

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.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
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.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
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.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ELA.W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
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 Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes

Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes
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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

This unit invites students to critically explore enduring questions about human nature, morality, and the relationship between mortals and the divine through the lens of Greek mythology—stories that have shaped literature, art, and cultural thought for thousands of years. These myths, rich with archetypal characters, heroic quests, tragic flaws, and interventions of the gods, challenge readers to consider the extent to which human lives are guided by personal choice, moral character, or forces beyond their control.

As students read and analyze myths such as those of Perseus, Prometheus, or Odysseus, they will examine how ambition, pride, loyalty, and fate intersect to shape the journeys of legendary figures. The interplay between mortal agency and divine will offers a compelling exploration of timeless themes: hubris and humility, justice and revenge, love and loss, and the cost of defying—or obeying—the gods. The symbolic depth and moral complexity of these stories provide rich opportunities for close reading, discussion of universal human experiences, and consideration of how cultural values are reflected in literature.

Through a focus on narrative writing, students will respond creatively to these myths by imagining untold perspectives, reimagining key events, or crafting original stories inspired by mythological archetypes. This process invites them to inhabit the minds of heroes, villains, or even gods, deepening empathy and comprehension while engaging in the imaginative act of storytelling. Narrative writing allows students to internalize complex themes by reconstructing them in their own voice and style, while also practicing essential skills in character development, conflict, pacing, and the integration of literary devices such as symbolism, foreshadowing, and imagery.

By connecting the timeless struggles of mythological figures to modern questions of identity, choice, and consequence, students are encouraged to consider the enduring relevance of these ancient tales. The tensions between free will and fate, personal desire and communal responsibility, or human ambition and divine order are not relics of the past—they continue to shape our decisions, relationships, and cultural narratives today. This unit challenges students to analyze these themes critically and to express their insights through both thoughtful discussion and creative expression.

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"> • Historical and Cultural Relevance: Students will understand that Greek myths were used to explain natural phenomena, teach moral lessons, and express ideas about heroism, fate, and human nature. Additionally, students will recognize how recurring character types (heroes, villains, tricksters) and plot elements (quests, trials, transformations) found in myths are echoed in contemporary literature and media. • Narrative Writing Creation: Students will understand that crafting a compelling story involves thoughtful development of plot and character arcs, often rooted in the timeless tensions found in myth (e.g., pride vs. humility, free will vs. fate) by drawing from mythological characters, settings, and conflicts to create original narratives that reflect both classical structure and personal imagination. • Conveying Universal Human Experiences: Students will explore how metaphors, symbols, and allusions in myths deepen meaning and reveal insights into emotions, relationships, and society. Additionally, comprehension and expression can be enriched by exploring how many English words, expressions, and literary references originate from Greek mythology. 	<ul style="list-style-type: none"> • Reading Comprehension and Analysis of Text: Students will develop skills to carefully examine mythological texts, identifying themes, character motivations, and symbolic meanings, while recognizing the moral and cultural lessons embedded in the myths. • Identifying Literary Devices in Mythological Texts: Students will learn how to identify and interpret common literary devices in Greek mythology (e.g., symbolism, irony, imagery) and how these techniques help convey complex ideas about fate, heroism, and morality. • Character Development and Archetypes: Students will identify key archetypes in Greek mythology (e.g., the hero, the villain, the mentor) and understand how these timeless characters contribute to plot development and the narrative’s overall message. • Narrative Structure and Plot Construction: Students will recognize common structural patterns in Greek myths, such as the hero’s journey, and understand how these patterns can be applied to their own narrative writing for developing compelling and cohesive plots. • Understanding the Role of Conflict and Resolution in Myths: Students will analyze how external (god vs. human) and internal (human vs. self) conflicts drive the narratives of Greek myths, and they will use this understanding to craft narratives with strong conflict and resolution. • Integrating Mythological Elements into Creative Writing: Students will develop the skill of creatively adapting mythological

	<p>themes, characters, and motifs in their own fictional narratives, using these elements to express universal ideas and explore moral dilemmas in their writing.</p> <ul style="list-style-type: none"> • Developing Style, Voice, and Tone in Narrative Writing: Students will understand how tone, voice, and style in mythological writing create atmosphere and enhance the impact of the story, and they will apply these techniques to enhance the emotional resonance of their own narratives. • Revising and Editing for Clarity and Impact: Students will understand the process of drafting, revising, and editing their mythological-inspired narratives to strengthen narrative coherence, character development, and the impact of themes. • Vocabulary Development through Mythology: Students will expand their vocabulary by studying the mythological lexicon (e.g., “hubris,” “oracle,” “epic”), and they will use this knowledge to enhance both their understanding of texts and their own narrative writing. • Engaging in Peer Review and Collaborative Writing: Students will develop the skill of providing constructive feedback and revising narratives based on peer suggestions, thereby enhancing their own and others' narrative techniques.
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ What do Greek myths reveal about the values, fears, and worldview of ancient Greek society? ▪ How do the characters and plot patterns in Greek myths appear in modern books, films, and stories? ▪ How can we use elements of mythology to create original stories that are both ancient 	<ul style="list-style-type: none"> ▪ How can analyzing characters, themes, and symbols in Greek myths help us understand the deeper cultural and moral messages they convey? ▪ How do literary devices like symbolism, metaphor, and foreshadowing in Greek myths shape the reader’s understanding of the story’s themes and characters?

and modern?

- How do authors develop characters and plot to express deeper truths or moral dilemmas in myth-based narratives?
- Why do myths use symbols, metaphors, and gods to express emotions and life challenges we still face today?
- How does knowing mythology help us better understand modern language, literature, and culture?

- How do the archetypes of heroes, villains, and mentors in Greek myths help us understand universal human traits and conflicts?
- How does the structure of a Greek myth, such as the hero's journey or the cyclical nature of the plot, influence the way the story unfolds and its message?
- How do the conflicts in Greek mythology (e.g., god vs. human, fate vs. free will) drive the narrative and reveal important life lessons?
- How can you creatively adapt mythological elements, such as gods, heroes, and trials, into your own stories to explore timeless human experiences?
- How can the tone and style of Greek myths enhance the emotional and thematic impact of a narrative, and how can you apply these techniques to your own writing?
- How can revising and editing your narrative improve clarity, character development, and the overall emotional impact of your story?
- How does studying the vocabulary and terminology in Greek mythology deepen your understanding of the myths and enhance your ability to use similar language in your own writing?
- How does collaborating with peers through feedback and revision help refine your narrative and inspire new approaches to storytelling?

Key Resources

Anchor Texts: Greek Myths by various authors

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

[Resources for Myths](#)

Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

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

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	SL.PE.9-10.1 L.KL.9-10.2 SL.AS.9-10.6	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectati	<ul style="list-style-type: none"> • Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment 			<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading

			<p>ons of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p>			
		<p>SWBAT demonstrate 9th grade policies and procedures.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p>	<ul style="list-style-type: none"> • Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment 		<ul style="list-style-type: none"> • Writing Pre-Assessment • Narrative Rubric • Grammar Pre-Test (Print-only) 	<ul style="list-style-type: none"> • Narrative writing pre-assessment
3-4	L.VL.9-	SWBAT explain	Reading Mini-	<ul style="list-style-type: none"> • LHS ELA 		<ul style="list-style-type: none"> • LHS Sugges

	<p>10.3 L.VI.9–10.4 RL.CR.9–10.1 RI.CR.9–10.1 W.NW.9–10.3 W.WP.9–10.4</p>	<p>the meaning of a word, sentence, or paragraph by analyzing its context.</p> <p>SWBAT identify figures of speech in a text and explain their meanings and effects.</p> <p>SWBAT accurately cite several pieces of textual evidence to support their analysis of a text.</p> <p>SWBAT organize the character development, plot events, and the point of</p>	<p>lessons:</p> <ul style="list-style-type: none"> • Derive meaning of unknown words from sentences, paragraphs, or texts • Interpretation of figures of speech (oxymoron, euphemism) • Review of citing textual evidence <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Brainstorming (character development and POV) • Brainstorming (multiple plot lines) 	<p>Instructional Workshop Model Suggested Activities/Groups</p>		<p>ted Format ive Reading Assess ments</p>
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			view to write their narrative story.			
			SWBAT analyze explicit statements and inferential meaning in a text.			
		RL.CR.9-10.1 RI.CR.9-10.1 RL.CI.9-10.2 RI.CI.9-10.2	SWBAT identify and articulate one or more themes present in a literary text.	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Interpreting explicit and inferential meanings • Identify one or more themes in a text • Development of the theme throughout the text 		
		W.NW.9-10.3 W.WP.9-10.4	SWBAT analyze how the identified theme is developed and refined throughout the literary text.	<p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Exemplar vs. non-exemplar • Engaging and orienting the reader 		
			SWBAT identify characteristics of a narrative		<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

			<p>exemplar .</p> <p>SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.</p>			
October	1-2	<p>RL.CI.9-10.2</p> <p>RI.CI.9-10.2</p> <p>RL.IT.9-10.3</p> <p>RI.IT.9-10.3</p> <p>W.NW.9-10.3</p> <p>W.WP.9-10.4</p>	<p>SWBAT identify the best objective summary for a text.</p> <p>SWBAT write an objective summary of a text.</p> <p>SWBAT analyze how authors depict complex characters with multiple motivations.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Identifying an objective summary Writing a summary of a text without personal bias (objective summary) Motivation of complex characters <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Narrative techniques: multiple plot lines Narrative techniques: 	<ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

			<p>SWBAT utilize multiple plot lines to enhance their narrative.</p> <p>SWBAT revise their writing by adding effective dialogue.</p>	<p>dialogue</p>			
		<p>RL.IT.9-10.3</p> <p>RI.IT.9-10.3</p> <p>RL.TS.9-10.4</p> <p>W.NW.9-10.3</p> <p>W.WP.9-10.4</p>	<p>SWBAT evaluate how interactions between characters contribute to plot advancement and theme development.</p> <p>SWBAT explain how pacing and use of flashback contribute to the narrative's tension</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Character interactions and influence on the plot and theme • Time manipulation in a literary text • Text structure <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Narrative techniques: pacing & transitions • Narrative techniques: description, sensory 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

			<p>and suspense.</p> <p>SWBAT identify and describe how the structure of a text influences its meaning.</p> <p>SWBAT use pacing and effective transitions to develop their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p>	<p>details, and word choice</p>			
3-4	<p>RL.PP.9-10.5</p> <p>RL.CT.</p>	<p>SWBAT identify and</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Identify 	<ul style="list-style-type: none"> • LHS ELA Instruct 		<ul style="list-style-type: none"> • LHS Suggested 	

	<p>9–10.8 W.NW.9–10.3 W.WP.9–10.4</p>	<p>explain the author's cultural lens in a text.</p> <p>SWBAT analyze rhetorical devices used in a text.</p> <p>SWBAT analyze a given text by identifying themes and concepts.</p> <p>SWBAT use reflection to develop their characters and plot events.</p> <p>SWBAT provide a reflective conclusion that ties together their narrative's experience</p>	<p>author's lens</p> <ul style="list-style-type: none"> • Rhetorical devices (ethos, pathos, logos) • Analyze source material for theme and concepts <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Narrative techniques: reflection (internal thinking) • Reflective conclusions 	<p>ional Workshop Model Suggested Activities/Groups</p>		<p>Formative Reading Assessments</p>
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			es or observati on.				
		SS.9– 10.1 RL.CT. 9–10.8 W.NW. 9–10.3 W.WP.9 –10.4	<p>SWBAT identify and compare themes from a modern author's work with those from a chosen mythology or religious text.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Transformation of source materials • Spiral review of unit's standards and skills to prepare for BM <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Write an original story (a spin off story) • Write a story from a different character's POV 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

			SWBAT compose a narrative story from a different character's POV that logically follows from the events described.				
November	1-2	L.VL.9-10.3 L.VI.9-10.4 RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.PP.9-10.5 RL.CT.9-10.8 W.NW.9-10.3 W.RW.9-10.7	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	<ul style="list-style-type: none"> • Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals 		<ul style="list-style-type: none"> • Narrative Rubric • End of MP Reflection 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 1 • End of MP Reflection

		L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.CT.9–10.8 W.NW.9–10.3 W.RW.9–10.7	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 teacher-led small group.	Enrichment & Intervention Week (based on BM1 data): <ul style="list-style-type: none"> • Enrichment project • Intervention groups 			
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Content Knowledge</p> <p>1. Key Myths and Characters:</p> <ul style="list-style-type: none"> ○ 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. ○ Understanding of Heroic Journeys: Explore the archetypal hero's journey in myths such as those of Perseus, Theseus, and Odysseus. ○ Gods and Goddesses: Knowledge of 	<ul style="list-style-type: none"> ▪ Reading Comprehension and Analysis of Text: Students will deepen their comprehension by analyzing more complex mythological texts. They'll build on their skills by focusing on the use of symbolism, extended metaphor, and the cultural contexts of Greek myths. They will apply these skills to not only analyze explicit themes (e.g., courage, hubris) but also to infer implicit messages about fate, morality, and the human condition that are integral to mythology. ▪ Identifying Literary Devices in Mythological Texts: Students will apply their understanding of literary devices to more sophisticated examples from Greek

the major gods and goddesses, their domains, symbols, and relationships with each other and humans.

2. Themes and Concepts:

- Fate and Free Will: Discuss how myths explore the balance between destiny and personal choice.
- Hubris and Nemesis: Explain how myths often teach lessons about the consequences of excessive pride (hubris).
- Moral Lessons and Ethics: Understand the ethical and moral lessons that myths imparted to ancient Greek society.

3. Cultural and Historical Context:

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

4. Symbolism and Allegory:

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

Skills

1. Analytical Reading:

- 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.
- Comparative Analysis: Compare different versions of myths or identify similarities between Greek myths and

mythology, focusing on complex symbolism, allusion, irony, and foreshadowing. They will analyze how Greek myths use these devices to develop deeper meanings about human behavior, fate, and divine intervention. Additionally, students will be able to articulate how literary devices enhance the myth's emotional and moral impact.

▪ **Character Development and Archetypes:**

Students will deepen their character analysis by studying archetypes (e.g., the hero, the mentor, the villain) in Greek mythology. They will analyze how mythological characters embody universal human experiences and struggles. Students will also consider how these archetypes influence modern storytelling and apply them to their own narrative writing, developing more sophisticated characters who align with or challenge these archetypal roles.

▪ **Narrative Structure and Plot**

Construction: Students will expand their understanding of narrative structure by exploring more complex structures in Greek myths (e.g., the hero's journey or circular narratives). They will learn how to map out the cyclical nature of many myths, focusing on how stories often mirror the rise and fall of divine or mortal fortunes. They will apply this understanding to craft multi-layered narratives in their own writing.

▪ **Understanding the Role of Conflict and Resolution in Myths:**

Students will study more complex conflicts in Greek mythology, such as divine vs. mortal, fate vs. free will, and self vs. society. They will understand how Greek myths use conflict to explore themes like morality, human agency, and divine influence. Students will incorporate these multifaceted conflicts into their own narrative writing, creating stories that explore deep philosophical dilemmas and offer moral insights.

▪ **Integrating Mythological Elements into Creative Writing:**

Students will learn how to integrate mythological themes (e.g., the role of the gods, fate, hubris) and mythological elements (e.g., divine intervention, legendary

those from other cultures, focusing on explaining these connections.

2. Critical Thinking:

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

3. Explanatory Writing:

- **Clarifying Concepts:** Write clear, well-organized explanations of mythological themes, symbols, and narratives.
- **Detailed Descriptions:** Focus on descriptive writing to explain how myths depict gods, heroes, and events.
- **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:

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

5. Creative Expression:

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

6. Discussion and Collaboration:

creatures) into their creative writing. They will build on their previous experience by using these elements to explore universal themes while maintaining a personalized narrative voice. Students will also experiment with blending real and mythical worlds, developing stories that use mythological concepts to examine modern or personal issues.

- **Developing Style, Voice, and Tone in Narrative Writing:** Students will refine their narrative voice and tone by studying the distinctive style of mythological texts, which often include a formal, elevated tone and specific stylistic features (e.g., epic similes, repetition, and ritual language). They will apply these techniques to their own writing, learning to develop a tone that suits the gravity of the themes they are exploring, while still maintaining their creative freedom.
- **Revising and Editing for Clarity and Impact:** Students will refine their revision process by focusing on clarifying complex themes and enhancing the emotional impact of their narrative. They will revise for greater depth in character development, ensuring their characters' decisions and actions reflect the mythological themes they're exploring. Students will also edit their writing to improve the mythological accuracy of the references and symbolism used in their stories.
- **Vocabulary Development:** Students will expand their vocabulary with domain-specific terms from Greek mythology (e.g., hubris, oracle, epic, Titan, mythos) and will integrate them into their writing. They will not only learn the meaning of these terms but also analyze their cultural significance and apply them creatively in their narratives to develop a more sophisticated narrative voice.
- **Engaging in Peer Review and Collaborative Writing:** Students will engage in more advanced peer review by focusing on the thematic depth, character development, and mythological accuracy of each other's writing. They will provide feedback that encourages their peers to expand on the moral

<ul style="list-style-type: none"> ○ Class Discussions: Participate in discussions that focus on explaining different interpretations of myths, their significance, and their impact on culture and literature. ○ Group Projects: Work together to research, present, and explain specific myths or themes, emphasizing clarity and understanding. 	<p>and cultural messages within their stories, helping to refine both the writing style and the mythological elements.</p>
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Career Readiness, Life Literacies, and Key 21st Century Skills

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Interdisciplinary Connections

TH.9-12.1.4.12adv.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
MATH.K-12.7	Look for and make use of structure

MATH.K-12.8	Look for and express regularity in repeated reasoning
TH.9-12.1.4.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
TH.9-12.1.4.12adv.Re7	Perceiving and analyzing products.
TH.9-12.1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
TH.9-12.1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SCI.HS.ETS1.C	Optimizing the Design Solution
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SCI.HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
SCI.HS.LS2.D	Social Interactions and Group Behavior
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
SCI.HS.LS3.B	Variation of Traits Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.