Summit Public Schools

Summit, New Jersey

Grade Level: 9-12 / Content Area: World Language

Overview:

Classical Heroes and Heroines - The objective of this course is for students to gain a deep knowledge of Classical myths by engaging in the study and exploration of texts introducing students to Greek and Roman Heroes and Heroines. This course can serve as an introduction to a students' study of Classical mythology or serve as an extension to our current Classical Myth course. The main questions the students in this course will answer are: What is a heroic figure in classical mythology? Where do myths of heroic figures come from? What are the elements of the heroic journey (monomyth) and how does it relate to our lives? Students will address all these questions by exploring the myths of the Classical world in a variety of formats including: literature, art, movies, and food. They will examine myths through a variety of lenses by completing creative, analytical, and presentational exercises. At the conclusion of the course students will know the principal heroes of Classical myth, the basic cycle of the heroic journey, and its archetypes. Students will use their cultural understandings of the Greek and Roman heroes to be able to make connections with the heroes of other cultures as well as with the stories of contemporary pop culture such as Harry Potter and Star Wars.

Outline:

Unit 1: Intro to Myth

Unit 2: Heroic Journey - Odysseus, Aeneas, Hercules

Unit 3: Tragic Heroes of Greek tragedy (Sophocles, Euripides) - Oedipus, Medea, Antigone

Unit 4: Slayers of Monsters - Bellerophon, Theseus, Perseus, Atalanta

Unit 5: Heroines - Medea, Psyche

Unit 6: Allusions

Unit 1: Intro to Myth	
Big Ideas: *Course Objectives/Content Statement(s):* This unit aims to familiarize students with the structure and purpose of myths within society. By exploring the enduring patterns and motifs present in mythology, students will develop a deeper appreciation for the continuity and tradition embodied in our literary heritage. They will recognize how myths serve as reflections of collective human experiences, seeking to provide meaning and explanations for the world around us. Essentially, mythologies are narratives crafted to address questions that have puzzled people throughout history.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is a myth? 2. Where do we get myths? 3. Why study mythology?	Students will understand that… 1. Myths follow specific patterns and contain similar motifs which set them apart from other types of stories. 2. In the folkloric tradition, myths were handed down from generation to generation by word-of-mouth, created by a collective cultural process, (not by a single author). 3. Myths provide an insight into the workings of the human mind and have been understood to reveal divine mysteries, primitive science and justifications for human behavior.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** Students will read several examples of myths in order to collaboratively create a definition of myth. **Lesson 2:** Students will learn the components of the four types of myth and how to classify these types according to their components. **Lesson 3:** Students will learn the roots and etymologies behind modern English vocabulary through weekly "Mythical Moments". **Interpretive:** - Students will read synopses of stories and identify which are myths and explain why or why not. - Students will distinguish myths from other genres (tall tales, legends, urban myths, fables)

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Presentational:

- In a group students will present a myth and categorize its type.
- Students will compose myths of their own creation using their knowledge of patterns and motifs to provide meaning to a chosen question.
- Students will compare and contrast myths in a discussion to devise a single definition for myth.
- Students will read and discuss each other's myths to determine if each story qualifies as a myth and to classify the purpose of the myth.

Differentiation

Interdisciplinary Connections

- Students will compare the Greek creation myth to the big bang theory.

Technology Integration

- Students will use edpuzzle to view content and respond to content questions.

Media Literacy Integration

- As a class and guided by the teacher, students will look at various websites that detail Greek and Roman myths and determine as a class which are reliable sources.

Global Perspectives

- Students will compare the patterns and motifs of Roman myths with those of other cultures, such as flood myths (Deucalion, Ut-napishtim, Noah).

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Formative Assessments:

- Students will read various myths and discuss what makes them myths.
- After being exposed to four types of myth, students will use a rubric to categorize a myth and use group work to find another example of that type on their own.

Summative Assessments, Projects, and Celebrations:

- Graphic organizer to classify myths according to purpose
- Composition of myth and analysis of peers' myths
- Unit test
- Vocabulary and terminology quiz

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: Heroic Journey

Big Ideas: *Course Objectives/Content Statement(s):*
In this unit, students will be introduced to Joseph Campbell's work and his theories, enabling them to recognize and construct an epic adventure story incorporating all eight components of the hero's journey. The unit aims to convey several significant ideas throughout its duration: The hero's journey extends beyond a mere mythological pattern; it is a reflection of life itself. The hero's journey permeates various aspects of our existence, from comedic television shows to profound literary works to our own personal experiences. The success or failure of a hero on their quest mirrors the cultural context in which their story originates. Despite the fictional nature of characters, their journeys and the challenges they encounter hold valuable lessons that readers can glean from.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Why study the hero's journey? What are the eight steps of the hero's journey? 2. How is the hero's journey similar in ancient myths and popular culture? 3. What qualities do all heroes possess? How does the hero reflect the human experience? How does the idea of a modern hero differ from that of the ancient hero?	Students will understand that… 1. The "journey" as a pattern of human experience which has been captured in mythology and in popular entertainment. 2 .The hero's journey isn't just a pattern from myth; it's the pattern of life. The hero's journey is reflected everywhere, from television comedy to great literature to the experiences of our own lives. 3. An epic hero is cultural legend, a vast traveler, battles supernatural foes, is of divine lineage, humble, and superhuman. The epic hero does not have to always be morally good.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** Students will learn about the monomyth through the work of Joseph Campbell. **Lesson 2:** Students will learn about Herakles/Hercules and his 12 labors; Odysseus and his journey home from the Trojan War; Aeneas and his journey to resettle the Trojans. **Lesson 3**: Students will learn the roots and etymologies behind modern English vocabulary through weekly "Mythical Moments". **Interpretive:** - Students will fit the details of a well known modern book or film into the template of the monomyth. - Students will watch part 1 of the 1997 film *The Odyessey* and pick out the characteristics of a hero's journey with regards to Odysseus' voyage home. **Presentational:** - Students will choose a destination of either Odysseus or Aeneas and create their own mini hero journey for a character of their own making.

well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Students will create a travel/cruise brochure highlighting the places that either Odysseus or Aeneas traveled.

- Students will discuss with classmates how a book or movie of their choosing contains the elements of the monomyth.

Differentiation

Interdisciplinary Connections

- Students will identify elements of the monomyth in literature from their language arts classes.

Technology Integration

- Students will use Canva to create a travel brochure for a hero's journey.
- Students will use google maps to plot the points in Odysseus' journey.

Media Literacy Integration

- While watching the scene in which the minions of Hercules buy products of Hercules in Disney's *Hercules*, students will discuss how companies use media to sell merchandise.

Global Perspectives

- Students will read a summary of the myth of Yamato Takeru and his journey from being an thoughtless, brutal hero to a thoughtful, vulnerable hero.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- After learning about the labors of Hercules, students will discuss how Hercules, though having superhuman strength, was still relatable to the average person because of his many flaws.

- Students will play a scattergories-type game in which they will write out hero traits in one round and flaws in another for both Aeneas and Odysseus and then compare answers.

- Students will compare the Greek myth of Hercules to that of Disney's production of *Hercules* and discuss the possible reasons for the great changes in the modern adaption.

Summative Assessments, Projects, and Celebrations:

- Students will enjoy a "feast" and a Nerf bow and arrow contest, reminiscent of the competition at the end of the *Odyssey*.

- Unit test

- Vocabulary Quiz

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 3: Tragic Heroes - Greek tragedy

Big Ideas: *Course Objectives/Content Statement(s)*
In this unit on tragic heroes, hubris, and the story of Oedipus students will delve into the concept of the tragic hero, a character of noble stature whose downfall is brought about by a fatal flaw, often hubris, or excessive pride. Through the lens of Oedipus, the king of Thebes, we will explore the intricate dynamics of fate, free will, and the human condition. Students will examine how his hubris leads to his downfall. Alongside Oedipus's tale, we will study other tragic heroes in literature to understand the universal themes and characteristics that define them.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. What is Greek drama? 2. Who was Oepidus? 3. What is hubris?	1. Greek drama is a form of theatrical performance that originated in ancient Greece, characterized by its use of dialogue, chorus, and elaborate costumes to explore complex themes such as fate, morality, and human nature. 2. Oedipus is a tragic Greek hero known for his intelligence and determination, whose fate leads him to unwittingly fulfill a prophecy that he would kill his father and marry his mother, resulting in his downfall. 3. Hubris refers to excessive pride or arrogance, often accompanied by a disregard for the consequences of one's actions.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being.	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** Students will learn about Greek Tragedy and its role in Greek society. **Lesson 2:** Students will learn the story of Oedipus and the tragic elements in the story. **Lesson 3**: Students will learn the concept of hubris and identify it in Oedipus as well as modern stories. **Instructional Strategies:** **Interpretive:** - Students in groups will research the story of a Greek dramatic character (e.g. Medea, Agamemnon, Philoctetes) and detect the hubris in the story. - Students will learn the roots and etymologies behind modern English vocabulary through weekly "Mythical Moments". **Interpersonal:** - Students use a tweet generator to compose tweets appropriate to different characters in Greek drama and match them. - Students examine ancient art in order to design and create Greek dramatic masks **Presentational:**

CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Students watch a film based on a Greek drama (The Killing of a Sacred Deer, Women of Troy) and write a critical preview of the movie.

Differentiation

Interdisciplinary Connections

- Students will learn about the psychological term *oedipus complex*.

Technology Integration

- Students will use google maps to explore the ancient Theater of Epidaurus.

Media Literacy Integration

- Students will use a corpus site to find statements with the words "tragic" and "tragedy" to see if they conform with their ideas at the end of the unit.

Global Perspectives

- Explore and discuss Theater in other cultures

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- Unit test
- Vocabulary Quiz

Summative Assessments, Projects, and Celebrations:

- Students will celebrate the festival Dionysia in honor of Dionysus by watching an adaptation of a Greek drama.

Unit 4: Slayers of Monsters	
Big Ideas: *Course Objectives/Content Statement(s)* In this unit students will explore the diverse array of mythical creatures that populate ancient stories, examining the different types of monsters, their symbolic causes, and the legendary heroes who confront and vanquish them. From serpentine dragons and fearsome giants to cunning tricksters and malevolent spirits, we will delve into the cultural and psychological reasons behind these fearsome beings and the heroic narratives that feature their defeat. Through these tales, they will gain a deeper understanding of the timeless battle between good and evil and the enduring appeal of heroism in mythology.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did ancient Greeks and Romans explain natural phenomena without the scientific advancements that we have today? 2. How are concerns related to power, love and life, virtues and values addressed in a variety of myths? 3. What role did monsters play in myths and how were they important to society? 4.What is Proto-indo European?	Students will understand that… 1. Myths are stories which seek to explain the natural world and the nature of man. Often monsters were used as a means to explain natural phenomena. 2. A culture's myths may serve as cautionary tales about human behavior and what will happen in the afterlife; they may also provide insight into the virtues and values important to a people. 3. How monsters have been created over the centuries is much more indicative of the moral and existential challenges faced by societies than the realities that they have encountered. Monsters could embody the moral and psychological characteristics that society found difficult to acknowledge. 4. Proto-Indo-European is an ancient language which holds clues to the cultural beliefs of prehistoric people.
Areas of Focus: Proficiencies	**Lessons**

(New Jersey Student Learning Standards)	
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** The original purpose of the term monster and the role of monsters in myths. **Lesson 2:** Students will learn about medieval zoology and the work of Carolus Linnaeus and use root words to classify modern animals. **Lesson 3:** Proto-Indo European and what it reveals about prehistoric society **Interpretive:** - Students will classify mythological creatures on Linnaeus' Systema Naturae. - Students will read myths about Io, Charybdis and Scylla, and Andromeda to discuss the purposes of the monsters in the myths. - Students will match descriptions of the creatures to depictions in art. **Presentational:** - Students will study ancient depictions of a monster and try to recreate it on an oreo. - Students will present the picture of their own monster to the class, describing its features and explaining the importance of the creature in the myth they have composed. - Students will use classical word roots to create the scientific nomenclature for an animal which a classmates will visually translate.
Differentiation	**Assessments**
Interdisciplinary Connections - Students will learn about Linnaeus and mythological creatures in the Systema Naturae	**Formative Assessments:** - Students will complete a gallery walk of artwork and text relating to mythological creatures.

Technology Integration

- Students will use Sketchpad to draw a picture of their monster depicted in their own myth.

Media Literacy Integration

- Students will explore, analyze and interpret information about classification of animals using scientific names from various sites such as enago.com. Students will also study depictions on vases of beasts from literature (theoi.com) and will read excerpts (in translation) from literature.

Global Perspectives

- Students will compare monsters from various cultures, such as kelpies from Irish and Scottish mythology, the Nordic Näck, German Nixie to the Greek Siren and discuss the possible purpose of such creatures in mythology.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos		In the

- Students will read texts that contain descriptions of mythological creatures and answer comprehension questions.

Summative Assessments, Projects, and Celebrations:

- Students will compose their own myth to explain a natural phenomenon caused by a monster of their own creation, modeling their story on Greek myths. Students will create a picture of their monster using Sketchpad.

- Vocabulary and terminology quiz

- Unit test

& Film		home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 5: Heroines	
Big Ideas: *Course Objectives/Content Statement(s)* In this unit students will focus on heroines and the Heroine's Journey, as conceptualized by Maureen Murdock. They will delve into the narratives of female heroes across various myths, exploring their unique challenges, strengths, and triumphs. They will use Murdock's Heroine's Journey framework to understand the distinct stages of a heroine's quest, from separation from the feminine and identification with the masculine, to the descent into the underworld and the eventual reconciliation and integration of the feminine and masculine within herself. Through these stories, they will gain insights into the diverse experiences of heroines and the transformative power of their journeys, highlighting the importance of their roles in the mythological tradition.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How was the role of the woman in Ancient Greek and Roman society different from a man's? 2. How is the Heroine's journey different from the monomyth of Joseph Campbell's heroic journey? 3. Who were Psyche and Cupid? 4. Who was Medea?	1. In Ancient Greek and Roman society Men were expected to be warriors, leaders, and participants in civic life, while women's primary responsibilities centered around the household and family. 2. The Heroine's Journey, as described by Maureen Murdock, focuses on the female experience, emphasizing the heroine's struggle with societal expectations, internal conflicts, and the reconciliation of feminine and masculine aspects within herself. 3. Psyche and Cupid are figures from Roman mythology whose love story symbolizes the trials and ultimate union of the soul (Psyche) with love (Cupid). Their tale involves challenges and misunderstandings but culminates in their eternal togetherness, representing the triumph of love over adversity. 4. Medea is a sorceress and a central character in Greek mythology, known for her role in the myth of Jason and the Argonauts. She is infamous for her powerful magic and her tragic revenge against Jason, who betrays her, ultimately resulting in the murder of their own children.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPERS.1: Exchange basic information by	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** Students will review the monomyth of Joseph Campbell and compare it to Murdock's Heroine's journey. **Lesson 2:** Students will identify the elements of the Heroine's cycles in the story of Psyche and Cupid.

recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Lesson 3:
Students will identify the elements of the Heroine's cycles in the story of Medea.

Instructional Strategies:

Interpretive:

- Students will match images in ancient and contemporary art to events in the story of the argonautica.

Interpersonal:

- In groups, students will choose the story of what they believe to be a global heroine or a story which features one, discuss the characteristics that make her a heroine, and then present it to class. The class can debate whether they agree.

Presentational:

- As a final reflection activity, students will think about their own lives and a situation when they took the hero's journey. For example, this could be moving to a new school, joining a sport's team, or making a new friend. If this is difficult, they can write about a friend or family member who experienced the hero's journey. Have each student write a short reflective piece about their hero's journeys in their journals.

Differentiation	Assessments
Interdisciplinary Connections - After learning about Psyche students explore the suffix -ology in various disciplines. **Technology Integration** - Students use prezi to present the cycle of a hero's journey. **Media Literacy Integration** - Students will use a corpus site to find statements with the words "hero" and "heroic" to see if	**Formative Assessments:** - Students will write a movie review of "Percy Jackson and the Sea Monsters" which highlights the elements of the Argonautica in the movie. **Summative Assessments, Projects, and Celebrations:** - Heroic journey project - Vocabulary and terminology quiz

they conform with their ideas at the end of the unit.

Global Perspectives

- Students will compare the depictions of heroines in Disney movies.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accom	**Interven**	**Modific**

- Unit test

modations	tions	ations
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 6: Allusions	
Big Ideas: *Course Objectives/Content Statement(s):* This unit explores the relevance of myths in contemporary society and highlights how they permeate our everyday lives. Allusions to myths can be found in various forms of communication, such as conversations, songs, advertisements, and even brand names. By gaining knowledge of ancient mythology, we can enrich our daily experiences and gain insights into our own identities and our connections with the world.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	
1. What is an allusion? 2. Why do authors, artists, and other creators employ allusions to mythology? 3. How does understanding mythological allusions contribute to the depth of meaning in literary works and abstract concepts? 4. In addition to literature, where else do we see mythological references?	Students will understand that… 1. Allusions are generally regarded as brief but purposeful references, within a literary text, to a person, place, event, or to another work of literature. 2. Authors use allusions to convey multiple meanings to the reader 3. Mythological allusions are used in modern society to help an audience clarify and expand meaning. 4. The fields of science and psychology also rely heavily upon mythological allusions
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	**Instructional Focus:** Students will explore the following themes: **Lesson 1:** Students will learn about allusion by studying the use of mythology in modern advertising. **Lesson 2:** Students will learn about the myth behind specific allusions (Pandora, Midas, Sisyphus), discuss how they add to a story, and then how they can apply these terms to their own lives. **Interpretive:** - Students research and match modern products to the mythology behind them. - Students will choose the most appropriate mythological allusion (Achilles' heel, Midas' touch, etc.) to fit a situation. **Presentational:**

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Students will research and report upon mythic allusions in poetry, modern song lyrics, art, science and advertising.

- Students will create and sell a new product based around a mythic allusion.
- Students will create and perform a skit based on a mythological allusion.

Differentiation

Interdisciplinary Connections
- Students will research the mythic origin of constellations.

Technology Integration
- Online star map

Media Literacy Integration
- Students will discuss how products use ads with mythological allusions to help sell products and why they may be effective.

Global Perspectives
- Students will find international products with mythological allusions.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners

Formative Assessments:
- Students will listen to songs with mythological allusions and discuss what deeper meaning they add to the song lyrics.

- Students will read poetry and pick out allusions to myths they have read over the course of the class.

Summative Assessments, Projects, and Celebrations:
- Unit exam

- Vocabulary and terminology quiz

- Mythic Merch project

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading