**BLENDED MYTHOLOGY COURSE: SYLLABUS**

Semester Course 5 days per cycle: 2 class periods, 3 independent periods

Credit Value 0.5

Designed for cyber junior and senior students who wish to study Greek, Roman, and Norse mythology, this course focuses on the study of literature through high interest reading and the use of media. Composition will grow out of the study of the myths. Students will also examine the nature and social function of mythology as well as become acquainted with the writers and the time period.

Units of study will include the following from the classroom text, Edith Hamilton’s

*Mythology*:

Introduction to Classical Mythology



Part One: The Gods, Creation, and the Earliest Heroes

Part Two: Stories of Love and Adventure

Part Three: The Great Heroes before the Trojan War

Part Four: The Heroes of the Trojan War Part Five: The Great Families of Mythology Part Six: The Less Important Myths

Part Seven: The Mythology of the Norsemen

Part Eight: Writing/Grammar Review

COURSE FORMAT

This course format has been designed to develop students’ reading, writing, thinking, and listening and speaking skills through exercises and activities related to *Mythology* by Edith Hamilton.

The **introductory lesson** introduces students to the concept that mythology shows us the way the human race thought and felt ages ago. Students will be encouraged to relate the knowledge they already have about mythology to the stories in the book.

The **reading assignments** vary in length. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words students will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to short answer questions right in the text.

The **vocabulary work** is intended to enrich students’ vocabularies as well as to aid in the students’ under- standing of the book. Prior to each reading assignment, students will complete a two-part assignment for approximately 8 to 10 vocabulary words in the upcoming reading. The first part focuses on students’ use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to record what they think the words mean based on the words’ usage. The second part has students check the correct definitions based on the words’ contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the **study guide questions**. In-class and on-line discussions of these questions serve as a review of the most important events and ideas presented in the reading assignments.

Following the reading and study guide questions, **forum discussions** focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students’ understanding of the units/novel. These forum discussions are a group activity. Using the information they have acquired so far through individual work and forum discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the book. The group forum activity is followed by a reports and discussion session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

The **unit quiz or test** is in the following format: multiple choice, matching, true/false, short answer, composition, or a mixture of those.