

Secaucus Board of Education

Comparative Religions and Cultures Course Codes: 2532 & 2535 *Social Studies*



*Born on December 2016
Aligned to the NJSL-ELA adopted 2016
Aligned to the Social Studies, Technology, and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on January 19, 2017*

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District Equity Statement

It is the policy of Secaucus Public School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or marital status. The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Course Description

Comparative Religions & Cultures is designed to allow students to examine, understand, and respect the many different prominent religions and unique cultures of the world. The philosophy behind the study of religion and culture is to allow students to understand religious thought and practices as aspects of the culture and society that produced them. It offers an opportunity to explore beliefs and ideas, philosophies and mythologies, rituals and symbols, etc., that shape the cultures and civilizations of the world both in historical perspective and as contemporary phenomena. The process of this cultural exploration sensitizes students to the variety of traditions, commitments, and cultures which exist in our world, both globally and locally.

The course begins with an overview of the development of religion and culture in primal traditions and moves forward to examine Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Zen Buddhism, Shintoism, and the religions of ancient Greece and Rome. Students will examine the three great monotheistic religions of Judaism, Christianity, and Islam and the cultures that practice them.

In order to ensure that our students are productive, tolerant, and knowledgeable citizens of the 21st century, a basic understanding of religion and culture is imperative. For thousands of years, human beings have inquired into the meaning of life, often expressing their thoughts in the form of religious myth, ritual, and theology. Teaching our children about world religions and how cultures are formed helps cultivate the art of existential inquiry: learning to ask and answer the core questions of life: *Who am I? Where did I come from? Where am I going? and Why?*

Interdisciplinary Connections

- ✓ Social Studies: analysis of multiple cultures, analyzing contemporary and past events
- ✓ Science/Biology: tracking human evolution, ecology and nature
- ✓ Language: analysis of language

- ✓ Art: creation of visual displays
- ✓ English: analyzing and creating myths, graphic organization of information and written analysis
- ✓ Art: designing a totem
- ✓ Media: public Speaking
- ✓ Technology: research and data collection

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit:</p>	<p>Introduction: What is Anthropology?</p>	
<p>Timing:</p>	<p>Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is Anthropology? • What are the four sub-fields of Anthropology? • What is a hominid? • What is ethnocentrism? • How can archaeologists understand cultures of the past when no written records remain? • What features do all cultures share, and how do cultures differ? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand that anthropology is the study of humankind, past and present, that draws and builds upon knowledge from social and biological sciences, as well as the humanities and the natural sciences ❖ Examine how all cultures share certain elements, but variation exists both between cultures and within them ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience 	<p>Activities, Investigation, and Student Experiences:</p> <p>Hominids to <i>Homo sapiens</i> through the BBC's "Walking With Cavemen" series; focusing on <i>Australopithecus afarensis</i>, <i>Homo habilis</i> and <i>Homo neanderthalensis</i></p> <p>Archaeological Approach: Digital field trip to Machu Picchu. In lieu of written records, Archaeologists must use what they "dig up" to put together a story for ancient people.</p> <p>Linguistic Approach: Explain the significance of the Rosetta Stone's discovery.</p> <ul style="list-style-type: none"> • Have students work in groups to identify regional slang and vernacular (hello, yo, howdy etc.) to explain how language is tied to a cultural region.

	<ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<p>Cultural Approach: Explain “Ethnocentrism”; explain how to correctly evaluate culture</p> <ul style="list-style-type: none"> • Have students work in groups to discuss aspects of foreign culture that make them uncomfortable while coming up with cultural practices in the United States that may seem strange to a foreigner; class discussion
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<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>❖ Paraphrase evidence from text</p> <p>❖ Refer to the text for support when analyzing and drawing inferences</p> <p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p>Videos:</p> <p>BBC's "Walking With Cavemen"</p> <p>National Geographic's MegaStructures: Machu Picchu</p> <p><u>History: Machu Picchu</u></p>
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<p>Unit:</p>	<p>Myths, Gods, and Monsters</p>	
<p>Timing:</p>	<p>Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the correlation between the "celestial beings" and various myths and gods? • What is the multi-cultural significance of the "Orion Constellation"? • Who are the Norse? • What are the tenets of Norse mythology? • How do the Aesir 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Students will be able to identify the religious symbols and mythology of pre-Christian Europe ❖ Students will juxtapose various myths between Norse, Christian, Ancient Greek, Hindu and Ancient Egyptian traditions. ❖ Students will be able to identify remnants of Norse culture in modernity. ❖ Students will be able to identify various constellations of cultural and mythological importance ❖ Make personal connections, make 	<p>Activities, Investigation, and Student Experiences:</p> <p>Vocabulary/People from readings and lectures.</p> <p>Assessment/Review Questions at the end of readings/videos/lectures</p> <p>Video Clip (Short): Gigapixels of Andromeda</p> <p>Video (Short): Odin and the Lords of Asgard</p> <p>Video (long) Mythic Warriors: Perseus</p> <p>Norse Creation myth compared to Egypt and Greece</p> <p>Odin Myths</p> <ul style="list-style-type: none"> • Uncovering the Runes • How Odin Lost his Eye

<p>compare with the Olympians?</p> <ul style="list-style-type: none"> • What Norse traditions have survived and carried over into Christian Europe? 	<p>connections to other text, and/or global connections when relevant</p> <ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of 	<ul style="list-style-type: none"> • Valhalla <p>Thor Myths</p> <ul style="list-style-type: none"> • The Creation of Thor's Hammer • Battles with Jormungand <p>Loki</p> <ul style="list-style-type: none"> • Loki's Children • The Death of Baldur • Loki's Punishment and Escape <p>Ragnarok</p> <p>Polytheistic God Creation Project</p> <p>The Night Sky Project</p>
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	<p>each source</p> <ul style="list-style-type: none"> ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p><u>Mythic Warriors</u></p> <p><u>Norse Mythology</u></p> <p>Netflix</p>

Unit:	Religion and Magic	
Timing:	Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.	
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
Essential Questions:	<ul style="list-style-type: none"> • Are there universal characteristics of belief systems that are common across people and time? • To what extent do belief systems shape and/or reflect culture and society? • What role or purpose does religion / 	Objectives:
<ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ❖ Religion is created in response to four universal needs and conditions; a need for intellectual understanding, reversion to childhood feelings, anxiety/uncertainty and a need for community. ❖ People attempt to commune with the supernatural through ceremonies and rituals. ❖ There are wide variations in religious beliefs and practices. ❖ Make personal connections, make 	Activities, Investigation, and Student Experiences:	<p>Profile Study: The 14th Dalai Lama: Investigate the conflict between the Tibetan people and the Chinese government, focusing on the ideologies of Mao’s communism and Tibetan Buddhism. Watch “The Human Torches of Tibet”.</p> <p>Archeological Approach: Analyze the religion of the Aztecs focusing on Sun worship, blood sacrifice and the use of psychoactive plants and fungi.</p> <p>Explain to students how polytheistic religions often have Gods to represent various natural phenomena.</p>

<p>spirituality serve in a culture?</p> <ul style="list-style-type: none"> • How are belief systems represented and reproduced through history, literature, art, and music? • How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)? 	<p>connections to other text, and/or global connections when relevant</p> <ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of 	<p>Have students create their own God with back-story, what aspect of nature the God represents and how practitioners would worship the God; include drawing</p> <p>Examine the shamanistic religion of the Azande people in Zaire (Central Africa)</p> <p>Examine the various beliefs regarding the afterlife and burial rituals held amongst different cultures throughout time (Sati in India, Neanderthal burials, depictions of Heaven and Hell in different cultures etc.)</p>
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	<p>each source</p> <ul style="list-style-type: none"> ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p>Video:</p> <p>BBC's "The Human Torches of Tibet"</p> <p>YouTube Dalai Lama lecture clips</p>

<p>Unit:</p>	<p>Abrahamic Traditions</p>	
<p>Timing:</p>	<p>Approximately eight weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what way are Judaism, Christianity and Islam linked? • In what ways do the Abrahamic traditions differ from each other? • How have the Abrahamic traditions changed over time? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the major themes and symbols of the Abrahamic religions. ❖ Identify the years in which the Abrahamic religions were created. ❖ Identify key figures and stories within the Abrahamic traditions. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence 	<p>Activities, Investigation, and Student Experiences:</p>
	<p>Vocabulary and Assessment Questions within <i>Living Religions</i> text.</p> <p><u>Judaism</u></p> <p>Creation: Adam and Eve and the Garden of Eden</p> <p>Debate: How are women depicted in Genesis</p> <p>Abraham Stories:</p> <ul style="list-style-type: none"> A) Sodom and Gomorrah B) Sacrifice of Isaac <p>*Video Clip: "The Bible"</p>	

<p>Exodus: Moses</p> <p>Video Clip: "The 10 Commandments"</p> <p>Historicity: What evidence exists in Egyptian history to support the Exodus story?</p> <p>Culture: Passover celebration</p> <p>King David:</p> <p>A) David and Goliath</p> <p>B) Bathsheba</p> <p>*Video: "The Bible"</p> <p>Roots of Anti-Semitism: Why have the Jewish people been targets of discrimination throughout their history?</p> <p>Geography: Map of Jewish Migration</p> <p>Video Clip: Shabbat Elevator</p> <p>Politics/History: Creation of the State of Israel</p> <p><u>Christianity</u></p> <p>Life of Jesus:</p> <p>A) Virgin Birth</p> <p>B) Miracles and Teachings</p> <p>C) Trial of Jesus</p> <p>D) Crucifixion and Death</p> <p>Foundations of Christianity:</p>	<p>from text</p> <ul style="list-style-type: none"> ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when
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<p>analyzing and drawing inferences</p>	<p>A) Emperor Constantine B) The Crusades C) Martin Luther and the Reformation</p> <p>Culture: The Trappist Monks</p> <p>Debate: Aside from a religious leader, was Jesus also a political reformer?</p> <p>Cultural Holidays: A) Christmas B) Easter</p> <p>Video Clip: "The Bible" (Jesus episodes)</p> <p>Culture: What effect has Christian Conservatism had on American politics?</p> <p>Video Clip: Jesus Camp</p> <p><u>Islam</u></p> <p>Life of Mohammad: A) Childhood B) Conquest of Mecca C) Rededication of the Kaaba</p> <p>Controversy: Sunni vs. Shiite</p> <p>Tennant of Islam in the Quran</p> <p>Geography: Spread of Islam A) Taj Mahal</p>
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<p>B) Ottoman Empire 1.) Hagia Sofia Hajj: Journey to Mecca Geography/History: Rise of Radical Islam A) Colonial History B) Iranian Revolution C) Creation of ISIS A) The Prophecy of the Mahdi</p>		
<p>Assessments:</p> <p>Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard DVD/video player Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit <u>World's Largest Pilgrimage: Hajj Documentary</u> <u>The Shabbat Elevator</u> <u>Let My People Go (1956)</u> <u>Forbes Article</u> <u>Sunnis and Shia: Islam's ancient schism</u> Netflix</p>
	<p>Unit:</p> <p>Buddhism/Hinduism</p>	

<p>Timing:</p>	<p>Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p align="center">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major tenets of Hinduism? • What are the major tenets of Buddhism? • What are the religious majority and minority groups of India and South East Asia? • What are foundations of the feud between China and Tibet? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify Hindu deities by image and symbology ❖ Identify basic biographical features of the Indian sub-continent ❖ Analyze Hindu scripture in its literal and philosophical context ❖ Understand the foundations and structure of the caste system ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text 	<p>Activities, Investigation, and Student Experiences:</p> <p>Archived Supplemental Videos</p> <ul style="list-style-type: none"> A) Ganesha's race B) Manu's Deluge C) Symbols of Shiva D) Life of Buddha <p>Teacher generated multi-media presentations and assessment questions for unit focusing on</p> <ul style="list-style-type: none"> A) Shiva B) Vishnu

<p>C) Hindu creationism</p> <p>Assigned Readings</p> <p>A) Ganges River</p> <p>B) Panchen Lama</p> <p>C) Bhagavad Gita</p> <p>Vocabulary Quizzes</p> <p>Unit Test</p>	<ul style="list-style-type: none"> ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences
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Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p><i>Living Religions 8th Edition</i> - M. Fisher</p> <p><i>Introducing Cultural Anthropology 4th Editions</i> - R. Lenkeit</p> <p>Teacher Generated Powerpoint questions</p> <p>Teacher Generated Worksheets/Readings</p> <p>Wildest India (BBC)</p>

<p>Unit:</p>	<p>Family, Kinship, Gender Roles and Sexuality</p>	
<p>Timing:</p>	<p>Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does family play a role in shaping our values and beliefs? • Why is marriage universal? • How has courtship and marriage changed? • How does gender dictate duties performed in a society? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ The relative status of women compared to that of men varies from one area of life to another. ❖ Although all societies regulate sexuality to some extent, societies vary considerably to what degree. ❖ Marriage is a socially approved sexual and economic union usually between a man and a woman ❖ Societies are different in how they group and distinguish relatives ❖ Make personal connections, make connections to other text, and/or global connections when relevant 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Sparta vs. Athens: Investigate the distinct differences of the role of women in Ancient Greece in these two regions. • Polynesia: Evaluate the phenomenon of the fa’afafines in Samoa as they pertain to gender roles. • Bacha Bazi: Investigate the exploitation of young Pashtun “Tea Boys” in Afghanistan • Class Discussion: Provide students with a list of various activities and have them decide whether the duties stated would be performed by a man or woman, discuss why they chose a certain gender to perform the duty.

<ul style="list-style-type: none"> • The Ik of Uganda: Investigate the existence of “age-bands” in regards to Uganda’s Ik people. • Totem: introduce students to Totems. • Have students design their own Totem and present why they chose the particular animal to represent their clan. Who is the student’s “clan” comprised of? 	<ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic 	
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	<p>when exploring information from different media and formats.</p> <ul style="list-style-type: none"> ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p>Textbook: <i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p>PBS's "The Dancing Boys of Afghanistan"</p>

<p>Unit:</p>	<p>The Environment : Subsistence Strategies and Economy</p>	
<p>Timing:</p>	<p>Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do humans utilize and manipulate their environment? • What are the different subsistence strategies people utilize? • How do modern governments affect the environment and subsistence strategies of indigenous people 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Environment is a restraining factor in food collection, while technological and political factors allow a group to overcome nature’s limitations ❖ All societies have economic systems, even when there is no currency ❖ Every society makes use of technology via tools, construction methods and required skills ❖ People have the ability to change their environment in both negative and positive ways. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Ecocide: investigate humans’ ability to destroy their habitat by investigating the ecological destruction of Rapa Nui • Clash of Modernity: investigate the plight of the Ma’dan Marsh Arabs at the hands of Saddam Hussein’s regime in the 1990’s. • Debunking the Ecological Indian Myth: examine how the Iroquois contributed to deforestation and species endangerment through slash and burn farming and over-hunting beavers

- Class Discussion: Have students analyze food-production in an industrial society like the USA
- Debate the pros and cons of living in such a system considering issues like processed foods and reliance on technology.

- ❖ Make personal connections, make connections to other text, and/or global connections when relevant
- ❖ Write for a specific purpose and audience
- ❖ Read required texts prior to discussions
- ❖ Paraphrase and directly quote evidence from text
- ❖ Model appropriate behavior during discussions
- ❖ Explore inquiry topics through short research projects
- ❖ Utilize strategies to unpack a writing prompt
- ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader
- ❖ Understand and apply conversational, academic, and domain specific vocabulary
- ❖ Revise and edit intentionally to improve writing
- ❖ Engage in conversations about grade-appropriate topics and texts
- ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- ❖ Avoid plagiarism in writing

	<ul style="list-style-type: none"> ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p>BBC's "Mystery of Easter Island"</p>

<p>Unit:</p>	<p>Human Thought and Behavior</p>	
<p>Timing:</p>	<p>Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the structure of the human brain affect our behavior and decisions? • How can charismatic leaders utilize propaganda techniques to gain followers? • What do suppressive fringe groups and/or cults have in common? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the Neocortex, Limbic System and the Reptilian Complex within the human brain and site their functions ❖ Identify various propaganda techniques such as "appeal to authority, appeal to emotion, bandwagon and scapegoat" ❖ Identify the origins and goals of fringe/cult groups like Aum Tenrikyo, The People's Temple, The Nation of Islam and Scientology and how they recruit members ❖ Make personal connections, make connections to other text, and/or global 	<p>Activities, Investigation, and Student Experiences:</p> <p>Three Parts of the Brain reading assignment Journal Writing: Fear Journal Writing: Authority</p> <ul style="list-style-type: none"> • Propaganda Techniques presentations • (Video Clips) Change My Mind - Propaganda techniques • Scientology and the Life of L. Ron Hubbard (PowerPoint) • (Video) BBC Panorama - Scientology and Me • Propaganda Study - Tommy Davis Interview (NBC) • Aum Shrinkyo and the Life of Shoko Asahara

<ul style="list-style-type: none"> • How do fringe leaders use imagery and symbols of "traditional" religions to gain legitimacy? • What is tax-exempt status and why do fringe groups strive to obtain it? 	<p>connections when relevant</p> <ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source 	<p>(Powerpoint)</p> <ul style="list-style-type: none"> • (Video) Japan's Strange Insurrectionist Cult • The Nation of Islam and The Story of Yakub (PowerPoint) • The evolution of Malcolm X's beliefs and assassination (lecture) • Malcolm X interview (video clip) • The Peoples Temple and Jim Jones (PowerPoint) • Video Clips (John Jacobs Power Team, Braco "Power of the Gaze")
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	<ul style="list-style-type: none"> ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p>Textbook: <i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p><u>National Geographic Proves Teaching on Mr. Yakub</u></p> <p><u>Church of Scientology</u></p> <p><u>Propaganda Techniques</u></p> <p><u>Cult attraction: Aum Shinrikyo's power of persuasion</u></p>

<p>Unit:</p>	<p>Politics and Social Order</p>	
<p>Timing:</p>	<p>Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the different forms of political organization and leadership? • How are formal and informal means utilized in social control? • What are the causes of violent conflict? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ All societies have customs and procedures to deal with decision making and resolution of disputes ❖ The personal qualities of an effective leader are universal. ❖ People are likely to resort to violence when effective means of conflict resolution are not available ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience 	<p>Activities, Investigation, and Student Experiences:</p> <p>Class Discussion: Have students research a famous leader in history</p> <ul style="list-style-type: none"> • What were this leader's policies? • What personality traits allowed this person to be successful? <p>Have students use a graphic organizer to show the difference between a chiefdom, tribe, band and state</p> <p>Investigate various forms of conflict (feuds, raiding and large-scale confrontation) and evaluate what these forms of conflict have in common.</p>

	<ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	
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	<ul style="list-style-type: none"> ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p>Textbook: <i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p>

<p>Unit:</p>	<p>The Arts</p>	
<p>Timing:</p>	<p>Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>	
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>Social Studies: 6.1.12.D.14.e, 6.2.8.D.3.d RH.11-12.1, RH.11-12.4, RH.11-12.9, RH.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.9. WHST.11-12.10</p> <p>Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people create art? • How does art change when cultures blend? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Studies suggest correlation between musical styles and societal complexity ❖ Myth’s may represent a societies deepest preoccupations ❖ Body decoration may be used to delineate social standing, gender or occupation ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Investigate the cave paintings at Lascaux to determine why prehistoric humans decided to create art. <ul style="list-style-type: none"> ○ Have students design their own “cave painting”; depicting something that describes their habitat or lifestyle. • Class Discussion: Examine traditional Navajo rugs compared to ones sold at modern trading posts. <ul style="list-style-type: none"> ○ Does a culture become a caricature of itself when its art is created for tourist souvenirs? <p>Music in Culture: Prepare a presentation introducing students to cultural specific percussion instruments and various fretted instruments that are related to the guitar</p>

<p>focusing on the instruments' cultural context and a recording containing the instrument. The goal of this presentation is to demonstrate how cultures share common traits, but may be slightly different. Ex. of Guitars: Sitar, Shamisen, Balalaika, Oud. Percussion: Guiro, Tabla, Djembe, Balafon</p>	<p>audience</p> <ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from
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	<p>different media and formats.</p> <ul style="list-style-type: none"> ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
<p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> <p>Projects</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Resources:</p> <p><i>Introducing Cultural Anthropology 4th Edition</i> by R. Lenkeit</p> <p>BBC's "How Art Made the World: The Day Pictures Were Born"</p>