla and Charybdis, Medusa, The Simurgh, Cyclops, Jikiniki, Ankou, Nuckelavee, Bawon Samdi, Baba Yaga, Kraken, (Seasonal: Krampus, Mari Lwyd, Gryla, etc.)
- Suggested trickster myths: Loki, Anansi, Hermes, Coyote, Raven, The Legend of Sleepy Hollow, Thoth
 - 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.