



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE Mythology and World Religions

Curriculum Development Timeline

School: Ocean Township High School
Course: Mythology and World Religions
Department: Social Studies

Board Approval	Supervisor	Notes
July 2013	Stephen Sarles	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards

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DEPARTMENT Social Studies COURSE Mythology and World Religions

Township of Ocean Pacing Guide

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: The Structure of Mythologies and Religions	11	Unit 3: Mythologies and Religions of Europe
2	Unit 1: The Structure of Mythologies and Religions	12	Unit 3: Mythologies and Religions of Europe
3	Unit 1: The Structure of Mythologies and Religions	13	Unit 3: Mythologies and Religions of Europe
4	Unit 1: The Structure of Mythologies and Religions	14	Unit 3: Mythologies and Religions of Europe
5	Unit 2: Mythologies and Religions of Asia	15	Unit 4: Mythologies and Religions of Africa
Week	Marking Period 2	Week	Marking Period 4
6	Unit 2: Mythologies and Religions of Asia	16	Unit 4: Mythologies and Religions of Africa
7	Unit 2: Mythologies and Religions of Asia	17	Unit 5: Mythologies and Religions of the Americas
8	Unit 2: Mythologies and Religions of Asia	18	Unit 5: Mythologies and Religions of the Americas
9	Unit 3: Mythologies and Religions of Europe	19	Unit 5: Mythologies and Religions of the Americas
10	Unit 3: Mythologies and Religions of Europe	20	Final Exams or Final Project

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Core Instructional & Supplemental Materials including various levels of Texts

- Google Earth
- Google Classroom
- Google Suite
- NEWSELA, *New York Times*, *Washington Post*, Ect.
- Britannica
- [Big Myth Website](#)
- BBC "My Life, My Religion" Documentary

Time Frame

4 weeks

Topic

Unit 1: World Geography & The Structure of Mythologies and Religions

Alignment to Standards

Social Studies NJSL 2020

- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Learning Objectives and Activities:

In this unit students will be able to remember and identify key geographical locations on the globe. Students will be able to evaluate the main functions of religions and the structure of mythology.

Students will be able to:

- Identify important locations and features in world geography;
- Identify and explain the four functions of myth;
- Analyze how and why religions and belief systems originated where they did;
- Describe the purpose of religion and the purpose it serves to human society;

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COURSE Mythology and World Religions

- Analyze the influence of religion on individual behaviors and society.

Activities:

- Web Quest
- Class Notes
- World Maps
- Partner Projects

Assessments

Formative:

- Class Notes
- Class Worksheets

Summative:

- Unit Quizzes
- Map Test
- Group Presentations

Benchmark:

- Map Quizzes

Alternative:

- Choice Board Projects

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English:

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

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DEPARTMENT Social Studies

COURSE Mythology and World Religions

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP11. Use technology to enhance productivity.

Time Frame	4 weeks
Topic	
Unit 2: Mythologies and Religions of Asia	

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DEPARTMENT Social Studies COURSE Mythology and World Religions

Alignment to Standards

Social Studies NJSLs 2020

- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations, background and experiences.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Learning Objectives and Activities

Students will analyze the mythologies and religions from the continent of Asia. Students will comprehend important elements of Hinduism, Buddhism, Taoism and Confucianism. Students will learn about and complete projects based on Babylonian, Sumerian, Chinese, and Japanese mythologies.

Students will be able to:

- Understand the origins and key features of the following mythologies:
 - Babylonian
 - Sumerian
 - Chinese
 - Japanese
- Understand the origins and key features of Asian religions, including:
 - Hinduism
 - Buddhism
 - Taoism/Confucianism

Activities:

- Web Quest
- Class Notes
- Group Projects Presentations

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DEPARTMENT Social Studies

COURSE Mythology and World Religions

Assessments

Formative:

- Class Notes
- Class Worksheets

Summative:

- Unit Quizzes
- Group Presentations

Benchmark:

- Quizzes
- Brief writing assignments

Alternative:

- Choice Board Projects

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English:

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

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- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP11. Use technology to enhance productivity.

Time Frame

6 weeks

Topic

Unit 3: Mythologies and Religions of Europe

Alignment to Standards

Social Studies NJSL 2020

- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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COURSE Mythology and World Religions

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

Learning Objectives and Activities

Students will analyze the mythologies and religions from the continent of Europe. Students will comprehend important elements of the religions and histories of Christianity and Judaism. Students will learn about and complete projects based on Greek, Roman, Norse, and Celtic mythologies.

Students will be able to:

- Understand the origins and key features of the following mythologies:
 - Greek
 - Roman
 - Norse
 - Celtic
- Understand the origins and key features of religions that currently dominate Europe, including:
 - Christianity
 - Judaism

Activities:

- Web Quest
- Class Notes
- Leacutes
- Videos
- Group Projects Presentations

Assessments

Formative:

- Class Notes
- Class Worksheets

Summative:

- Unit Quizzes
- Group Presentations

Benchmark:

- Quizzes
- Brief writing assignments

Alternative:

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COURSE Mythology and World Religions

- Choice Board Projects

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English:

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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- Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP11. Use technology to enhance productivity.

Time Frame	2 weeks
Topic	
Unit 4: Mythologies and Religions of Africa	
Alignment to Standards	
Social Studies NJSLs 2020 <ul style="list-style-type: none"> • 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. • 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations • 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. • 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 	
Learning Objectives and Activities	
<p>Students will analyze the mythologies and religions from the continent of Africa. Students will comprehend important elements of Islam. Students will learn about and complete projects based on Egypt, Dogon, Yoruba, and Zulu mythologies.</p> <p>Students will be able to:</p>	

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COURSE Mythology and World Religions

- Understand the origins and key features of the following mythologies:
 - Egyption
 - Dogon
 - Yoruba
 - Zulu
- Understand the origins and key features of Islam

Activites:

- Web Quest
- Class Notes
- Group Projects Presentations

Assessments

Formative:

- Class Notes
- Class Worksheets

Summative:

- Unit Quizzes
- Group Presentations

Benchmark:

- Quizzes
- Brief writing assignments

Alternative:

- Choice Board Projects

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English:

- NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g.,

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1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions

CRP11. Use technology to enhance productivity.

Time Frame

3 weeks

Topic

Unit 5:Mythologies and Religions of the Americas

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Alignment to Standards

Social Studies NJSLs 2020

- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Learning Objectives and Activities

Students will analyze the mythologies and religions from the continent of the Americas. Students will comprehend important elements of nonreligions and cults. Students will learn about and complete projects based on the mythologies of indigenous tribes.

Students will be able to:

- Understand the origins and key features of the following mythologies of the Americas:
 - Inuit
 - Iroquois
 - Aztec
 - Mayan
 - Voudon
 - Inca
 - Mapuche
 - Navajo
- Understand the origins and key features of lesser known ideologies, such as:
 - Theisms (Atheism, Deism, Pantheism, Agnosticism, ect.)
 - Cults

Activities:

- Web Quest

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COURSE Mythology and World Religions

- Class Notes
- Group Projects Presentations

Assessments

Formative:

- Class Notes
- Class Worksheets

Summative:

- Unit Quizzes
- Group Presentations

Benchmark:

- Quizzes
- Brief writing assignments

Alternative:

- Choice Board Projects

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English:

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

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- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

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 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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