LHS English 9 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: Greek Mythology

Benchmark Text Focus: Fictional

Anchor Text: Mythology

Writing Genre Focus: Narrative Writing

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is

	developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I	20 minutes	Small Group Instructi	30 minutes	Mini-lesson (I	20 minutes	Small Group Instructi	30 minutes	Mini-lesson (I	20 minutes	Small Group Instructi	30 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

Greek mythology is full of exciting stories that have fascinated people for centuries. These myths help us learn about ancient Greek culture and still influence modern books, movies, and art. Studying Greek mythology at the end of the school year lets students explore these timeless stories, encouraging creativity and critical thinking.

The writing focus on explanatory writing allows students to demonstrate the knowledge of mythology they have gleaned from the unit and sets them up for next school year when they will study history in 10th grade as well as the literature in ELA II.

The Benchmark focuses on the myth of Athena and Poseidon's contest for the city of Athens which builds on their knowledge of the gods and goddesses of Greek mythology.

The writing task asks students to explain how Athena and Poseidon's character traits contribute to the themes of the story. This assesses the skills taught of writing informative and explanatory pieces.

Enduring Understandings

Content Specific	Skills Specific
- Mythology is universal and it unites cultures as well as divides them. - The Greek Gods had both incredible power and weaknesses. - The Greeks revered their gods and worshipped them. - Mythology is a great example of the power of storytelling. - Mythology was spread by word and eventually written down. - All myths have many versions due to the constant retellings. - Mythology influences modern storytelling like pro wrestling, movies such as Star Wars, The Marvel Universe and DC Comics universe - it is Joseph Campbell's "hero's journey."	- Recognizing the cultural and historical context in which a myth was created helps readers appreciate its significance and relevance. - Knowing about a culture's beliefs, values, and traditions can enhance understanding. - Analyzing themes, symbols, and motifs in myths allows readers to uncover deeper meanings and messages. - Myths often contain layers of meaning, requiring readers to interpret allegories and metaphors. - Being able to track the hero's journey in mythology can enhance understanding.

Essential Questions

Content Specific	Skills Specific
- Why do we study centuries old Greek mythology? - How does mythology influence modern storytelling? - What is the hero's journey? - Why did the greek gods have weaknesses as well as strengths?	- How do we track the hero's journey? - How do we recognize theme and motif? - How does metaphor and symbolism change or add to the meaning of stories?

Key Resources

Greek Myths by various authors

Clash of the Gods series (episodes on Zeus, The Minotaur, Medusa, Odysseus)

[Resources for Myths](#)

Supplementary Resources

Ways to integrate informational texts into a Greek mythology unit include:

- Provide background knowledge, explore themes, and analyze literary techniques. This can involve close reading of texts about the origins of myths, the roles of gods and goddesses, or the historical context of myths.
- Introduce the concept of mythology by using texts that explain what mythology is, its purpose, and how it differs from other types of stories.
- Explore the origins of Greek myths by delving into the historical and cultural context of ancient Greece, explaining how myths emerged and were used to explain natural phenomena, social customs, and moral values.
- Introduce key figures by providing overviews of major gods, goddesses, heroes, and monsters, including their roles, relationships, and symbols.
- Explain the relevance of myths by exploring why Greek myths are still relevant today, discussing themes like love, betrayal, heroism, and the human condition, and how they influence art, literature, and popular culture.

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

Clash of the Titans" movie (2010)

"Percy Jackson: Lightning Thief" movie (2010)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Mont	We	Standar	Sugges	Mini-Lesson	Suggested	Resources	Assessment

h	eks	ds	ted Learning Targets	Skills	Student Centered Activities		
September	1-2	SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			• LinkIt! pre-assessment - reading

		fully when reading, writing, speaking or listening. SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.				
		SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. W.NW.9–	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		• [Writing Pre-Assessment](#) • [Narrative Rubric](#) • [Grammar Pre-Test (Print-only)](#)	• Narrative writing pre-assessment

		10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
	3-4	L.VL.9–10.3 Determine or clarify the meaning of unknown and	SWBAT explain the meaning of a word, sentence, or	Reading Mini-lessons: • Derive meaning of unknown words	• LHS ELA Instructional Workshop Model Sugges		• LHS Suggested Formative Reading Assess

		multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support	paragraph by analyzing its context. SWBAT identify figures of speech in a text and explain their meanings and effects. SWBAT accurately cite several pieces of textual evidence to support their analysis of a text. SWBAT organize the character development, plot events, and the point of view to write their narrative	from sentences, paragraphs, or texts • Interpretation of figures of speech (oxymoron, euphemism) • Review of citing textual evidence Writing Mini-lessons: • Brainstorming (character development and POV) • Brainstorming (multiple plot lines)	[ted Activities/Groups](#)		[ments](#)

| | | analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9– 10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.NW.9– | story. | | | | |
|---|---|---|---|---|---|---|

		10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as					

		MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
		RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RI.CR.9–10.1 Cite a range and thorough textual	SWBAT analyze explicit statements ad inferential meaning in a text. SWBAT identify and articulate one or more themes present in a literary text. SWBAT analyze how the identified theme is developed and refined throughout the	Reading Mini-lessons: - Interpreting explicit and inferential meanings - Identify one or more themes in a text - Development of the theme throughout the text Writing Mini-lessons: - Exemplar vs. non-exemplar - Engaging and orienting the reader	- [LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)	- [LHS Suggested Formative Reading Assessments](#)

		evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary	literary text. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.				

		of the text. RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event					

October	1-2	sequences. W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.					
October	1-2	RL.CI.9–10.2	SWBAT identify	Reading Mini-	• LHS ELA		• LHS Sugge

		Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an	the best objective summary for a text. SWBAT write an objective summary of a text. SWBAT analyze how authors depict complex characters with multiple motivations. SWBAT utilize multiple plot lines to enhance their narrative. SWBAT revise their writing by adding effective dialogue.	lessons: • Identifying an objective summary • Writing a summary of a text without personal bias (objective summary) • Motivation of complex characters Writing Mini-lessons: • Narrative techniques: multiple plot lines • Narrative techniques: dialogue	[Instructional Workshop Model Suggested Activities/Groups](#)		[sted Formative Reading Assessments](#)

| | | objective summary of the text.

IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are | | | | | | |

| | | introduced and developed, and the connections that are drawn between them.

W.NW.9– 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9– 10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing | | | | | |
|---|---|---|---|---|---|---|---|

		tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
		IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and	SWBAT evaluate how interactions between characters contribute to plot advancement and theme development.

SWBAT explain how pacing and use of flashbac | **Reading Mini-lessons:**

- Character interactions and influence on the plot and theme
- Time manipulation in a literary text
- Text structure

Writing Mini-lessons:

- Narrative techniques: pacing & | - [LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) | - [LHS Suggested Formative Reading Assessments](#) |

		advance the plot or develop the theme. RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. TS.9–10.4 Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g.,	k contribute to the narrative's tension and suspense. SWBAT identify and describe how the structure of a text influences its meaning. SWBAT use pacing and effective transitions to develop their characters and plot events. SWBAT choose precise words and sensory details to enhance their narrative story.	transitions • Narrative techniques: description, sensory details, and word choice			

		pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing					

		tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.					
	3-4	RL.PP.9–10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an	SWBAT identify and explain the author's cultural lens in a text. SWBAT analyze rhetorical devices used in a text. SWBAT analyze a given text by	Reading Mini-lessons: • Identify author's lens • Rhetorical devices (ethos, pathos, logos) • Analyze source material for theme and concepts Writing Mini-lessons: • Narrative techniques	• [LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)		• [LHS Suggested Formative Reading Assessments](#)

		author uses rhetorical devices to advance a point of view.	identifying themes and concepts.	: reflection (internal thinking) • Reflective conclusions			
		RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant	SWBAT use reflection to develop their characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.				

		concepts.					
		W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
		W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress;					

		consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
		SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking. RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or	SWBAT identify and compare themes from a modern author's work with those from a chosen mythology or religious text. SWBAT review the unit's standards and skills in order to prepare for the benchmark assessme	Reading Mini-lessons: • Transformation of source materials • Spiral review of unit's standards and skills to prepare for BM Writing Mini-lessons: • Write an original story (a spin off story) • Write a story from a different character's POV	• [LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)	• [LHS Suggested Formative Reading Assessments](#)

| | | transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9–10.4 Develop and strengthen | nt.

SWBAT compose an original story based on elements from a fictional text.

SWBAT compose a narrative story from a different character's POV that logically follows from the events described. | | | | |

		writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.					
November	1-2	L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning	SWBAT to demonstrate their knowledge of a fictional text by taking a benchma	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART		• [Narrative Rubric](#) • [End of MP Reflection](#)	• LinkIt! Benchmark MP 1 • End of MP Reflection

		words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple | rk assessment.

SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals. | goals | | | |

		aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.					
		RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.					
		RL.IT.9–10.3 Analyze how an author					

		unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RL.TS.9–10.4 Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects					

		(e.g., mystery, tension, or surprise).					
		RL.PP.9–10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.					
		RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and backgroun					

		d knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event					

		sequences. W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
		L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

		strategies. L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters	teacher-led small group.				

		uncertain.					
		RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.					
		RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting					

| | | motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4 Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP.9–10.5 Determine an author's lens in a text (including cultural | | | | | | |

		experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.						
		RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g.,						

		how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.					
		W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
		W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision)					

		and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

Content Knowledge
 	
1. Key Myths and Characters:
 	
    o Familiarity with Major Myths: Students should learn about foundational myths like the creation myths, the Twelve Labors of Hercules, and the stories of gods such as Zeus, Athena, and Poseidon.
    o Understanding of Heroic Journeys: Explore the archetypal hero's journey in myths such as those of Perseus, Theseus, and Odysseus.
    o Gods and Goddesses: Knowledge of the major gods and goddesses, their domains, symbols, and relationships with each other and humans.
 	
2. Themes and Concepts:
 	
    o Fate and Free Will: Discuss how myths explore the balance between destiny and personal choice.
    o Hubris and Nemesis: Explain how myths often teach lessons about the consequences of excessive pride (hubris).
    o Moral Lessons and Ethics: Understand the ethical and moral lessons that myths imparted to ancient Greek society.
	• **Skills to Spiral from Maus to Greek Mythology**
	
	1. Critical Thinking and Analysis:
	
	    ▪ From Maus: Analyzing complex themes like trauma and memory.
	    ▪ In Greek Mythology: Analyzing themes like fate, justice, and the role of the gods.
	
	2. Argumentative Writing:
	
	    ▪ From Maus: Crafting clear, evidence-based arguments about the representation of historical events.
	    ▪ In Greek Mythology: Writing essays on the moral lessons of myths or the nature of heroism.
	
	3. Research Skills:
	
	    ▪ From Maus: Researching historical context and integrating it into analysis.
	    ▪ In Greek Mythology: Researching the cultural and historical context of myths.

3. Cultural and Historical Context:

   o Greek Society and Religion: Explain how mythology reflects the values, beliefs, and daily life of ancient Greek society.
   o Mythology's Influence: Explore how Greek mythology has influenced Western literature, art, and culture.

4. Symbolism and Allegory:

   o Mythological Symbols: Analyze the symbolic meanings behind gods, creatures, and events within the myths.
   o Allegorical Interpretations: Explain how myths can be interpreted as allegories for natural phenomena, human behavior, or societal norms.

Skills

1. Analytical Reading:

   o Textual Analysis: Develop the ability to closely read and analyze mythological texts, focusing on understanding and explaining key elements such as themes, symbols, and character motivations.
   o Comparative Analysis: Compare different versions of myths or identify similarities between Greek myths and those from other cultures, focusing on explaining these connections.

2. Critical Thinking:

   o Interpreting Themes: Focus on explaining the underlying themes and messages of the myths.
   o Evaluating Perspectives: Encourage students to consider and explain different perspectives within the myths, such as how different characters experience fate.

3. Explanatory Writing:

   o Clarifying Concepts: Write clear,

4. Exploring Ethical Dilemmas:

   ▪ From Maus: Debating the ethics of representing trauma.
   ▪ In Greek Mythology: Debating the morality of the gods' actions in myths.

Content Connections between Maus and Greek Mythology

1. Themes:

   ▪ Memory and Trauma in Maus connects to Fate and Destiny in Greek myths, both exploring how individuals are shaped by forces beyond their control.

2. Character Analysis:

   ▪ Analyzing how characters in Maus are affected by historical events can connect to understanding how mythological figures are influenced by the gods and fate.

3. Symbolism:

   ▪ The use of animal symbolism in Maus can be connected to the symbolic meanings of gods, creatures, and objects in Greek mythology.

well-organized explanations of mythological themes, symbols, and narratives.

- o Detailed Descriptions: Focus on descriptive writing to explain how myths depict gods, heroes, and events.
- o Explaining Context: Guide students to explain the cultural and historical context of myths and how they reflect the values of ancient Greek society.

4. Research Skills:

- o Contextual Research: Research the historical, cultural, and religious context of myths to inform explanatory writing.
- o Sourcing Information: Encourage finding and using credible sources to support explanations and provide deeper understanding.

5. Creative Expression:

- o Rewriting Myths: Encourage creative retellings or adaptations of myths, focusing on explaining their relevance to contemporary audiences.
- o Artistic Representation: Create visual representations of myths, emphasizing how art can explain and convey these stories.

6. Discussion and Collaboration:

- o Class Discussions: Participate in discussions that focus on explaining different interpretations of myths, their significance, and their impact on culture and literature.
- o Group Projects: Work together to research, present, and explain specific myths or themes, emphasizing clarity and understanding.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of

this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.CRP7	Employ valid and reliable research strategies.
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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Interdisciplinary Connections

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.