

<b>Course Title – Humanities Seminar</b>	
<b>Implement start year – 2017-2018</b>	
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<b>Unit # 3 – Man and God</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to comprehend, analyze, and evaluate the various contributions of historical figures, philosophers, artists, writers, and musicians as they express man's relationship with God.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # <a href="http://www.state.nj.us/education/cccs/2014/ss/standards.pdf">http://www.state.nj.us/education/cccs/2014/ss/standards.pdf</a></p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, 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.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</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.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>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. 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 style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.3</a> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.6</a> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.7</a> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.8</a> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.9</a> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><input type="checkbox"/> Flexibility and Adaptability  <input type="checkbox"/> Initiative and Self-Direction  <input checked="" type="checkbox"/> Social and Cross-Cultural Skills  <input checked="" type="checkbox"/> Productivity and Accountability  <input type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Religious development reflects a culture's perceived needs and norms and impacts its relationship with outside groups.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why have different religions developed?</li> <li>• What is the value of a religion to society?</li> <li>• How has religion shaped the world?</li> </ul>

<p><i>EU 2</i> Beliefs about God and religion bare a direct relationship to the ethical, moral, and relational beliefs of the individual.</p> <p><i>EU 3</i> Spirituality influences and inspires painters, musicians, architects, poets, and writers to create unique works of art based upon their beliefs.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Are science, technology, and secular thought a threat to religion?</li> <li>• How have beliefs about God and religion affected the actions of individuals in the past and today?</li> <li>• How do different individuals argue for and against the belief in God?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How do works of art (literature, paintings, symphonies, etc.) reflect the spiritual beliefs of the artist?</li> <li>• How does art change as societies become more or less religious?</li> </ul>
<p><b><u>Knowledge:</u></b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The basic beliefs, origins, and branches of major world religions.</li> <li>• The processes by which different religions have spread and interacted.</li> <li>• Statistics, facts, and opinions about religion and its effects on the world today.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Theories about the effect of spirituality on the individual.</li> <li>• Moral and legal codes based upon tenets of religious belief around the world.</li> <li>• Systems of philosophical thought not based upon religious belief.</li> <li>• Customs and theories about the purpose of life and what happens after death that have arisen from different religious traditions.</li> </ul>	<p><b><u>Skills:</u></b> <i>Students will be able to . . .</i></p> <p><i>EU 1, 2, 3</i></p> <ul style="list-style-type: none"> <li>• Research historical and current sources in order to find facts and arguments about man and God.</li> <li>• Compare and contrast the beliefs of the major world religions.</li> <li>• Justify the application of secular and religious law.</li> <li>• Analyze the relationship between religious belief and cultural norms and values.</li> <li>• Self-assess their own spiritual, moral, and religious belief systems.</li> <li>• Assess the religious and spiritual beliefs of others.</li> <li>• Critique various arguments for and against belief in God.</li> <li>• Examine art and architecture in order to analyze their depictions of Heaven, Hell, and the human body.</li> </ul>

*EU 3*

- Major works of religious art from various periods and cultures.
- The context and content of key religious texts (The Bible, The Koran, Bhagavad Gita, etc.).
- Examples of religiously inspired architecture.

- Research the past and present spread of religion and its resulting conflicts.
- Examine and evaluate different religious texts regardless of personal beliefs.

**Stage 2 – Assessment Evidence**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

***This is a list of possible activities to be implemented in the humanities classroom. Not every teacher will include every activity in his or her learning plan.***

- Teacher notes and PowerPoint presentations on various religions (A).
- Discuss whether or not the world is better off with religion (M, T).
- Bring in guest speakers representing different religions and have students ask questions (A).
- Read excerpts of religious texts and analyze the cultural values contained within (A, M).
- Compare and contrast the basic beliefs of the major monotheistic religions (A, M).
- Debate the definitions of subjective concepts such as “religion”, “cult”, and “spirituality” (A, M).
- Write an essay on the caste system and compare it to class in modern societies (A, M).
- Compile a resource bank of rhetorical strategies utilized in public speaking and religious debate (A).
- Interview family members and friends about their spiritual beliefs (A, M).
- Read “Inherit the Wind” and apply debates on teaching evolution to other debates between science and religion today (A, M, T).
- Read excerpts from Martin Luther’s “95 Theses” and write their own version of the text with the goal of reforming a modern institution (A, M, T).
- Watch documentaries or news footage focused on individuals caught up in religious conflict (A).
- Debate the role of religion in modern terrorism (M).
- View the documentary “Meet the Patels” and discuss the merits of arranged marriages and their relationship to religious beliefs (M).
- Analyze the creation stories from various religions (M).
- Read primary source accounts on the depictions of the role of church and the view of God (A).
- Examine religious art, architecture, music, and statuary (A, M).
- Listen to Handel’s “Messiah” and other musical compositions inspired by belief in God (A).

