



COMPARATIVE STUDY OF WORLD RELIGIONS

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: November 17, 2022

COURSE OVERVIEW

Title:	Comparative Study of World Religions
Grade Level:	Grades 11-12
Level:	Elective
Length:	Full Year
Duration:	85 Minute Block
Frequency:	90 Days
Pre-Requisites:	None
Credit:	1 Credit
Description:	Through the study of the history, central beliefs, texts, and practices of world religions, students will grow in their own religious literacy and understanding of religion’s role in the human experience. Students will also use the case study method to analyze religions in context through the lens of current issues, events, and themes. The study of religion helps students learn how to think critically, listen empathetically, speak thoughtfully, and write clearly – all skills that will be of significant use no matter what they go on to do in life. It will also help them to better live, work, and interact in our increasingly diverse society and global world.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION
1	Understanding the World's Religious Heritage; Religion's Origins	<ul style="list-style-type: none"> • Fundamental features of religion • Functions of religion • Forms of religious expression • Interrelationships of the forms of religious expression society 	7 Days
2	Ancient Religion and Emergent Monotheistic Religions	<ul style="list-style-type: none"> • Periods of religious history including hunter-gatherer, agriculture, ancient empires • Belief systems of ancient river civilizations: Tigris, Euphrates, Nile, Yangtze, and Indus • Ancient Europe: Greece, Rome, Celts, Vikings • Indigenous religions of Africa, Australia, and the Americas • The history and important practices of Zoroastrianism 	10 Days
3	Judaism	<ul style="list-style-type: none"> • The history of ancient (including Old Testament), Medieval, and modern Judaism, including Judaism in America • The important practices of Judaism • The unique aspects of the Jewish religion, including beliefs, festivals, and life • The religious expression of the major forms or denominations of Judaism 	10 Days
4	Christianity	<ul style="list-style-type: none"> • The life and teachings of Jesus in historical context • The historical development of the Christian religion from Christianity in the Roman world, through Roman Catholicism and the Eastern Orthodox traditions, the Reformation, and Christianity in the world today • The religious expression of the major forms or denominations of Christianity 	9 Days

5	Islam	<ul style="list-style-type: none"> • The theoretical and practical expressions of Islam including the meaning of Islam, the story of Muhammad, the Five Pillars of Islam, and the role of women in Islam • The history of Islam including the spread of Islam, sectionalism, Islamic mysticism, and Islam today 	9 Days
6	Hinduism	<ul style="list-style-type: none"> • The major features of Hinduism as a religion and as a driving element of Indian culture • The major Hindu deities • The central message of texts of Hinduism: Vedas, Upanishads, Mahabharata, Bhagavad Gita, Ramayana • The relevance of iconography, festivals, and practices in Hinduism 	10 Days
7	Buddhism	<ul style="list-style-type: none"> • The life and essential teachings of the Buddha • The Four Noble Truths, Eight-Fold Path, and Nirvana • The major schools of Buddhism including Theravada, Mahayana, Vajrayana, Pure land Buddhism, and Zen • The spread of Buddhism to various parts of Asia • Buddhism in the world today (especially the challenges facing Tibet) 	7 Days
8	Sikhism and Jainism	<ul style="list-style-type: none"> • The unique features of Sikhism, the practical elements of Sikhism, and basic Sikh beliefs • The unique features of Jainism, the practical elements of Jainism, and basic Jain beliefs 	7 Days
9	Indigenous Religion of the East	<ul style="list-style-type: none"> • Confucius, and the fundamentals of Confucianism • Dao De Jing, the fundamentals of Daoism • The historical development of Shinto and Shinto practice 	7 Days

10	African Derived Religions	<ul style="list-style-type: none"> • The continuing traditions of West African religion in the Americas • The historical impact of the African Diaspora in the creation and propagation of African American religions • Religions in West Africa, relationship between slavery and religion, Vodun and spirituality, Voodoo and Christianity • The history of Rastafari, the symbolic content of Rastafarian traditions, and the relation to natural practices 	7 Days
11	New Religious Movements and Cults	<ul style="list-style-type: none"> • The belief systems originating in the 19th, 20th, and 21st centuries • The historical development of Secular Philosophies 	7 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Chronological Reasoning	Analyze and evaluate the interaction of multiple causes and effects in the evolution and development of various religions' traditions.
Contextualization	Understand how context/background information influences religious belief and practice. Recognize that religious texts are products of particular points in time.
Compare and Contrast	Identify the key tenets of various religious traditions and categorize those ideas that are held in common by all or most, and those ideas that make each tradition unique.
Integration of Knowledge and Ideas	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. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Key Ideas and Details	Cite specific textual evidence to support analysis of various religious texts, connecting insights gained from specific details to an understanding of the text as a whole. Determine the central ideas or information of a religious text; provide an accurate summary that makes clear the relationships among the key details and ideas.
Close Reading	Evaluate authors' word choices; understand that language is used deliberately.

Unit 1

Unit Title	Understanding the World’s Religious Heritage; Religion's Origins		
Unit Description	Religion has co-evolved with humanity. Religion plays many roles in people’s lives, from explaining the unknown, to binding together communities, to providing meaning to life. Studying the different belief systems, from history and around the world, equips us to better understand the diverse individuals with whom we will interact.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
What is Religion? 2 Days	<input type="checkbox"/> Develop a definition of religion and describe its essential features. <input type="checkbox"/> Identify the different elements that comprise religion.	Vocabulary: agnosticism, animism, atheism, aualism, monism, monotheism, mysticism, mantheism, polytheism, theism, myth	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.
What purpose does religion serve? 2 Days	<input type="checkbox"/> Explain the role religion plays in people’s lives. <input type="checkbox"/> Examine the effect religion has on society.	Vocabulary: fear, wonder, identity, intuition, questioning, truth, ethics, morals, rituals, relationships	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.

<p>Why do we study religions?</p> <p>1 Day</p>	<p><input type="checkbox"/> Recognize the importance of understanding the “other” in communication and social cohabitation/cooperation.</p>	<p>Vocabulary: perspective, prejudice, discrimination, belonging, cooperation, understanding</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>
<p>Where does religion come from?</p> <p>2 Day</p>	<p><input type="checkbox"/> Identify and explain the origin of religious belief systems.</p>	<p>Vocabulary: Paleolithic, Neolithic, hunter-forager, adaptation, civilization</p>	<p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>

Unit 2

Unit Title	Ancient Religions and Emergent Monotheistic Religions		
Unit Description	Since the dawn of civilization, humans have developed intricate belief systems to explain what they did not understand. From those early days, those in power used these belief systems to legitimize and extend their control over the people.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What were the religious beliefs of the Mesopotamian, Egyptians, Indus, and Yangtze River Valleys?</p> <p>2 Days</p>	<input type="checkbox"/> Identify and explain the belief systems of early civilizations. <input type="checkbox"/> Compare and contrast the belief systems of early civilizations. <input type="checkbox"/> Identify how religion may be used to codify ruling power.	<p>Vocabulary: polytheism, city-stat, ziggurat, temple, high-priest, divination, creation, afterlife, judgment</p> <p>Documents: -Code of Hammurabi</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>What were the religious beliefs of the ancient Greeks and Romans?</p> <p>2 Days</p>	<input type="checkbox"/> Identify and explain the belief systems of early civilizations. <input type="checkbox"/> Compare and contrast the belief systems of early civilizations. <input type="checkbox"/> Identify how religion may be used to codify ruling power.	<p>Vocabulary: sacrifice, festival, oracle, Olympian gods, heroes, cult worship</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>What were the religious beliefs of the Celts and Vikings?</p> <p>2 Days</p>	<input type="checkbox"/> Identify and explain the belief systems of early civilizations. <input type="checkbox"/> Compare and contrast the belief systems of early civilizations. <input type="checkbox"/> Identify how religion may be used to codify ruling power.	<p>Vocabulary: migration, shrine/sanctuary, druid, otherworld, nine realms, Æsir and Vanir, seasons, Ragnarök, Valhalla, burial mounds</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>

<p>What were the religious beliefs of other indigenous peoples?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify and explain the belief systems of early civilizations.</p> <p><input type="checkbox"/> Compare and contrast the belief systems of early civilizations.</p> <p><input type="checkbox"/> Identify how religion may be used to codify ruling power.</p>	<p>Vocabulary: High God, Akan, Amhara, Arab, Berber, Fulani, Hausa, Igbo, Ijaw, Kongo, Oromo, Somali, Shona, Yoruba, Zulu</p> <p>Documents: -Anansi the Spider</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>What were the religious beliefs of Zoroastrianism?</p> <p>1 Day</p>	<p><input type="checkbox"/> Compare/contrast monotheism w/ early polytheistic and animistic traditions.</p> <p><input type="checkbox"/> Identify the core beliefs and traditions of Zoroastrianism.</p>	<p>Vocabulary: Zarathustra/Zoroaster, monotheism, Ahura Mazda, Faravahar</p> <p>Documents: -Avesta -Gathas</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>

Unit 3

Unit Title	Judaism		
Unit Description	Judaism, the religious culture of the Jews, is one of the world's oldest continuing religious traditions.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
When, where, and how did Judaism originate? 2 Days	<input type="checkbox"/> Trace the development of Judaism from early polytheism, through Yahwism, to Judaism in its present form. <input type="checkbox"/> Explain the Diaspora and its effect on the development of Judaism.	Vocabulary: Israel, Yahwism, Zoroastrianism, exodus, Abraham	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.
What are the defining beliefs of Judaism? What is the ultimate source of value and significance? 2 Days	<input type="checkbox"/> Retell the story of Abraham and understand the significance of his covenant with God. <input type="checkbox"/> Compare and contrast the ideas of belief and practice.	Vocabulary: covenant, diaspora, kosher, mitzvah, pareve, shalom, trayf, Zionism Documents: -Ten Commandments	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

<p>What are Judaism's important holy texts?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify the major texts of Judaism, and explain the significant divisions within them.</p> <p><input type="checkbox"/> Describe decisions related to cannon/apocrypha.</p>	<p>Vocabulary: Dead Sea Scrolls, Haggadah, Halachah, Ketuvim, Midrash, Mishnah, Nevi'im, Talmud, Tanakh, Torah, Oral Torah</p> <p>Documents: -Torah -The 613 Mitzvot</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>Who are some influential figures of Judaism?</p> <p>1 Day</p>	<p><input type="checkbox"/> Identify the Patriarchs of Judaism.</p> <p><input type="checkbox"/> Describe the role played by the various religious leaders in Judaism.</p>	<p>Vocabulary: Abraham, David, HaShem, Moses, Solomon, YHWH, chaza, rabbi, minyan, mohel</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
<p>What are Judaism's major rituals, holy days, garments, ceremonies, and symbols?</p> <p>2 Days</p>	<p><input type="checkbox"/> Describe what it means to be Jewish.</p> <p><input type="checkbox"/> Explain why and how Jewish people sanctify time.</p>	<p>Vocabulary: bar/bat mitzvah, brit/bris, Hanukkah, Passover/Pesach, Purim, Rosh Hashanah, seder, shabbat/sabbath, shiva, Yom Kippur, synagogue/temple, menorah, mezuzah, Magen David, shofar, tallit, tefillin, yarmulke/kipah</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

Unit 4

Unit Title	Christianity		
Unit Description	Christianity, the most widely distributed of the world religions, is substantially represented in all the populated continents of the globe. Its total membership may exceed 1.7 billion people.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
When, where, and how did Christianity originate? 1 Day	<input type="checkbox"/> Trace the development of Christianity from Judaism, through schism and reformation, to its present form.	Vocabulary: Judaism, crucifixion, resurrection, ascension, crusades, Reformation, Roman Catholicism, Orthodoxy, Protestantism	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.
What are the defining beliefs of Christianity? 2 Days	<input type="checkbox"/> Explain the story of Christ. <input type="checkbox"/> Compare and contrast the ideas of belief and practice (as related to Judaism).	Vocabulary: gentile, heaven and hell, heresy, messiah, parables, resurrection, sacrament, sin, trinity Documents: -The Nicene Creed -The Lord's Prayer	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

<p>What are Christianity's important holy texts?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify the major texts of Christianity, and explain the significant divisions within them.</p> <p><input type="checkbox"/> Describe decisions related to canon/apocrypha.</p>	<p>Vocabulary: Bible, Old Testament, New Testament, Gospel(s), Apocrypha, Septuagint, Book of Common Prayer</p> <p>Documents: -Gospels of Mathew, Mark, Luke, and John</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>Who are some influential figures of Christianity?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify important Biblical figures.</p> <p><input type="checkbox"/> Identify individuals crucial to the evolution of Christianity.</p> <p><input type="checkbox"/> Describe the role played by the religious leaders in Christianity.</p>	<p>Vocabulary: Jesus Christ, The Virgin Mary, Judas, The Apostles, Paul, Constantine, Martin Luther, John Calvin, church, crucifix, Pope, priest/pastor</p> <p>Documents: -Letters of Paul -95 Theses</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
<p>What are Christianity's major rituals, holy days, garments, ceremonies, and symbols?</p> <p>1 Day</p>	<p><input type="checkbox"/> Describes what it means to "practice" Christianity.</p> <p><input type="checkbox"/> Explain how Christians sanctify time.</p>	<p>Vocabulary: Lent, Palm Sunday, Good Friday, Easter, Pentecost, All Saint's Day, Advent, Christmas, Holy Orders, Baptism, Eucharist, Confirmation</p> <p>Documents: -Julian and Gregorian Calendars</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

UNIT 5

Unit Title	Islam		
Unit Description	Islam, one of the three Abrahamic religions, along with Judaism and Christianity, professes the belief in a single God. In the Arabic language, the word Islam means “surrender” or “submission”—submission to the will of God.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
When, where, and how did Islam originate? 1 Day	<input type="checkbox"/> Explain significant elements associated with the life and teachings of Muhammad. <input type="checkbox"/> Describe the historical development of the Islamic faith following the life of Muhammad.	Vocabulary: Abraham, Judaism, Christianity, Muhammad, Mecca, Palestine	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.
What are the defining beliefs of Islam? What is the ultimate source of value? 2 Days	<input type="checkbox"/> List and analyze the Five Pillars. <input type="checkbox"/> Explain the Quranic story of Muhammad. <input type="checkbox"/> Compare and contrast the ideas of belief and practice (as related to Judaism and Christianity).	Vocabulary: Arabic, Five Pillars, Shahada, Salah, Zakah, Sawm, Hajj, Jihad, Greater Jihad, Lesser Jihad, Sunni, Shia, Sufism, Sharia, Umma	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
What are Islam’s important holy texts? 2 Days	<input type="checkbox"/> Identify the major texts of Islam. <input type="checkbox"/> Discuss the significance of the Qur’an within the Islamic faith.	Vocabulary: Qur’an, Sura, Hadith, Isnad, Sunna Documents: -Qur’an	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

<p>Who are some influential figures of Islam?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify important Quranic figures.</p> <p><input type="checkbox"/> Identify individuals crucial to the development of Islam.</p> <p><input type="checkbox"/> Describe the role played by the various religious leaders in Islam.</p>	<p>Vocabulary: Allah, Muhammad, Ali ibn Abi Talib, Quraysh, Caliph, Imam, Shaykh, Mahdi, Muezzin</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
<p>What are Islam’s major rituals, holy days, garments, ceremonies, and symbols?</p> <p>1 Day</p>	<p><input type="checkbox"/> Recognize similarities and differences between Islam and other Western religious traditions.</p> <p><input type="checkbox"/> Describe what it means to “practice” Islam.</p> <p><input type="checkbox"/> Explain why and how Muslims sanctify time.</p>	<p>Vocabulary: Al-Hijra, Eid Ul-Adha, Day of Arafah, Ramadan, Eid Ul-Fitr, Laylat Al-Qadr, Dhu Al-Hijjah, Juma, Mosque, Minaret, Kaaba, Medina, Mecca, Hegira, Hijab, Qibla, Mihrab, Dome of the Rock</p> <p>Documents: -Hijrī calendar</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

Unit 6

Unit Title	Hinduism		
Unit Description	Hinduism is a religion with various Gods and Goddesses. According to Hinduism, three Gods rule the world: Brahma, the creator; Vishnu, the preserver; and Shiva, the destroyer. Lord Vishnu did his job of preserving the world by incarnating himself in different forms at times of crisis.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
When, where, and how did Hinduism originate? 2 Days	<input type="checkbox"/> Identify the competing theories of the development of Hinduism. <input type="checkbox"/> Evaluate the impact of western imperialism on India in general, and Hinduism specifically.	Vocabulary: India, Aryans, Sanatana Dharma, Monotheism	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.
What are the defining beliefs of Hinduism? What is the ultimate source significance? 2 Days	<input type="checkbox"/> Explain how Hinduism can be described as both polytheistic and monotheistic. <input type="checkbox"/> Explain the relationship between the concepts of samsara, karma, dharma, and moksha. <input type="checkbox"/> Identify how religion may be used as a way to codify ruling power.	Vocabulary: Polytheism, Henotheism, Pantheon, Brahman, om/aum, Atman, Karma, Artha, kama, moksha, dharma, maya, chakra, samsara, ahimsa, darshan, havan, yuga, caste system	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

<p>What are Hinduism's important holy texts?</p> <p>1 Day</p>	<p><input type="checkbox"/> Identify the major texts of Hinduism.</p>	<p>Vocabulary: The Four Vedas, The Upanishads, Bhagavad Gita, The Ramayana, The Mahabharat, The Puranas</p> <p>Documents: -Vedas -Bhagavad Gita -The Ramayana -The Mahabharat</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>Who are some influential figures of Hinduism?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify important Vedic figures. <input type="checkbox"/> Describe the role played by the religious leaders in Hinduism.</p>	<p>Vocabulary: Brahma, Vishnu, Shiva, Saraswati, Lakshmi, Shakti, Parvati, Kali, Ganesh, Krishna, Agni, avatar, murti, trimurti, Brahmin, yogi, guru</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
<p>What are Hinduism's major rituals, holy days, garments, ceremonies, and symbols?</p> <p>2 Days</p>	<p><input type="checkbox"/> Recognize similarities and differences between Hinduism and monotheistic traditions. <input type="checkbox"/> Describe what it means to "practice" Hinduism. <input type="checkbox"/> Explain how Hindus relate to, and sanctify, time.</p>	<p>Vocabulary: Holi, Diwali, puja, yoga, meditation, mandir, mantra, pilgrimage, The River Ganges, tilak, bindi, om/aum</p> <p>Documents: -Panchanga</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

Unit 7

Unit Title	Buddhism		
Unit Description	Buddhism evolved in India. There were periods in India’s past when Buddhism was dominant in India. Today less than 1% of India’s population is Buddhist. Buddhism has more followers in countries east of India. Buddhism was established in about 500 BC. Buddhism began with a prince called Siddhartha Gautama.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>When, where, and how did Buddhism originate?</p> <p>1 Day</p>	<input type="checkbox"/> Explain significant elements associated with the life and teachings of Siddhartha. <input type="checkbox"/> Describe the historical development of Buddhism following the life of Siddhartha.	<p>Vocabulary: India, Aryans, Hinduism, Buddha/Siddhartha, Nontheism, Atheism, ascetic, Ashoka</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>
<p>What are the defining beliefs of Buddhism? What is the ultimate source of value and significance?</p> <p>1 Day</p>	<input type="checkbox"/> List and analyze The Four Sights/Signs. <input type="checkbox"/> List, analyze, and explain The Four Noble Truths. <input type="checkbox"/> List, analyze, and explain Noble Eightfold Path. <input type="checkbox"/> List, analyze, and explain the Five Precepts.	<p>Vocabulary: Mahayana, Theravada, Vajrayana, Zen, The Four Sights/Signs, The Four Noble Truths, Noble Eightfold Path, The Five Moral Precepts, The Three poisons, Duhkha, Samudaya, Nirodha, Marga, Karuna, Maitri, Mudita, Anatman, Annitya, ascetic, Bodhi, Dharma, Dvesha, Karma, Madhyamaka, Nirvana, Samsara, Samadhi, Smrti</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>

<p>What are Buddhism's important holy texts?</p> <p>1 Day</p>	<p><input type="checkbox"/> Identify the major texts in Buddhism.</p> <p><input type="checkbox"/> Explain why different Buddhist schools use different texts.</p>	<p>Vocabulary: Tripitaka (Three Baskets), Sutras, Koan, Prajnaparamita</p> <p>Documents: -Vinaya-Pitaka -Sutra-Pitaka -Abhidharma-Pitaka</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>Who are some influential figures of Buddhism?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify individuals crucial to the development and evolution of Buddhism.</p> <p><input type="checkbox"/> Describe the role played by the various religious leaders in Buddhism.</p>	<p>Vocabulary: Buddha/Siddhartha Gautama, Arhat, Ashoka, Bodhisattva, Lama, Dalai Lama, Sangha, Monk/Nun</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
<p>What are Buddhism's major rituals, holy days, garments, ceremonies, and symbols?</p> <p>1 Day</p>	<p><input type="checkbox"/> Describe what it means to "practice" Buddhism.</p> <p><input type="checkbox"/> Explain how Buddhist relate to, and sanctify, time.</p>	<p>Vocabulary: Asalha Puja Day, Parinirvana Day, Wesak, Mandala, Mantra, Mudra, Puja, Tonglen, Zazen</p> <p>Documents: -Zen Flesh -Zen Bones</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

Unit 8

Unit Title	Sikhism and Jainism		
Unit Description	Both Sikhism and Jainism have their origins in the Hindu tradition. However, like Buddhism, they both reflect a rejection of some of Hinduism’s beliefs and traditions, chief among these being a rejection of the validity of the Vedas. Jainism is an ancient religion from India that teaches that the way to liberation and bliss is to live a life of harmlessness and renunciation, while Sikhism is a monotheistic religion stressing religion should be practiced by living in the world and coping with life's everyday problems.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>When, where, and how did Sikhism originate? Who are some influential figures of Sikhism?</p> <p>1 Day</p>	<input type="checkbox"/> Describe the historical development of Sikhism following the lives of the Gurus. <input type="checkbox"/> Describe the teachings of Guru Nanak, and his notable successors.	<p>Vocabulary: Waheguru, Guru Nanak, Guru, Panj Piyaras, Granthi</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>
<p>What are the defining beliefs of Sikhism? What are Sikhism’s important holy texts?</p> <p>1 Day</p>	<input type="checkbox"/> Identify the major text in Sikhism. <input type="checkbox"/> List, analyze, and explain The Three Pillars. <input type="checkbox"/> Explain the significance of The Four Doors. <input type="checkbox"/> Compare the Five Vices to prohibitions in other faiths.	<p>Vocabulary: The Three Pillars (duties), The Four Doors, The Five Vices, Guru Granth Sahib</p> <p>Documents: -Guru Granth Sahib</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>

<p>What are Sikhism’s major rituals, holy days, garments, ceremonies, and symbols?</p> <p>1 Day</p>	<p><input type="checkbox"/> Describe what it means to “practice” Sikhism.</p> <p><input type="checkbox"/> Explain how Sikhs relate to, and sanctify, time.</p>	<p>Vocabulary: Gurpurbs, Vaisakhi, Diwali, Amrit Ceremony, Kacchera, Kanga, Kara, Kesh, Kirpan, Amrit, Gurdwara, Khalsa, Khanda, Kirtan, Langar, Mukti</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</p>
<p>When, where, and how did Jainism originate? Who are some influential figures of Jainism?</p> <p>1 Day</p>	<p><input type="checkbox"/> Describe the historical development of Jainism through the twenty-four Tirthankaras.</p> <p><input type="checkbox"/> Identify Mahavira, and compare/contrast his mythology to that of Siddhartha Gautama.</p>	<p>Vocabulary: Vardhamān Mahāvira, Lord Rishabha, Yatis, Tirthankaras/Jina</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>
<p>What are the defining beliefs of Jainism? What are Jainism’s important holy texts?</p> <p>1 Day</p>	<p><input type="checkbox"/> Identify the major text in Jainism.</p> <p><input type="checkbox"/> List, analyze, and explain The Five Mahavrata.</p> <p><input type="checkbox"/> Compare the Jain understanding of Ahimsa and Karma to the other Dharmic traditions.</p> <p><input type="checkbox"/> List, analyze, and explain The Five Anuvratas.</p>	<p>Vocabulary: Karma, Dharma, The Three Jewels, Samyak Darshana, Samyak Jnana, Samyak Charitra, Five Mahavratas, Ahimsa, Five Anuvratas, Nirgrantha, Svetambara, Digambara, Jiva, Gati, Sallekhana, Kevala, Bhoga, Upabhoga</p> <p>Documents: -Agamas</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>What are Jainism’s major rituals, holy days, garments, ceremonies, and symbols?</p> <p>1 Day</p>	<p><input type="checkbox"/> Describe what it means to “practice” Jainism.</p> <p><input type="checkbox"/> Explain how Jains relate to, and sanctify, time.</p>	<p>Vocabulary: Mahavira Jayanti, Paryushana/Das Lakshana Dharma</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>

Unit 9

Unit Title	Eastern Religions		
Unit Description	Much like Hinduism in South Asia, the indigenous religions of East Asia, Taoism and Confucianism (China), and Shinto (Japan), reflect the broader cultures in which they appear. The connection is so strong that it is nearly impossible to separate where religious practice ends and secular life begins.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are the defining beliefs of Taoism?</p> <p>2 Days</p>	<input type="checkbox"/> Describe the history of Taoism. <input type="checkbox"/> Examine the beliefs of Taoism. <input type="checkbox"/> Assess the impact of Taoist practices on the Western secular experience.	<p>Vocabulary: Lao Tzu, Chuang Tzu, Way of The Celestial Masters, Chi, Tao, Wu Wei, Yin-Yang, Tai Chi, Acupuncture, Feng Shui, Ying-Yang, The Eight Trigrams</p> <p>Documents: -Tao Te Ching</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>
<p>What are the defining beliefs of Confucianism?</p> <p>2 Days</p>	<input type="checkbox"/> Describe the history of Confucianism. <input type="checkbox"/> Examine the beliefs of Confucianism. <input type="checkbox"/> Assess the impact of Confucian practices on history and culture of China.	<p>Vocabulary: Confucius, Mencius The Five Classics, The Four Books, Li, Ren, Wu, Chang, Xin, Yi, Zhi, The Five Virtues, The Five Relationships</p> <p>Documents: -Analects of Confucius</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>

<p>What are the defining beliefs of Shinto?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify and explain the four types of Shinto.</p> <p><input type="checkbox"/> Differentiate between Shinto practices that reflect genuine religious expression and those used by the state to foster a sense of nationalism.</p>	<p>Vocabulary: Amaterasu, Kami, Norito, Folk Shinto, Sect Shinto, Shrine Shinto, State Shinto, Torii, Yutate, The Four Affirmations</p>	<p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>
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Unit 10

Unit Title	African and African-Derived Religions		
Unit Description	The people of present-day Africa (West Africa, specifically) continue to practice their religions in much the same way their ancestors have for thousands of years. On the other side of the Atlantic Ocean, the descendants of enslaved Africans continue traditions that are heavily influenced by the practices of their ancestors while, at the same time, adopting some of the traditions and iconography of their captors.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How is the modern-day practice of African Traditional Religion (ATR) consistent with ancient times? How does it vary? 3 Days	<input type="checkbox"/> Evaluate how a western lens has distorted our understanding of African Rational Religion (ARR). <input type="checkbox"/> Construct arguments for and against grouping African belief systems under an umbrella designation like African Traditional Religion (ATR).	Vocabulary: High God, primordial divinities, deified ancestors, charms/amulets, homeopathic magic, contagious magic, taboo, witchcraft/sorcery, medicine man	8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
What are the defining beliefs of Voodoo, and how do these beliefs differ between practicing groups? 2 Days	<input type="checkbox"/> Explain the major differences between Haitian vodou and Louisiana voodoo. <input type="checkbox"/> Evaluate the extent to which Voodoo (in any form) is a syncretic religion.	Vocabulary: boko, Bondye, gris-gris, kalfou, lwa, mambo, oungan, zombi	8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. 8.4.12.C Evaluate how continuity and change have impacted the world today.

<p>What are the defining beliefs of Rastafari?</p> <p>1 Day</p>	<p><input type="checkbox"/> Identify the major beliefs in Rastafari.</p> <p><input type="checkbox"/> Compare and contrast the beliefs of Rastafari with its depiction in Western popular culture.</p>	<p>Vocabulary: Jah, rasta, irie, Haile Selassie, “I-and-I,” levity, bingis, I-tal, Zion, reggae</p> <p>Documents: -Holy Piby, -The Bible (KJV)</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>
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Unit 11

Unit Title	New Religious Movements and Cults		
Unit Description	Religious beliefs and expressions have evolved over many centuries and millennia. While many newer traditions have their roots in the belief systems of antiquity, others have a modern origin with unique and varied approaches to answering life's important questions. Some of these traditions have been accepted as genuine religions by modern society while others still seek that recognition. Some of these groups were designed, or have evolved, to manipulate and take advantage of adherents.		
Unit Assessment	Unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What is a new religious movement (NRM)?</p> <p>3 Days</p>	<p><input type="checkbox"/> Evaluate the criteria for defining a new religious movement (NRM).</p> <p><input type="checkbox"/> Identify and explain the core beliefs of notable NRMs.</p>	<p>Vocabulary: Latter Day Saint movement, Jehovah's Witnesses, Seventh-day Adventist, Jehovah's Witnesses, Bahá'í Faith, Christian Science, Nation of Islam, Paganism</p> <p>Documents: -Book of Mormon -Latter Day Saint Articles of Faith -Kitáb-i-Aqdas</p>	<p>8.4.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p>

<p>What is a cult?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify the defining characteristics of a cult.</p> <p><input type="checkbox"/> Explain how a cult is different from a religion.</p>	<p>Vocabulary: People’s Temple, Heaven’s Gate, Aum Shinrikyo, Branch Davidians, Children of God, TH Manson Family, Scientology</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>
<p>What belief systems exist outside of communities of faith?</p> <p>1 Day</p>	<p><input type="checkbox"/> Differentiate between religious and secular organizations.</p> <p><input type="checkbox"/> Explore how humans find meaning outside of religion.</p>	<p>Vocabulary: Unitarian Universalist, Secular Humanist</p>	<p>8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one-to-one instruction
- Minor adjustments or pacing according to the student's rate of proficiency
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted proficiency rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)