

**Randolph Township Schools
Randolph High School**

**World Religions
Curriculum**

“Wherever men and women are persecuted because of their race, religion, or political views, that place must - at that moment - become the center of the universe.”

— Elie Wiesel

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**Randolph Township Schools
Department of Social Studies
World Religions**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
World Religions**

Introduction

As a course of study, World Religions does not teach religion; it teaches about religion. Therefore, the program is presented as an analytical, objective, and balanced survey of the world's most conspicuous mainstream religious traditions. Students will be introduced to the study of religion and familiarized with the beliefs and practices of the major world religions. The ultimate goal of this learning experience is to introduce each participant to the varieties of global religious experience and expression in order to build cultural understanding and prepare students for proactive citizenship in the pluralistic society of the twenty-first century. The course seeks to define and classify religion, highlight commonalities between religious traditions, examine the relationship between religion and society, and investigate the links between religion and individual, national, and cultural identity. A recurring theme in the course is the influence of religion on historical and contemporary events. In addition to the content covered in this curriculum, students will research another religion of their choice and compare and contrast it with one or more of the religions covered in class.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
World Religions

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Introduction to Religion
4 weeks	II	Judaism & Christianity
3 weeks	III	Islam
3 weeks	IV	Hinduism, Buddhism, & Sikhism
3 weeks	V	Confucianism & Taoism
3 weeks	VI	Alternative Approaches to Religion

RANDOLPH TOWNSHIP SCHOOL DISTRICT

World Religions

UNIT I: Introduction to Religion

TRANSFER: Analyze the role religion plays in human cultures and evaluate the philosophies and practices of major religious traditions.		
<p>GOALS:</p> <p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Religion is integral to understanding other cultures, historical phenomena, and contemporary events.	<ul style="list-style-type: none"> ● Why study religions? ● How does religion influence historical and contemporary events?
	Religion is primarily defined by the belief in some sort of supernatural deity or force.	<ul style="list-style-type: none"> ● How is religion defined? ● What does it mean to be religious?
	All religions include a worldview, an ethos (proper way of acting), and rituals.	<ul style="list-style-type: none"> ● How does a worldview evolve? ● What roles and functions does religion fulfill in society?
	Religion and science have clashed throughout history despite the fact that they can be viewed as occupying separate, or even complimentary spheres.	<ul style="list-style-type: none"> ● What is (and what should be) the relationship between science and religion?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Studying religion provides insight into history while increasing cultural empathy and understanding.</p>	<p>Students will be able to:</p> <p>Articulate a general definition of religion and enumerate elements shared by all religions through actively listening.</p>

<p>on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</p>	<p>Religion can be seen as one of the defining characteristics of human nature.</p> <p>Religion can be seen as an effort to explain the mysteries of life and death, add meaning to life, provide escape from sorrows and satisfy desires for permanence, beauty, order, and perfection.</p> <p>Religion helps shape individual and group identity.</p> <p>Religion is a shared set of beliefs and practices that seeks to find meaning in life and explain the origin and end of all things.</p> <p>Elements shared by all religions include: leaders, rites of passage, creation myths, symbols, sacred texts, historical traditions and spiritual practices.</p> <p>VOCABULARY & KEY TERMS: Cosmology, empathy, ethics, faith, monotheism, mysticism, myth, pantheism, polytheism, revelation, ritual, spiritual perfection, transcendence.</p>	<p>Define common religious terms and classify major world religions after actively listening to classroom instruction.</p> <p>Debate what the study of religion can reveal about human nature in a variety of classroom discussions.</p> <p>Analyze psychological and sociological theories regarding the roles and functions of religion in society through the analysis of texts.</p> <p>Describe in a variety of written tasks how religion provides people with a sense of unity.</p> <p>Assess reasons for historical conflicts between science and religion and debate the nature of the relationship between religion and science.</p>
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<p>sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Write an analysis to evaluate the global impact of religion using maps, charts, political cartoons and documents. ● Write an essay and/or reflective statement about a current event related to religious practice. ● Take part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the introduction of the study of religion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read and analyze texts in groups explaining and deconstructing responses to religion during the twenty-first century. ● Students will compare and contrast secondary sources on the political and social structures of religious states. ● Students will analyze the influence of the effectiveness of religiously inspired humanitarian aid. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
UNIT I: Introduction to Religion

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit I: <ul style="list-style-type: none">• Defining Religion• Phenomenology and Paradigms• Theological Debates	<i>BBC Religions</i> <i>iTunesU - Intro to Religion</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit II: Judaism & Christianity

TRANSFER: Analyze how and why religions are products of their historical and cultural environments, and how such differences influence and shape history.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the</p>	Judaism is an ancient religion that has evolved over thousands of years and has provided a way to link believers with ancient traditions, and has helped people to maintain a specific identity over thousands of years.	<ul style="list-style-type: none"> ● What role does religion play in shaping identity?
	Jews have faced persecution and discrimination throughout history, and religious divisions are fueling the current crisis in the Middle East.	<ul style="list-style-type: none"> ● Why might religious views lead to discrimination and hatred?
	Different sects of Judaism have varying opinions regarding the duties and practices required of adherents.	<ul style="list-style-type: none"> ● How do religions change and evolve over time? ● What role does religion play in the contemporary world?
	Christianity originated as a reaction against Judaism but retains many Jewish concepts.	<ul style="list-style-type: none"> ● How are religions products of their historical and cultural environments?
	Different sects of Christianity have varying opinions regarding the duties and practices required of adherents	<ul style="list-style-type: none"> ● How do religions change and evolve over time? ● What role does religion play in the contemporary world?

<p>world.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.b: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>Christianity has been a driving force behind much of Western history.</p> <p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Judaism emerged around 2000 BCE in and around the Fertile Crescent as a monotheistic religion that represented a dramatic break with earlier religious traditions in the Middle East.</p> <p>While Judaism has no single founder, Abraham and Moses are regarded as the most important early leaders.</p> <p>The Torah (“Teachings”) is the first five books of the Hebrew Bible and contains the stories of creation, fall, exodus, and the Mosaic laws (including the Ten Commandments).</p> <p>The idea of a covenant between God and a group of people is central to Judaism and the Jewish conception of history.</p> <p>Judaism contains several major sects which arose in response to historical conditions and which vary widely in their interpretation and implementation of the Jewish scriptures. The major Jewish sects</p>	<ul style="list-style-type: none"> • How and why does religion influence and shape history? <p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Identify and analyze the historical and cultural context from which Judaism emerged through classroom discussions.</p> <p>Enumerate and synthesize the basic teachings of Judaism and discuss its evolution over time in a classroom writing activity.</p> <p>Identify the major components of the Holy Scriptures of Judaism through the careful reading and analysis of texts in the classroom.</p> <p>Evaluate the importance of the concept of “covenant” to the Jewish people throughout history through building a definition of the concept with peers in the classroom.</p> <p>Compare and contrast various sects within Judaism through actively listening to the contributions of peers and the instructor in class.</p>
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<p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>include Orthodox, Hasidic Conservative, Reformed, and Kabbalah</p> <p>Jews and Christians share a belief in one God and common morals and values (Ten Commandments), but fundamentally disagree over the person of Jesus Christ.</p> <p>The economic success of Jews and the perception that Jews intentionally rejected Christ have been major factors in the historical discrimination against them.</p> <p>The Jewish diaspora refers to the spread of Jewish people throughout the world, beginning after the Babylonian exile and increasing after the Holocaust.</p> <p>Current political problems in the Middle East can be traced to historical conflicts between Judaism, Christianity, and Islam over land considered holy to all three religions.</p> <p>Christianity was founded by Jesus of Nazareth about 2000 years ago in modern-day Israel at a time when the Roman Empire controlled the Middle East.</p> <p>Christianity is based on the life and teachings of Jesus; Christianity grew out of Jewish traditions and represented a new interpretation of the Jewish Scriptures in which Jesus is considered the</p>	<p>Compare and contrast Judaism with Christianity and other religious traditions through classroom discussions.</p> <p>Cite historical origins of discrimination against the Jewish people in written analysis.</p> <p>Analyze the extent to which Judaism exerts influence on the contemporary world.</p> <p>Identify and analyze the historical and cultural context from which Christianity emerged through an analysis of historical texts.</p> <p>Analyze the historical origins of Christianity in a written format.</p> <p>Compare and contrast Christianity with Judaism. Enumerate the basic teachings of Christianity and discuss its evolution over time.</p>
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	<p>fulfillment of the Jewish prophetic tradition; and Jews disagree with this interpretation.</p> <p>Christians believe in Trinitarian monotheism (God as father, Jesus as son, Holy Spirit) and the immortality of the soul, and that Jesus was resurrected after his crucifixion and will return at some point in the future.</p> <p>The Christian Scriptures are made up of the Old Testament (the Hebrew Bible) and the New Testament.</p> <p>Through European colonization, the Christian religion was spread throughout the globe.</p> <p>The three main sects of Christianity are Eastern Orthodox, Roman Catholic, and Protestant and they interpret Jesus and his teachings differently.</p> <p>VOCABULARY & KEY TERMS: Bar mitzvah, bat mitzvah, Covenant, Diaspora, Hasidism, Holocaust, Kabbalah, Mishnah, Passover, rabbi, Rosh Hashanah, Sabbath, Shema, Talmud, Tanakh, Torah, Yom Kippur, Zionism. Apocalypticism, Apostle, Apostles' Creed, bishops, canon, Catholic, Catholic Reformation,</p>	<p>Explain the basic belief system held by the vast majority of Christians.</p> <p>Compare and contrast the Hebrew and Christian Holy Scriptures through the analysis and annotation of texts.</p> <p>Evaluate the extent to which Christianity has been a driving force throughout history, and analyze the extent to which Christianity exerts influence on the contemporary world through oral argumentation in a classroom debate.</p> <p>Explain the differences between the various Christian sects, and the reasoning behind schisms throughout the history of Christianity after carefully researching and reading historical texts .</p>
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	Church, deacons, ecumenism, Eucharist, Gospel, grace, heresies, Holy Spirit, Incarnation, indulgences, martyrs, New Testament, Nicene Creed, original sin, orthodox, parables, pope, predestination, presbyters, Protestant Reformation, Second Coming, Second Vatican Council, Tradition, Trinity.	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Write an analysis to evaluate the global impact of Judaism and Christianity using maps, charts, political cartoons and documents.
- Write an essay and/or reflective statement about a current conflict related to either Judaism or Christianity.
- Take part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to Judaism and Christianity.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining Jewish or Christian religious revivalism in the twentieth century.
- Students will compare and contrast secondary sources on the political and social structures of religiously inspired states.
- Students will analyze the influence and effectiveness of religiously inspired political movements.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit II: Judaism & Christianity

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Unit II- Judaism & Christianity</p> <ul style="list-style-type: none"> • Basic Jewish Teachings • Historical Background and Cultural Context • Judaism in the Modern World • Basic Christian Teachings • Christianity in the Modern World 	<p><i>BBC Religions: Judaism</i></p> <p>Alan Berger, <i>Judaism in the Modern World</i> (1994)</p> <p>Ellen Umansky and Diane Ashton: <i>Four Centuries of Jewish Women's Spirituality: A Sourcebook</i> (1992)</p> <p>Herman Wouk: <i>This is My God</i> (1988)</p> <p><i>BBC Religion: Christianity</i></p> <p>Marcus Borg, <i>The Heart of Christianity</i> (2003)</p> <p>Priscilla Pope-Levison and John R. Levison:</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit III: Islam

TRANSFER: Identify important figures and events in early Islamic history and analyze their continuing influence within the contemporary Islamic world.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	Islam has historical connections to Judaism and Christianity.	<ul style="list-style-type: none"> ● How are religions products of their historical and cultural environments? ● How are religions similar and different?
	Islam has been instrumental throughout many eras of world history.	<ul style="list-style-type: none"> ● How and why does religion influence and shape history?
	Contemporary Islam is spiritually, politically and culturally diverse.	<ul style="list-style-type: none"> ● How do religions change and evolve over time?
	Discrimination and stereotyping of Muslims is not a recent phenomenon.	<ul style="list-style-type: none"> ● How might religious views lead to discrimination and hatred? ● How do people respond to and deal with religious hatred?
	Many modern Muslim countries continue to base their legal systems on Islamic tradition.	<ul style="list-style-type: none"> ● How does religion interact with legal and political traditions?
	KNOWLEDGE	SKILLS

<p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.d: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.b: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the</p>	<p>Students will know:</p> <p>Islam arose in the seventh century in modern-day Saudi Arabia. Islam was founded by the Prophet Mohammed.</p> <p>To Muslims, Mohammed was a prophet who received messages from God, but was not himself divine (as opposed to Christians who believe that Jesus is divine).</p> <p>Islam spread rapidly from its founding and came to exert cultural influence over the Arabian peninsula, the Indian Ocean, and Central Asia.</p> <p>Islam is a monotheistic faith and, along with Judaism and Christianity, one of the three "Abrahamic" faiths.</p> <p>Muslims believe that Mohammed was the last of a line of prophets that included Jesus and Abraham, and Islamic teachings are recorded in the Hadith, which draws inspiration from the life of Mohammed..</p> <p>Islam's sacred text is the Quran, which is said to recount the revelations that Mohammed received directly from Allah.</p> <p>The Five Pillars describe the duties of all faithful Muslims. Halal is a set of dietary restrictions followed by</p>	<p>Students will be able to:</p> <p>Identify the religious, historical, and cultural context from which Islam emerged.</p> <p>Describe the founding and spread of Islam by reading, highlighting, and annotating primary and secondary sources on the subject.</p> <p>Assess in writing the reasons for the rapid spread of Islam across the globe.</p> <p>Compare and contrast Islam with Judaism and Christianity in a discussion with peers in the classroom.</p> <p>Enumerate and synthesize the basic teachings and practices of Islam by listening to the instructor and peers in the classroom.</p> <p>Analyze the importance of the Quaran as a sacred text of Islam through written comparison of the Quaran to other sacred texts studied in the course.</p> <p>Evaluate the importance and universality of the Five Pillars of Islam on the everyday lives of Muslims throughout the world through a oral presentation of research on the Five Pillars to the class.</p> <p>Explain in writing the major differences between Sunni and Shia Islam, in terms of religious beliefs and</p>
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<p>effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors'</p>	<p>Muslims, and is analogous to the concept of the Jewish Kosher laws.</p> <p>A disagreement over the proper successor to Mohammed led to the split of Muslims into Sunni and Shia sects.</p> <p>Current political problems in the Middle East can be traced to historical conflicts between Judaism, Christianity, and Islam over land considered sacred to all three religions.</p> <p>Contemporary religious violence in Africa is related to conflicts between Christianity and Islam.</p> <p>Islamic law (Sharia) still has legal force in several countries today with varying degrees of influence.</p> <p>Since the medieval era, Muslims have been stereotyped as violent people engaged in a holy war against "infidels" (nonbelievers).</p> <p>VOCABULARY & KEY TERMS: Al-fana, caliphs, Five Pillars, hajj, Hijra, imam, Imam, jihad, Ka'ba, mosque, Qur'an, Ramadan, Shahada, Shari'a, shaykh, Shi'i, Sufi, Sunna, Sunni, Ummah.</p>	<p>geographic distribution.</p> <p>Identify instances of Islam's historical influence and evaluate the extent to which Islam has been a driving force throughout history.</p> <p>Analyze as a class the extent to which Islam exerts influence on the contemporary world through a collaborative research seminar.</p> <p>Evaluate through writing the relationship between religion and government in modern Islamic nations.</p> <p>Analyze the roots of contemporary discrimination against Muslims by actively listening to classroom discussion.</p>
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<p>differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Write an analysis to evaluate the global impact of Islam using maps, charts, political cartoons, and documents.
- Write an essay and/or reflective statement about a current event related to Islamic law, practice, political influence or fundamentalism.

- Take part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to Islam.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses to the power of radical Islamic propaganda.
- Students will compare and contrast secondary sources relating to radical Islamic political policies.
- Students will analyze the effectiveness of banning extremist Islamic political movements.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit III: Islam

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit III – Islam</p> <ul style="list-style-type: none"> • Historical Background and Cultural Context • Basic Islamic Teachings • Islam in the Modern World 	<p><i>BBC Religions: Islam Virtual Field Trip: Istanbul</i></p> <p>Video: Conquerers: Suleiman the Magnificent DVD: The Hajj (ABC News)</p> <p>Akbar Ahmed: <i>Islam Under Siege</i> (2003)</p> <p>Leila Ahmed: <i>Women and Gender in Islam: Historical Roots of Modern Debate</i> (1992)</p> <p>Martin Lings: <i>Muhammad</i> (1983)</p> <p>Amina Wadud: <i>Qur'an and Woman</i> (1999)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
UNIT IV: Hinduism, Buddhism, & Sikhism

TRANSFER: Identify regions of the world in which Hinduism, Buddhism, and Sikhism all exist together, and analyze the religious and historical roots of conflict in those areas.		
<p>GOALS:</p> <p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Hinduism, the oldest established religious tradition in the world, can be classified as either monotheistic or polytheistic, and reflects many aspects of Indian culture.	<ul style="list-style-type: none"> How are religions products of their historical environments?
	Buddhism was founded as a reaction against Hinduism and, unlike most religious traditions, does not believe in a God.	<ul style="list-style-type: none"> How do people use religion to adapt to changing circumstances?
	Sikhism is a blend of Hinduism and Buddhism, and Sikh identity is forged through common dress and appearance.	<ul style="list-style-type: none"> How can appearance reflect religious values or beliefs?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Hinduism, which grew out of more ancient Aryan and Dravidian religious traditions, was founded in India around 1500 BCE, and has spread to become the world’s third most popular religion.</p>	<p>Students will be able to:</p> <p>Analyze the religious, historical, and cultural context from which Hinduism emerged through the reading, highlighting, and annotating of various primary and secondary source documents.</p>

<p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting</p>	<p>Hinduism has no founder but traces its lineage back to a series of religious texts known as Vedas, the Upanishads, as well as epic poems such as the Mahabharata (part of which is the Bhagavad Gita), and the Ramayana.</p> <p>Hindus believe in reincarnation after death, and their conduct is guided by the concept of gharma, meaning duty and/or righteousness.</p> <p>Karma is a belief in a cause and effect relationship, whereby one's actions affect their fortunes in this life and the next.</p> <p>Hindus have thousands of Gods, but also believe in the force of Brahman which permeates all things.</p> <p>Hindus believe that the union of Atman with Brahman (called Moksha or Nirvana) frees one's soul from the cycle of birth, death, and rebirth, known as Samara.</p> <p>Buddhism was founded by Siddhartha Guatama (The Buddha or Enlightened One) in India/Nepal around 600 BCE, and today is the world's fourth most popular religion.</p> <p>Buddhists believe in reincarnation after death, karma, and emphasizes meditation, however, unlike Hindus, Buddhists do not believe in gods, follow the caste system, or engage in complex rituals.</p> <p>The Eight Fold Path and Four Noble Truths provide Buddhists with a code of conduct based on the life and</p>	<p>Explain through oral argumentations with a clear line of reasoning the role of religious texts to the founding of Hinduism.</p> <p>Identify and synthesize the basic teachings and practices of Hinduism through a close reading of historical texts.</p> <p>Assess as a class the role of karma in the life and belief system of a Hindu through a classroom discussion.</p> <p>Evaluate the relationship of the Hindu gods to the structure of its belief system.</p> <p>Analyze how the goal of Nirvana shapes the the lives of Hindus around the world through collaborative research.</p> <p>Identify the religious, historical, and cultural context from which Buddhism emerged through active listening to peers and the instructor in the classroom.</p> <p>Compare and contrast the beliefs systems of Buddhism and Hinduism by reading, highlighting, and annotating various historical texts.</p> <p>Analyze the basic teachings of Siddhartha and relate them to the practices of Buddhism in a oral presentation</p>
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<p>insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,</p>	<p>teachings of Siddhartha.</p> <p>Buddhists seek to achieve Nirvana, which is the freeing of one's soul from the cycle of birth, death, and rebirth known as Samara.</p> <p>Sikhism was founded by Guru Nanak in Punjab, India around 1500 CE, and is today the fifth most popular religion in the world.</p> <p>Sikhism is a monotheistic religion that professes reincarnation, and is based on working hard to earn a living, sharing wealth with the needy, and remembering God's name at all times.</p> <p>Like Hindus, Sikhs believe in Karma and meditation, and like Muslims, Sikhs believe in charity work and brotherhood, and neither religion has images of god, who is said to be formless.</p> <p>The Khalsa, an order to which most Sikhs belong, codified rules regarding dress and appearance, which serves to strengthen Sikh identity.</p> <p>VOCABULARY & KEY TERMS: artha, ascetic, Atman, avatar, Bhagavad-Gita, Brahman, brahmin, caste system, dharma, jnana marga, karma, maya, moksha, monism, Rig Veda, samadhi, samsara, nirvana, Sankhya, anatta, anicca, arhat, bodhisattvas, Buddha, Dalai Lama, dukkha, Five Precepts, Four Noble</p>	<p>format.</p> <p>Compare and contrast in written format the role of Nirvana in Buddhism with the role of Nirvana in Hinduism.</p> <p>Identify the religious, historical, and cultural context from which Sikhism emerged through a close reading of historical texts.</p> <p>Enumerate and synthesize the basic teachings and practices of Sikhism in written format.</p> <p>Compare and contrast Sikhism with various other world religions, including Hinduism and Islam through a small group discussion with classmates.</p> <p>Analyze the importance of dress and appearance to the identity of Sikhs throughout the world through careful research of current practices.</p>
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<p>qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Truths, Mahayana, mandalas, mantras, Middle Way, mudras, Noble Eightfold Path, Pali, Adi Granth, gurdwara, guru, haumai, hukam, immanent, Khalsa, Panth.</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Create a multimedia presentation in which they identify a common belief held by Hindus, Buddhists, and Sikhs, trace its development in all three religious traditions, and analyze its importance to all three groups in the modern world.
- Take part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to Hinduism, Buddhism, and Sikhism.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate various religious texts from Hinduism, Buddhism, and Sikhism.

- Students will identify common beliefs held by all three groups through classroom discussion.
- Students will research one belief held in common by Hindus, Buddhists, and Sikhs.
- Students will analyze how their chosen common belief evolved for each group over time, and its importance in the modern world.
- Students will synthesize all research on their common belief into a multimedia presentation.
- Students will reflect upon the multimedia presentation in writing and discussion, focusing on their understanding of and personal reaction to the content.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit IV: Hinduism, Buddhism, & Sikhism

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit IV- Hinduism, Buddhism, & Sikhism</p> <ul style="list-style-type: none"> ● Hindiusm <ul style="list-style-type: none"> ○ Historical Background and Cultural Context ○ Basic Hindu Teachings ○ Hinduism in the Modern World ● Buddhism <ul style="list-style-type: none"> ○ Hiistorical Background and Cultural Context ○ Basic Buddhist Teachings ○ Buddhism in the Modern World ● Sikhism <ul style="list-style-type: none"> ○ Historical Background and Cultural Context ○ Basic Hindu Teachings ○ Sikhism in the Modern World. 	<p><i>BBC Religions: Hinduism, Buddhism, Sikhism</i></p> <p>Swami Agnivesh, <i>Religion, Spirituality and Social Action: New Agenda for Humanity</i> (2003)</p> <p>Diana Eck, <i>Seeing the Divine Image in India</i> (1985)</p> <p>Madhuri Santanam Sondhi, <i>Modernity, Morality, and the Mahatma</i> (1997)</p> <p>Fred Eppsteiner, <i>The Path of Compassion: Writings on Socially Engaged Buddhism</i> (1988)</p> <p>Sulak Silvaraska, <i>Seeds of Peace: A Buddhist Vision for Renewing Society</i> (1992)</p> <p>Khushwant Singh, <i>Hymn of Guru Nanak</i> (1969)</p>

		Nikky-Guinder Kaur Singh, <i>The Birth of Khalsa: A Feminist Rememory of Sikh Identity</i> (2005)
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit V: Confucianism & Taoism

TRANSFER: Research and trace various aspects of modern Chinese culture and politics, and explain how Confucianism and/or Taoism influenced these developments.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social</p>	<p>Confucianism and Taoism reflect Chinese attitudes on nature, life, and morality, and both are crucial to appreciating Chinese culture.</p> <p>Confucianism and Taoism both attempt to achieve harmony, but do so in different ways.</p> <p>Confucian ideas continue to influence modern China in a multiplicity of ways.</p>	<ul style="list-style-type: none"> ● How can a person's culture be determined by religious beliefs or practices? ● How can different religious systems work toward the same goal? ● How does religion shape national identity?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Confucianism was founded by Confucius in China in approximately 550 BCE, and Taoism was most likely founded by LaoTzu in the the fourth century BCE.</p> <p>Confucianism is an ethical and philosophical system</p>	<p>Students will be able to:</p> <p>Identify the religious, historical, and cultural context from which Confucianism and Taoism emerged.</p> <p>Research and explain the basic teachings and overall</p>

<p>hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue</p>	<p>that focuses on how to achieve harmony in society. Confucius emphasized filial piety, loyalty, etiquette and virtue, and his teachings are contained in the Analects.</p> <p>Confucianism is based on the idea of the Five Constant Relationships, a doctrine summarizing the proper ethical principle for each basic human relationship, such as duty between ruler and subject.</p> <p>Confucianism has been instrumental throughout Chinese history, and many Chinese emperors based their policies on Confucian ideals.</p> <p>By transmitting traditions such as ancestor worship, Confucius sought to provide the fundamental ethical ideas with which to improve Chinese society.</p> <p>Taoism grew out of earlier Chinese philosophies, specifically with regard to the concepts of Yin and Yang.</p> <p>The Tao Te Ching is the sacred text of Taoism, and is said to contain the teachings of its founder, Lao Tzu.</p> <p>The Tao is the “way of nature”, and Taoism is an ascetic religion that teaches believers to live simply and in harmony with nature.</p> <p>Whereas Confucianism encourages conformity to</p>	<p>goals of Confucianism in an oral discussion. Evaluate the importance of the Analects to the belief system established by Confucius after reading, highlighting, and annotating various perspectives.</p> <p>Analyze the social and religious importance of the Five Constant Relationships to the followers of Confucianism.</p> <p>Assess the role of Confucianism in the political development of China by carefully listening to instruction and discussion from peers.</p> <p>Explain in written form how Confucius sought to establish an ethical framework for improving Chinese society.</p> <p>Identify the religious, historical, and cultural context from which Confucianism and Taoism emerged after reading various texts on the subject.</p> <p>Assess in a small group discussion with classmates the role of Lao Tzu and the Tao Te Ching in formulating modern Taoist beliefs.</p> <p>Analyze the ways in which Taoism teaches its followers to live in harmony with nature.</p> <p>Compare and contrast in writing the basic beliefs of</p>
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<p>by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>the social order through rigorous activity, Taoism provides a passive existence free of Confucian demands, celebrating the individualist life of harmony with the way of nature.</p> <p>VOCABULUARY & KEY TERMS: Analects, Book of Mencius, chun-tzu, Five Constant Relationships, jen, li, Neo-Confucianism, shu, Tao, te, wen, Chuang Tzu, paradoxes, Tao, Tao Te Ching, wu-wei, yang, yin</p>	<p>Confucianism and Taoism.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Debate whether Confucianism and Taoism are religions or philosophies. • Take part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to Confucianism and Taoism. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will research the basic tenets and beliefs of both Taoism and Confucianism. • Students will read various perspectives surrounding the nature of both belief systems, including perspectives from experts who view the systems as either religions or philosophies. • Students will formulate verbal arguments with a clear line of reasoning supporting one side of the debate as to whether Taoism and/or 		

Confucianism are religions or philosophies.

- Students will create a written argument supporting their side of the debate.
- Students will collaborate with peers to present their argument to the class in a formal debate.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit V: Confucianism & Taoism

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit V: Confucianism & Taoism</p> <ul style="list-style-type: none"> ● Confucianism <ul style="list-style-type: none"> ○ Historical Background and Cultural Context ○ Basic Confucian Teachings ○ Confucianism in the Modern World ● Taoism <ul style="list-style-type: none"> ○ Historical Background and Cultural Context ○ Basic Taoist Teachings ○ Taoism in the Modern World 	<p><i>BBC Religions: Confucianism and Taoism</i></p> <p>Livia Kohn, <i>Daoism and Chinese Culture</i> (2010)</p> <p>Rodney Taylor, <i>The Religious Dimensions of Confucianism</i> (1990)</p> <p>Tu Weiming and Mary Evelyn Tucker, <i>Confucian Spirituality</i> (2003)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit VI: Alternative Approaches to Religion

TRANSFER: Evaluate the growing interdependence of peoples’ differentiated needs for meaning in life and apply comparative perspectives to cross-cultural religious, social, and emotional experiences.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other</p>	<p>Traditional and non-traditional religions are products of their historical, cultural, and geographic context.</p>	<ul style="list-style-type: none"> ● How are religions products of their historical and cultural environments?
	<p>Religion plays a key role in identity formation and social cohesion.</p>	<ul style="list-style-type: none"> ● What is the role of traditional and non-traditional religion in shaping individual and group identity?
	<p>All religions, whether traditional or non-traditional, share general similarities but differ in their particulars.</p>	<ul style="list-style-type: none"> ● If people frequently interpret and judge contemporary issues with reference to their religious beliefs, how and why does religion continue to shape history and contemporary events?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>The historical, cultural, and geographic context from</p>	<p>Students will be able to:</p> <p>Identify the religious, historical, and cultural context</p>

<p>parts of the world.</p> <p>6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual</p>	<p>which the chosen religion emerged.</p> <p>The basic teachings and practices of the chosen religion.</p> <p>The similarities and differences between the chosen religion and other religions studied in this course.</p> <p>The extent to which the chosen religion has shaped history and continues to exert influence on contemporary affairs.</p> <p>The role and means of the chosen religion in shaping individual and group identity.</p> <p>Sources must always be evaluated in terms of their neutrality, accuracy, and usefulness.</p> <p>VOCABULARY & KEY TERMS: Big bang theory, Darwinism, fundamentalism, globalization, glossolalia, interfaith dialogue, liberalism, millennial age, modernization, multiculturalism, neurotheology, postmodernism, quantum mechanics, scientism, secular humanism,</p>	<p>from which the chosen religion emerged through thoughtful research, collaboration, and discussion with peers in the classroom.</p> <p>Enumerate and synthesize the basic teachings and practices of a religion of their choice in a written report.</p> <p>Compare and contrast in a brief oral presentation the chosen religion with one or more religions studied in the course .</p> <p>Evaluate the historical and contemporary influence of a chosen religion after reading, highlighting, and annotating various texts and interpretations of that belief system.</p> <p>Analyze the role of religion in shaping individual, national, and cultural identity through listening and discussing with peers in the classroom.</p> <p>Distinguish between neutral and biased sources, as well as between primary and secondary sources.</p>
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<p>evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to</p>	<p>traditionalism.</p>	
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<p>display information flexibly and dynamically.</p> <p>WHST.11-12..9: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Writing an analysis of maps, charts, political cartoons and documents to evaluate the impact of religion on either an individual society or region of the world. ● Writing about a current event related to traditional or non-traditional religious practice, belief system or movement. ● Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to alternative approaches to religion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read and analyze texts in groups explaining and deconstructing responses to religiously inspired revival movements. ● Students will compare and contrast secondary sources on the political and social structures of traditional or non-traditional religious movements. ● Students will analyze the influence on society by religiously inspired “<i>new religious movements</i>” and other non-traditional or controversial movements. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Religions
Unit VI: Alternative Approaches to Religion

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit VI - Alternative Approaches to Religion <ul style="list-style-type: none"> • Library Research (ongoing) • Project Presentations • Review & Final Exam 	<i>iTunesU - Intro to Religion</i> <i>BBC Religions</i>

