

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 Instruction	30 minutes	Mini-lesson (I	20 minutes	Small Group Instruction	30 minutes	Mini-lesson (I	20 minutes	Small Group Instruction	30 minutes

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

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

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 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

	<p>Creative Writing: Students will develop the skill of creatively adapting mythological 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? 	<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

<ul style="list-style-type: none"> ▪ How can we use elements of mythology to create original stories that are both ancient 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? 	<p>story's themes and characters?</p> <ul style="list-style-type: none"> ▪ 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?
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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.	<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>es and expectati ons of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p>				
		<p>SL.PE.9–10.1</p> <p>W.NW.9–10.3</p> <p>W.RW.9–10.7</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	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.CR.9–10.1</p> <p>RI.CR.9–10.1</p> <p>W.NW.9–10.3</p> <p>W.WP.9–10.4</p>	<p>SWBAT explain 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,</p>	<p>Reading Mini-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) 	<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
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			and the point of view to write their narrative story.				
		RL.CR.9–10.1 RI.CR.9–10.1 RL.CI.9–10.2 RI.CI.9–10.2 W.NW.9–10.3 W.WP.9–10.4	SWBAT analyze explicit statements and 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 literary text. SWBAT identify character	Reading Mini-lessons: <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 Writing Mini-lessons: <ul style="list-style-type: none"> • Exemplar vs. non-exemplar • Engaging and orienting the reader 	<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

			istics of a narrative exemplar .				
			SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.				
October	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 W.NW.9–10.3 W.WP.9–10.4	SWBAT identify 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	Reading Mini-lessons: <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 Writing Mini-lessons: <ul style="list-style-type: none"> Narrative techniques: multiple plot lines 	<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>ns.</p> <p>SWBAT utilize multiple plot lines to enhance their narrative.</p> <p>SWBAT revise their writing by adding effective dialogue.</p>	<ul style="list-style-type: none"> • Narrative techniques: dialogue 			
		<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</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: 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Format ive Reading Assess ments

			narrative's tension and suspense.	description, sensory details, and word choice			
			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.				
	3-4	RL.PP.9	SWBAT	Reading Mini-	• LHS		• LHS

		<p>–10.5 RL.CT.9–10.8 W.NW.9–10.3 W.WP.9–10.4</p>	<p>identify and 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'</p>	<p>lessons:</p> <ul style="list-style-type: none"> • Identify author's lens • 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>ELA Instructional Workshop Model Suggested Activities/Groups</p>	<p>Suggested Formative Reading Assessments</p>
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			s experie nces or observati on.				
		SS.9–10.1 RL.CT.9–10.8 W.NW.9–10.3 W.WP.9–10.4	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 assessment. SWBAT compose an original story based on elements from a fictional	Reading Mini-lessons: <ul style="list-style-type: none"> • Transformation of source materials • Spiral review of unit's standards and skills to prepare for BM Writing Mini-lessons: <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

			text.				
			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	<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

			goals.				
		L.VL.9–10.3	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.	Enrichment & Intervention Week (based on BM1 data): <ul style="list-style-type: none"> • Enrichment project • Intervention groups 			
		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	SWBAT review the unit's standards by participating in a teacher-led small group.				
		RL.CT.9–10.8					
		W.NW.9–10.3					
		W.RW.9–10.7					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Content Knowledge <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. 	<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

- Gods and Goddesses: Knowledge of 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

their understanding of literary devices to more sophisticated examples from Greek 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

similarities between Greek myths and 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.

of the gods, fate, hubris) and mythological elements (e.g., divine intervention, legendary 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

<p>6. Discussion and Collaboration:</p> <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>writing. They will provide feedback that encourages their peers to expand on the moral 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 Skills

Please tag the appropriate **2020 NJSL-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.