

UNIT OBJECTIVES *Mythology*

1. Through reading *Mythology*, students will study Hamilton's interpretation of Greek, Roman, and Norse mythology.
2. Students will gain an understanding of the ancient Greek, Roman, and Norse concepts of creation and the early development of mankind.
3. Students will study the techniques of summarizing and retelling stories.
4. Students will practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Mythology*.
6. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
7. Students will define their own viewpoints based on their understanding.
8. Students will enrich their vocabularies and improve their understanding of the text through the vocabulary lessons prepared for use in conjunction with text.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented in the text
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language
10. Students will read aloud, report, and participate in forum discussions to improve their "speaking" and personal interaction skills.