

Heroes, Villians, and Mythology Course Overview

Content Area: **English/Language Arts**
Course(s): **HEROES AND MYTHOLOGY**
Time Period:
Length: **Semester Course**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS
East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS
Heroes, Villains and Mythology
Course No. 2013

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Course Adoption: 12/02/1993
Curriculum Adoption: 09/08/1994
Date of Last Revision Adoption: 11/02/2017

Course Overview

Heroes, Villains, and Mythology is a semester elective course for all students interested in exploring the social, artistic and philosophical implications of world mythology. Students will learn about the foundations of Greek and Roman myth and the ways in which these myths inform works such as Homer's *Iliad* and Virgil's *Aeneid*. Ultimately, students will examine myths from a variety of cultures in order to better understand the relevance of mythology to art as well as contemporary issues concerning justice, identity, the family and war. Students will complete reading and writing assignments on a daily basis as well as engage in spirited class discussions. All ninth graders are eligible to enroll in this elective.

Units and Scope

Quarter	Unit	Scope
1	Introduction to Classical Mythology	1-2 Weeks
1	Love and Adventure Myths	2 Weeks
1	Heroes of the Trojan War (Before and During)	2-3 Weeks
1	Unlucky Endings and New Beginnings	2 Weeks
2	World and Norse Mythology	2 Weeks
2	Comic Book Connections	1-2 Weeks
2	Myth and Modern Fiction	3 Weeks

***Newsela is available for differentiated reading assignments.

****The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to "eye read" grade level text but are able to comprehend when "ear reading" or listening.

Standards

LA.L.9-10	Language
LA.W.9-10	Writing
LA.RI.9-10	Reading Informational Text
LA.RL.9-10	Reading Literature
LA.SL.9-10	Speaking and Listening

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

Other Details

COURSE NAME: ENGLISH 9 ACADEMIC**SCED: 01061 Literature of a Genre**

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
2025	055	A	9	2.5	210	Elective	