



**BELLOWS FREE ACADEMY
WORLD LANGUAGES AND CLASSICS DEPARTMENT**

Course: GODS, HEROES, & MONSTERS- A Myth Experience

Course ID: 10503

Credit: ½ (Elective Credit)

Prerequisite: an interest to learn about Classical Myths through the Heroes!

ROOM A215

Teacher: Lydia Batten

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Texts: Most of the reading materials for this class are sourced from a Classical Mythology textbook, and various online and other hard-copy sources. Resources will be made public and available through textbooks in the classroom and digitally through Google Classroom and/or Google Drive. This is a VAST topic—narrowing the scope will be necessary to begin with, followed by opportunities for students to choose their own personal directions based on themes discussed. Occasionally photocopied materials will be sourced from other hard-copy books for mythology. **Access to digital technology will be essential in class.** Wikipedia and other on-line resources are included when relevant.

Course Outline: This is not a course in ancient Greek and/or Latin languages and does not fulfill any post-secondary language requirements. It is a class targeted to students who have the desire to learn in general about the Classical Mythology (Greek and Roman) and the heroes and monsters who interact with them. The hero is the anchor to hold us steady as we navigate through the many stories! Take a different kind of trip back in time and look at the Greco Roman world through the lens of their stories. Who were the heroes? Why do they still speak to us today? Literature, Art, Archaeology, will all be keys to opening doors to new modern interpretations. Students will even attempt to create their own, or explore some myths from other cultures for comparison and contrast. Through readings, videos, projects, online explorations, and more, students will learn how these ancient heroes and their stories live on through the ages as they are reinvented and recast to mold new generations.

Materials Required: Students must have their school-assigned Chromebooks (or own personal device that is not a cell phone) to electronically access most of the reading materials, resources, and assignments for the class. Once the digital folder for the class has been shared with students, as well as a google classroom platform, they will be able to easily access most of the materials and assignments relevant to the class.

- **Students must have their school-assigned Chromebooks** (or own personal device—not a cell phone)
- **A PENCIL! Or a pen, EVERYDAY!!!!** I have paper on hand, but you may have your own if you prefer
- **A notebook or folder is recommended**—students will keep any hard-copy handouts, copies, and any cultural information given in class, as well as worksheets, assessments, project info...
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Teacher Expectations: Students come to class every day, on time, with a positive, enthusiastic attitude. Homework should always be done (to the best of his/her ability), as assigned. There will be follow up to homework with work and discussion in class. It's always better to do homework (if only to review the material done in previous class!!)! Frequently, I will collect and officially grade assignments. Students will submit the bulk of their work digitally through google classroom, and some directly to me in person. There will be project(s) and they will be introduced and discussed well in advance of due dates. Students are expected to act courteously and respectfully toward each other and towards me and should be considerate of others' learning needs and preferences.

Grading: Students will need to demonstrate proficiency (**2.5 or better**) in this **World Language Standard:**

- **Culture** – Students demonstrate understanding of customs, beliefs, cultural differences, and traditions worldwide.

AND the following Transferable Skills: (**Please NOTE:** These skills will reflect students' reading and writing skills/abilities, and personal investment in the ongoing learning throughout the class).

Self Direction, Responsible & Involved Citizenship, Clear & Effective Communication are the primary transferable skills reported out on, as they apply to learning situations. There are times when **Informed and Integrated Thinking**, and **Creative and Practical Problem Solving** transferable skills may also be included.

- **Self-Direction**: Demonstrate preparation, initiative and responsibility for learning, complete assignments in a timely manner, demonstrate flexibility with learning and persevere in challenging situations
- **Responsible & Involved Citizenship**: Take responsibility for personal decisions and actions, work collaboratively with others, use technology and digital media responsibly
- **Clear & Effective Communication**: Presentation and organization of information, using evidence to support claim, poise, language control, and collaborative discussion

Scoring: A course score average of 2.5 or better will receive credit for the course.

Standard and Course Scoring Procedures

See the [BFA Student Handbook](#), pp. 8-11 for a clear and concise explanation of scoring procedures for this year. *This link will also provide valuable supporting documentation for many other aspects of expectations.*

Assessments: Each unit of study will consist of the following assessment strategies outlined below.

1. **Formative (PRACTICE) Assessments**: Students will be engaged in a variety of reading, writing, solo and group activities, both in class and as homework, which will guide and inform the learning as we go and will prepare students for their summative projects and/or assessments. The more students engage in these formative practices, the more likely they will be successful on the summative projects/assessments.
2. **Project and/or Summative Assessment**: Students will be assessed in a variety of ways, after review, discussion, and/or guided practice, in the content being covered. Students will have the opportunity to redo/retake a project or assessment if not proficient **if they have demonstrated active engagement** in the formative learning process along the way.

Redo/Retake Opportunities: Up to two weeks* after an assessment has been returned. Extra help sessions will be provided as needed to ensure success. ***Students need to show effort for this opportunity—the option to retake/redo is not an automatic ‘given’.*** This will be monitored through homework and practice work leading up to scored assessments. **Extenuating circumstances can change this time frame.* **Availability for Extra Help and Make-ups:** During Enrichment, before and after school...

Make-Up Policy: When absent, it is a student's responsibility to find out what was missed and to complete the assignment or make up the missed assessment in as timely a way as possible (2 weeks). **When absent, I expect an email from the student, that day, asking what was covered in addition to checking Google Classroom, or asking fellow classmates.**

Assessments: Each unit of study will consist of the following assessment strategies outlined below.

- **CULTURE**: **Students will be assessed on work assigned in each unit.** Besides an occasional summative assessment based on NAMES, basic geography, and timeline dates/facts, there will be other work assigned and scored. When readings are assigned, students will have worksheets or follow up assignments to do based on their retention and comprehension of the

materials read. These will be given a score for Culture as well as appropriate Transferable Skills.

- **CULTURE Projects:** These will be assigned at various times throughout the class as they tie in to certain themes, topics, or areas of interest. They are integral parts of the learning and must be completed along with the other tasks to achieve overall proficiency in the class.

Redo/Retake Opportunities: Up to two weeks* after an assessment or scored assignment has been returned. Extra help/further explanation will be provided as needed to ensure success, sometimes in class, but most likely during any enrichment period or before/after school if that is an option. ***Students need to show effort for this opportunity—the option to retake/redo is not an automatic ‘given’.*** This will be monitored through homework and practice work leading up to scored assessments. **Extenuating circumstances can change this time frame—however, this must be discussed and agreed upon between student, teacher, and parent(s) (if necessary).*

Availability for Extra Help and Make-ups:

During Enrichment, before and after school as available.

Make-Up Policy: When absent, it is a student’s responsibility to find out what was missed and to complete the assignment or make up the missed assessment in as timely a way as possible (2 weeks). When absent, I expect an email from the student, that day, asking what s/he missed and what future work has been assigned. Please see the guidelines in the Student Handbook.

COURSE OUTLINE:

Here is a survey of topics that are generally covered in Gods, Heroes, & Monsters*:

Greek and Roman Mythology (primarily the Olympians); the Heroes (Odysseus, Hercules, Perseus, Jason, Aeneas, Achilles, Hector...); the Hero Cycle (a brief introduction to the work of Joseph Campbell); other ‘modern’ interpretations of the heroes (not limited to but will touch on: Percy Jackson, Luke Skywalker); the Trojan War; ART, literature (through the ages!), theater (ancient and modern)...

**Since this is a NEW class, the content may change or be adapted as the class goes ‘live’ based on living the reality versus imagining the possibility!*

Extras: Potential to travel abroad to Europe to see some of these sites, when offered by WL staff.