

**NJCCCS AREA : Social Studies
North Brunswick Township Public Schools**

Comparative Religions

Acknowledgements

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Board Adoption_____

New Jersey Core Curriculum Content Standard Area: Social Studies

Topic/Course: Introduction to religion / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Whose point of view matters?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>Are there general lessons to be learned from history?</p> <p>How much influence do individuals have in changing history?</p>	<p><u>Objectives:</u></p> <p>1. Identify the origins of religion</p> <p>2. Explain the major theories of religion and how they influence people's lives (Animistic, Magic etc.)</p> <p>3. Interpret the numerous religious viewpoints and their benefits and consequences on human history (Essence of religion etc.)</p> <p>4. Examine how Karl Marx and Sigmund Freud's religious opinions contributed to the rise of Communism</p> <p>5. Analyze religion's affect on past and contemporary societies</p>	<p><u>Activities:</u></p> <p>1. Do Now: Students will answer critical thinking-cause and effect questions regarding religious beliefs.</p> <p>2. Group/class discussions: In groups of 4 students will share their personal religious beliefs and then discuss with the class.</p> <p>3. Compare and Contrast: Students will be given worksheets that identify various religions. The students will match religious systems based on the information.</p> <p>4. Map exercises: Students will fill in blank maps identifying the birthplace of specific religions.</p> <p>5. Essay: Students will read current newspaper articles on world events (Iraq war etc.) that are connected to religious ideology and write a 2-page paper identifying those connections.</p> <p>6. Film on Basic religions: Students will watch a film and answer questions on a worksheet.</p> <p>7. Q and A: After a lecture, students will answer questions based on the lecture.</p> <p><u>Materials:</u> Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, DVDs, TV, Laptop, and transparencies Check # 6</p> <p><u>Interdisciplinary Connections:</u> English <u>Cultural Diversity:</u> Check # 2</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Essays</p> <p>Chapter Quizzes and test</p> <p>Grading projects</p>	<p>1-2 weeks</p>
<p align="right">New September 2009</p>					

Topic/Course: Chapter 1: Characteristics of Basic Religions / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How do you locate legitimate sources?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>Are there general lessons to be learned from history?</p>	<p>1. Examine the evolution of basic religions and their contributions to modern-day religions</p> <p>2. Examine the two primary sources of information on basic religion, and determine their legitimacy</p> <p>3. Interpret the Cro-Magnon cave paintings</p> <p>4. Create a chart illustrating the common features of basic religions and their similarities to modern-day religions</p> <p>5. Compare and Contrast between magic and religion</p> <p>6. Analyze how past taboos contribute to modern-day taboos and social norms</p> <p>7. Evaluate how past rites of passage shape modern-day rites of passage</p>	<p><u>Activities:</u></p> <p>1. Lecture/student discussion: Students will take notes during lecture and be encouraged to share their thoughts on the topic.</p> <p>2. Internet research project: Students will search the internet for basic religions' primary and secondary sources and present their findings to the class before handing in written work for a grade.</p> <p>3. Analyze Cro-Magnon paintings and discuss their social purpose.</p> <p>4. Group work: In the tradition of Cro-Magnon cave paintings, students will be placed in groups of 3 or 4 and assigned the task of telling a story via a painting. All members of the group will contribute to the story by painting a section of a blank poster.</p> <p>5. Chart exercise: Students will create a chart juxtaposing basic and contemporary religious practices.</p> <p><u>Materials:</u> Textbook, pictures, art supplies</p> <p><u>Technology:</u> T.V., transparencies, computer, Music, DVDs, overhead projector refer to # 2</p> <p><u>Interdisciplinary connections:</u> Art, English</p> <p><u>Cultural diversity:</u> Group work on painting. Refer to # 4</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- reenactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essays</p> <p>Grading projects</p>	<p>1 ½ weeks</p>

Topic/Course: Chapter 2: Native American Religions / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>6.6.12</p> <p>Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>Are there lessons to be learned from history?</p> <p>How has migration affected a region?</p>	<p>1. Examine the origins of Native American religions</p> <p>2. Evaluate animism as it relates to hunting and agricultural societies?</p> <p>3. Discuss Native American taboos and their affects on Native American society</p> <p>4. Interpret the meaning of Native American music and dance in religious ceremonies</p> <p>5. Explain how the Native American Vision Quest is similar to a Christian pilgrimage</p> <p>6. Examine Christianity’s influence in the development of the Native American religions and modern-day culture</p>	<p><u>Activities:</u></p> <p>1. Do Now: Students will answer critical thinking questions regarding the development of Native American religious beliefs.</p> <p>2. Group/class discussions: Students will discuss the pros and cons of worshipping one god or many gods and their affects on culture</p> <p>3. Compare and Contrast: Students will view several pictures of Native American/European religious ceremonies and write down the similarities and differences.</p> <p>5. Essays: Students will write about the effects of religious taboos on Native American culture.</p> <p>6. Film on Native American religions: Students will watch film and answer questions on a worksheet.</p> <p>7. Q and A: After a lecture, students will answer questions based on the lecture.</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, DVDs, TV, Laptop, and transparencies Refer to # 6</p> <p><u>Interdisciplinary Connections:</u></p> <p>English, art</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grading projects</p>	<p>1 1/2 weeks</p>

Topic/Course: Chapter 3: African Religions / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>Why is there political and social conflict?</p> <p>Are there general lessons to be learned from history?</p>	<p>1. Examine African religions and their impact on past and modern-day African societies</p> <p>2. Explain the role native African ancestors play in contemporary African religions</p> <p>3. Identify the most common form of sacrifice in African religion</p> <p>4. Examine the “rites of passage” in African religions and their contributions to African culture</p> <p>5. Define and explain divination</p> <p>6. Evaluate the changes in African religions during the last century and their connections to the endless political and social conflicts in Africa</p> <p>7. Assess African scholars’ contributions to the history of African religions</p>	<p><u>Activities:</u></p> <p>1. Compare and contrast: Students will juxtapose worksheets outlining bullet- points of African religions and Native American religions and write a summary paper to be discussed in class, and collected for a grade.</p> <p>2. Presentations: Students will research the internet for African religious symbols, design a poster illustrating the symbols, and write a 1-page summary on the symbols and their meanings.</p> <p>3. Debate: Students will be split into two groups. One group will support European religious influence on African religions and the other group will argue against European religious influence on African religions.</p> <p>4. Lectures with Q and A</p> <p><u>Materials:</u> Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, DVDs, TV, Laptop, and transparencies Refer to # 2</p> <p><u>Interdisciplinary Connections:</u> English, art</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grading project</p>	<p>1-2 weeks</p>

Topic/Course: Chapter 4: Hinduism / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>How much influence do individuals have in changing history?</p> <p>How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?</p> <p>6.6.12</p> <p>Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>How does migration affect a region?</p>	<p>1. Determine the early history of Hinduism</p> <p>2. Analyze the Aryan people's invasion of India and their influence on Indian culture.</p> <p>3. Interpret the Riga-Veda, the Upanishads, and the Law of Manu and their contributions to Indian society?</p> <p>4. Explain Why the religions of Jainism and Buddhism were rejected by Hinduism?</p> <p>5. Identify the three major gods of Hinduism</p> <p>6. Explain the role of goddesses in Hinduism</p> <p>7. Examine the central features of the caste system</p> <p>8. Evaluate Islam's influence on Hinduism and Indian society</p> <p>9. Assess the impact of Gandhi's nonviolence movement</p>	<p><u>Activities:</u></p> <p>1.Map: Students will label map of India with the major religions of India. To be discussed and graded.</p> <p>2.Group reading/worksheet assignment: Students will work in groups of 3 or 4 reading chapter material and helping each other answer worksheet questions. Worksheets to be review in class discussion.</p> <p>3.Students will watch documentary on the Aryan migration to India, followed by a class discussion on cultural diversity. Students will also write a 2-page essay on the Aryan invasion's affect on Indian culture.</p> <p>4.Lectures with Q and A, and note taking</p> <p><u>Materials:</u> Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, DVDs, TV, Laptop, and transparencies Refer to # 3</p> <p><u>Interdisciplinary Connections:</u> English</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grading projects</p>	<p>2 weeks</p>

Topic/Course: Chapter 5: Jainism / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>Why is there political and social conflict?</p>	<p>1. Examine the origins of Jainism and why Mahavira founded Jainism as a challenge to Hinduism</p> <p>2. Evaluate Jainism’s beliefs and affect on India’s castes system, and social norms</p> <p>3. Explain how Jainism challenged the social and political institution of Hinduism</p> <p>4. Analyze Jain’s contributions to the world’s religions</p>	<p><u>Activities:</u></p> <p>1.Students will take notes from a PowerPoint presentation on the origins of Jainism.</p> <p>2.Lecture/note-taking, followed with a Q and A session</p> <p>3.Comprehension exercise: In class, students will read a Jain story and interpret the stories meaning(s) via footnotes. The activity will be followed by a class discussion. Footnotes will be collected and graded.</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, and transparencies</p> <p>Refer to # 1</p> <p><u>Interdisciplinary Connections:</u></p> <p>English</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p>	<p>3 days</p>

Topic/Course: Chapter 6: Buddhism / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>Are there general lessons to be learned from history?</p> <p>How much influence do individuals have in changing history?</p> <p>How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?</p>	<p>1. Determined the origins and teachings of Buddhism</p> <p>2. Examine why 3rd century Indian rulers helped spread Buddhism to neighboring Asian countries</p> <p>3. Compare and contrast the Four Noble Truths with their own religious truths</p> <p>4. Discuss why Buddhism is called the “middle way”</p> <p>5. Explain, according to the Buddha, humanity’s central problem</p> <p>6. Determine why today’s Tibetan monks are in exile</p> <p>7. Assess the 14th Dalai Lama’s contributions to the spread of Buddhism and the survival of the Tibetan monks</p>	<p><u>Activities:</u></p> <p>1. Use of a Venn Diagram: In a class project - students will use a Venn diagram and textbook material to compare the lives of Gautama and Mahavira</p> <p>2. Students to create a Buddhist chart of the Four Noble Truths and include the students’ own noble truths. (Take home project to be presented in class)</p> <p>3. Research paper on the 14th Dalai Lama: Students will use the MRC computers during class period to research topic.</p> <p>4. Lectures with Q and A</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, and transparencies, computer Refer to # 3</p> <p><u>Interdisciplinary Connections:</u></p> <p>English</p> <p><u>Cultural Diversity:</u> Refer to # 2</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p>	<p>1-2 weeks</p>

Topic/Course: Chapter 7: Sikhism / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>What causes societies to change over time?</p> <p>How much influence do individuals have in changing history?</p>	<p>1. Illustrate the development of Sikhism</p> <p>2. Explain how Muslim invasions inspired religious reforms in India</p> <p>3. Analyze Islam’s influence on Sikhism ideology</p> <p>4. Define the three major sects of Sikhism and how they add to the diversity of India’s culture</p> <p>5. Examine how modern-day India’s Hindu adherents threaten the existence of Sikhism</p>	<p><u>Activities:</u></p> <p>1.Students will create a timeline illustrating the historical development of Sikhism, and write a synopsis</p> <p>2.Lecture with note taking and Q and A</p> <p>3.Watch short documentary on Sikhism and take notes</p> <p>4.Critical thinking questions: (ex Should a conquered people accept a conqueror’s religious beliefs?) Students will write their answers and discuss in class</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, transparencies, DVD player and computer</p> <p><u>Interdisciplinary Connections:</u></p> <p>English, math</p> <p><u>Cultural Diversity:</u> Refer to # 4</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p>	<p>3 days</p>

Topic/Course: Chapter 8/9: Chinese Religions - Shinto / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>Are there general lessons to be learned from history?</p> <p>How much influence do individuals have in changing history?</p> <p>Why is there political and social conflict?</p>	<p>1. Survey the different Chinese religions and their beliefs</p> <p>2. Examine Lao-Tzu's religious philosophy and its influence on Asian societies</p> <p>3. Analyze the decline of China's feudal system and its affect on religion and China's culture</p> <p>4. Determine the development of Taoism and Confucianism and its political and social threat to China's modern-day government</p> <p>5. Examine Kung and his religious philosophy and its influence on Chinese culture</p> <p>6. Analyze the contemporary issues facing traditional Chinese religions</p> <p>7. Evaluate how current Chinese leaders view Taoism and Confucianism</p> <p>8. Examine the development Japan's Shinto religion</p>	<p><u>Activities:</u></p> <p>1. Debate: Students will be split into debate teams of 4 to debate whether Taoism and Confucianism are true religions.</p> <p>2. Chinese zodiac calendar: Students will create a Chinese zodiac calendar using class notes, a sample calendar and art supplies. Students will work independently.</p> <p>3. Critical thinking questions: Students will be answering questions about the lives of Confucius and Lao-Tzu, and interpreting in their own words the teachings of both religious leaders.</p> <p>4. Lectures with note taking and Q and A</p> <p>5. Map work: Students will analyze a political map of China during the time of Confucius and Lao-Tzu to determine the influence of various religions across China</p> <p><u>Materials:</u> Textbook, pictures, art supplies</p> <p><u>Technology:</u> T.V., transparencies, computer, Music, DVDs, overhead projector</p> <p><u>Interdisciplinary connections:</u> Art, English</p> <p><u>Cultural diversity:</u> Refer to # 1</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex-reenactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grading projects</p>	<p>1-2 weeks</p>

Topic/Course: Chapter 11: Judaism / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>Are there general lessons to be learned from history?</p> <p>How much influence do individuals have in changing history?</p> <p>Why is there political and social conflict?</p>	<ol style="list-style-type: none"> Determine the origins and beliefs of the Jewish religion Explain the role of biblical prophets and how they guide today's Jewish leaders Examine the various branches of Judaism Examine the development of the Talmud Evaluate the importance of the Nazi Holocaust in regards to contemporary Jewish thinking Analyze on the political and social conflict between the Jewish and Arab people Determine the reasons for the creation of the state of Israel after WWII Analyze the current issues affecting Jews, including anti-Semitism 	<p><u>Activities:</u></p> <ol style="list-style-type: none"> Vocabulary worksheets: In class, students will review worksheets of chapter terms In class reading/discussion: Students will read passages from the Exodus, take notes, and discuss the story of Moses. Watch film " The Ten Commandments," followed by class discussion. Students will also write down their thoughts on the story of Moses to be shared in class. Research paper on the Holocaust: Students will use the MRC to research information on the Holocaust. (3- page paper) Lectures with Q and A, and note taking Play jeopardy style review games Time magazine articles: Students will be reading articles on current Palestine-Israeli crisis and writing an analysis to be discussed and collected. <p><u>Materials:</u> Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, and transparencies Refer to # 3</p> <p><u>Interdisciplinary Connections:</u> English</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Essay</p> <p>Chapter Quizzes and test</p>	<p>2 weeks</p>

Topic/Course: Chapter 12: Christianity / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>How much influence do individuals have in changing history?</p> <p>What causes societies to change over time?</p> <p>How have individuals and groups worked to combat instances of prejudices, cruelty and discrimination?</p> <p>Why is there political and social conflict?</p>	<p>1. Explain the origins and basic beliefs of Christianity</p> <p>2. Examine the life of Jesus of Nazareth</p> <p>3. Determine Jesus’ impact on Jewish history</p> <p>4. Compare and contrast the similarities between Judaism and Christianity</p> <p>5. Discuss the political and social conflicts Christianity created among the Romans and Jewish people</p> <p>6.</p> <p>7. Evaluate how the Roman Emperor Constantine saved Christians from persecution</p> <p>8. Examine Martin Luther’s impact on Christianity</p> <p>9. Assess the importance of the Protestant Reformation’s impact on world history</p> <p>10. Examine Christianity’s ideology in regards to dealing with current social issues</p>	<p><u>Activities:</u></p> <p>1. Vocabulary worksheets: In class, students will review worksheets of chapter terms</p> <p>2. In-class reading/discussion: Students will read passages from the New Testament, take notes, and discuss the story of Jesus, and the apostles</p> <p>3. Watch film “Jesus of Nazareth,” followed by class discussion. Students will also write down their thoughts on the story of Jesus.</p> <p>4. Lectures with Q and A, and note taking</p> <p>5. Group presentations on Christianity’s impact on world history</p> <p>6. Students will Interpret in their own words, parables of Jesus</p> <p>7. Venn diagram: Students will use a Venn diagram and class notes to find similarities between Judaism and Christianity, and share their conclusions.</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, and transparencies # 3</p> <p><u>Interdisciplinary Connections:</u></p> <p>English</p> <p><u>Cultural Diversity:</u> See # 7</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grade projects</p>	<p>2 weeks</p>

Topic/Course: Chapter 13: Islam / Comparative Religions

Grade: 10-12

Essential Question NJCCC Standard	NJCCCS- Skills/Objectives	Instructional Strategies Activities/Materials/ Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How are present events related to past events?</p> <p>6.3.12</p> <p>World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>How much influence do individuals have in changing history?</p> <p>What causes societies to change over time?</p> <p>Why is there political and social conflict?</p>	<p>1. Examine the origins and beliefs of Islam</p> <p>2. Interpret the prophet Muhammad’s teachings and their impact on current Middle Eastern politics</p> <p>3. Summarize Muhammad’s influence on Muslim’s past and present society</p> <p>4. Compare and contrast the similarities and differences between Islam, Judaism, Christianity and their political and social impact on society</p> <p>5. Determine the geographic locations of Muslims throughout the world</p> <p>6. Analyze the contemporary issues affecting today’s Muslims</p>	<p><u>Activities:</u></p> <p>Do now: Students will answer questions based on homework assignments</p> <p>Note taking: Students will take notes on lectures</p> <p>1.Map exercise: Students will examine a map illustrating countries with heavy Muslim populations, and read chapter on Islam to determine how Islam spread throughout the world.</p> <p>2. Worksheet exercise: Students will use their class textbooks to answer questions on Islamic ideology</p> <p>3. Students will read articles on Islam and stereotypes, and answer worksheet questions based on the articles. Class discussion will follow.</p> <p>4. Students will watch a short documentary on the history of Islam, take notes, and discuss.</p> <p>5. Lecture with Q and A</p> <p><u>Materials:</u></p> <p>Textbook, worksheets, films, PowerPoint slides, maps,</p> <p><u>Technology:</u> Overhead projector, TV, Laptop, and transparencies</p> <p>Refer to # 4</p> <p><u>Interdisciplinary Connections:</u></p> <p>English</p> <p><u>Cultural Diversity:</u> Refer to # 3</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Q and A on Do now questions</p> <p>Check homework</p> <p>Evaluate class participation (ex- re-enactments, answering questions etc.)</p> <p>Evaluate class discussions</p> <p>Chapter Quizzes and test</p> <p>Essay</p> <p>Grade projects</p>	<p>2 weeks</p>