
SOCIAL STUDIES DEPARTMENT

MYTHOLOGY AND WORLD RELIGIONS CURRICULUM 2016

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Week	Semester Course
1	Unit 1- The Structure of Myth: Why do we believe what we believe?
2	Unit 1- The Structure of Myth: How do our beliefs shape our world view?
3	Unit 1- The Structure of Myth: What does Science have to say?
4	Unit 2-Personal Myths: Freud Principals of Personality and Greek Myth
5	Unit 2-Personal Myths: Jung Principals of Personality and Greek Myth
6	Unit 2-Personal Myths: Greek Myth and human behavior
7	Unit 3- Morality Myths: Morality and Myth
8	Unit 3- Morality Myths: The Norse Morality through Myth
9	Unit 3- Morality Myths: The Norse Morality through Myth
10	Unit 4- Civic Myths: Mythology that creates society, authority and nations
11	Unit 4- Civic Myths: The Myth of America
12	Unit 4- Civic Myths: Monotheism and social order- Judaism and Christianity
13	Unit 4- Civic Myths: Monotheism and social order- Christianity and Islam
14	Unit 5- Creation and Destruction Myths: Comparative analysis of monotheistic, aboriginal, Hindu & Asiatic creation stories
15	Unit 5- Creation and Destruction Myths: Comparative analysis of monotheistic, aboriginal, Hindu & Asiatic destruction stories
16	Unit 5- Creation and Destruction Myths: What does Science have to say?
17	Unit 6- Eastern Philosophies: Hinduism
18	Unit 6- Eastern Philosophies: Buddhism
19	Unit 6- Eastern Philosophies: Tao and Zen Philosophies
20	Final Exam Project

Time Frame	Three Weeks						
Topic							
Unit 1- The Structure of Myth							
Essential Questions							
<ul style="list-style-type: none"> • What is religion? • How did religions and belief systems begin? • What purpose do religions serve to society? • Why is religion important to people around the world? • Why is religion a major unifying factor in ancient, as well as, present times? • How do creation stories help explain the origins and beginnings of the universe? • How and why are creation stories across different religions similar? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Religion is an organized collection of beliefs, cultural systems, and world views. • Religions and belief systems began as a way for humans to help explain the world and how it functions. • Religion serves to create understanding and order in society and for the individual • Actual real life events on Earth experienced by humans in different areas have led to similar creation stories, i.e. a great flood. 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Explain what religion is. 2. Identify and explain the 4 functions of religion and myth 3. Analyze how and why religions and belief systems originated where they did. 4. Describe the purpose of religion and the purpose it serves to human society. 5. Analyze the influence of religion on individual behaviors and society 							
Learning Activities							
<ol style="list-style-type: none"> 1. Chapter notes 2. Analyze Sophie's World Excerpt 3. Analyze Subject and Objective World Views 4. The believability of Science Research activity 5. Creation of Myth- analysis of Life of Pi 							
Assessments							
<ol style="list-style-type: none"> 1. Notebook quizzes 2. Nightly Homework 3. Open-Ended Analysis Questions 4. Group presentation 5. Unit Test 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
New Jersey Student Learning Standards: NJSLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
- Google Classroom
- Google Docs
- Webquests
- On line Research

Time Frame	Three Weeks						
Topic							
Unit 2-Personal Myths							
Essential Questions							
<ul style="list-style-type: none"> • How did Freud Structure the aspects of the personality • How does Greek Mythology support Freud's theories of id, ego, super ego? • How did Carl Jung structure the aspects of the personality? • How does Greek Mythology support Jung's theories of the collective unconscious and archetypes? • What was the ancient Greek analysis of personality as seen through their mythology? • How does the location of Greece impact the way their belief systems developed? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Myth and belief systems exist because they resonate on a personal and societal level • Myth and belief systems are created to explain the intricacies of the human experience • Myth and belief systems are created to explain the vagaries of human behavior • Myth and belief systems help us to understand our selves • Myth and belief systems are greatly impacted by a society's location and life experience 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Identify and apply Freud's principles of personality to Greek Myths 2. Identify and apply Freud's principles of personality to personal experiences 3. Identify and apply Jung's principles of personality to Greek Myths 4. Identify and apply Jung's principles of personality to personal experiences 5. Analyze the impact of location and experiences on the development of a belief system 							
Learning Activities							
<ol style="list-style-type: none"> 1. Unit Notes 2. Identify Greek Gods and Goddesses 3. Create Greek God Family tree 4. Analysis of Greek Myths with Freud's principles 5. Analysis of Greek Myths with Jung's principles 6. Analysis of Greek Myth for Greek characteristics and values as impacted by its location 7. Percy Jackson Archetype activity 							
Assessments							
<ol style="list-style-type: none"> 1. Quizzes 2. Graphic Organizers 3. Open-ended analysis questions 4. Comparative worksheets 5. Class discussion participation 6. Unit Test 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- New Jersey Student Learning Standards: NJSLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
- Google Classroom
- Google Docs
- Webquests
- On line Research

Time Frame	Three Weeks						
Topic							
Unit 3- Morality Myths							
Essential Questions							
<ul style="list-style-type: none"> • What is morality and what purpose does it serve for the individual and society? • How do belief systems shape morality? • Compare Viking history with Norse legend • In what ways did geography shape Norse culture, morality and values? • In what ways did Norse Mythology established morality and values? • How did location and climate influence Norse creation story and their view of the afterlife? • Assess the ways in which Norse mythology fulfills the four functions of Religion 							
Enduring Understandings							
<ul style="list-style-type: none"> • Morals and ethics are intrinsic to humans and separates humans from the rest of the animal world • Morals and ethics are necessary for a functioning society • Religion and myth serves to create standards for acceptable human behavior • Religion and Myth as the basis for morals and ethics consequences often more powerful than law and punishment, thus ensuring adherence • The Norse survived and thrived in their harsh climate by adhering to a strict moral and ethical code, supported by their mythology 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Identify the Norse gods/goddesses and beliefs. 2. Identify key points in Viking history 3. Connect Norse geography and experiences with the development of their mythology 4. Identify the influence of the afterlife on Norse morality and ethics 5. Analyze the ways in which geography shaped Norse culture, morality and values 6. Analyze the ways in which Norse Mythology established morality and values 							
Learning Activities							
<ol style="list-style-type: none"> 1. Graphic organizers 2. Webquests 3. Unit Notes 4. Open-ended analysis questions 5. Participation in class discussion 6. Norse myth project 7. History vs Hollywood- Thor analysis 							
Assessments							
1. Quizzes			3. Norse project				
2. Analysis worksheets			4. Unit Test				
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- New Jersey Student Learning Standards: NJSLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
- Google Classroom
- Google Docs
- Webquests
- On line Research

Time Frame	Four Weeks						
Topic							
Unit 4- Civic Myths							
Essential Questions							
<ul style="list-style-type: none"> • How are governments created? • Why do governments succeed or fail? • How is hierarchy and social order established? • How is religion used to enforce authority, hierarchy and social order? • What is the myth that created and supports American society and Government? • How does monotheism create an organized society through religious beliefs 							
Enduring Understandings							
<ul style="list-style-type: none"> • Government and society exists only because the people believe it does • When the myth of government and society fails to satisfy the people, governments fail and society changes • Monotheism establishes unquestionable authority, thus allowing for the foundation of an orderly society • Each major branch of Monotheism was created as a response to a chaotic and violent time period • Judaism, Christianity and Islam create law and order based on the infallibility of the authority of God 							
Alignment to NJCCCS							
6.2.12.A.3.a 6.1.12.A.2.a 6.1.12.A.2.e 6.1.12.B.2.a; .6.2.8.A.3.e 6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Identify the 5 functions of civic myth 2. Identify how these functions are fulfilled by the American Civic Myth 3. Understand the differences between Monotheism and polytheism 4. Understand the time periods in which Judaism, Christianity and Islam were created 5. Understand how each branch of Monotheism created laws from God that brought order to chaos 							
Learning Activities							
<ol style="list-style-type: none"> 1. Graphic organizers 2. Webquest 3. Open Ended Analysis Questions 4. Unit notes 5. Primary source analysis 							
Assessments							
<ol style="list-style-type: none"> 1. Completed graphic organizers 2. Completed webquest 3. Primary source analysis 4. Open Ended questions 5. Notebook quizzes 6. Unit Test 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- New Jersey Student Learning Standards: NJLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
- Google Classroom
- Google Docs
- Webquests
- On line Research

Time Frame	Three Weeks						
Topic							
Unit 5- Creation and Destruction Myths							
Essential Questions							
<ul style="list-style-type: none"> • The purpose of creation stories is to help explain the beginnings of the universe, Earth, and human life. • What commonalities exist between creation stories from a number of different religions including Judaism, Christianity, Hinduism, and various ancient traditions? • Why do these commonalities exist? • Creations stories are based on the human experience of a particular location • Why purpose do destruction stories serve for the individual and society? • What commonalities exist between destruction stories from a number of different religions including Judaism, Christianity, Hinduism, and various ancient traditions? • Why do these commonalities exist? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Creation stories exist in every belief system and always start with nothing • Creations stories from ancient civilizations reflect scientific understanding • Creation stories ground a society with an understanding of why they exist and why their life is the way it is • Destruction stories serves a cautionary tales to enforce social ethics and morality 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Analyze the purpose of creation stories in helping to explain the beginnings of the universe, Earth, and human life. 2. Compare creation stories from a number of different religions including Judaism, Christianity, Hinduism, and various ancient traditions. 3. Compare destruction stories from a number of different religions including Judaism, Christianity, Hinduism, and various ancient traditions 							
Learning Activities							
<ol style="list-style-type: none"> 1. Graphic organizer 2. Primary source analysis 3. Unit Notes 4. Class discussion 5. Destruction Story Group Project 							
Assessments							
<ol style="list-style-type: none"> 1. Open Ended analysis questions 2. Completed graphic organizers 3. Completed webquest 			<ol style="list-style-type: none"> 4. Notebook quizzes 5. Unit Test 6. Project Presentation 				
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- New Jersey Student Learning Standards: NJLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
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- Webquests
- On line Research

Time Frame	Three Weeks						
Topic							
Unit 6- Eastern Philosophies							
Essential Questions							
<ul style="list-style-type: none"> • What are the basic tenants that all eastern belief systems share? • How does geography and social hierarchy influence eastern belief systems? • What are the basic tenants of Hinduism? • How is Hinduism used to create authority and social structure? • How is Buddhism a reaction to Hinduism? • How did the basic tenants of eastern philosophy compare to western Monotheism? • How are the differences between eastern and western religious views seen in culture? 							
Enduring Understandings							
<ul style="list-style-type: none"> • All eastern philosophies share the universal belief of a cyclical universe that we are all connected to • The polytheistic nature of Hinduism a personal faith experience • Reincarnation and Karma are used to enforce social structure • Buddhism, Tao and Zen are branches of Hinduism created to address the needs of a particular time period and location 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Analyze the basic tenants that all eastern belief systems share 2. Analyze how eastern belief systems are influenced by geography and social hierarchy 3. Compare and contrast the basic tenants of Hinduism, Buddhism, Tao and Zen 4. Analyze how Hinduism is used to create authority and social structure and how Buddhism is a reaction to that. 5. Analyze how the basic tenants of eastern philosophy compares to western Monotheism 6. Assess how the differences between eastern and western religious views are seen in culture 							
Learning Activities							
<ol style="list-style-type: none"> 1. Primary Source Reading and Analysis 2. Graphic Organizers 3. Unit Notes 4. Tao of Pooh excerpt reading analysis 		<ol style="list-style-type: none"> 5. Mandalas 6. Meditation 7. Chakras 					
Assessments							
<ol style="list-style-type: none"> 1. Mandala, Meditation and Chakra reflections 2. Open Ended Analysis Questions 3. Primary Source Analysis 4. Notebook Quizzes 5. Unit Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- New Jersey Student Learning Standards: NJSLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9
- Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1

Technology Integration

- PowerPoint Presentations
- Google Classroom
- Google Docs
- Webquests
- On line Research

Time Frame	One Week						
Topic							
Final Project- Create a Belief System							
Essential Questions							
<ul style="list-style-type: none"> • How are new belief systems created? • Why are new belief systems created? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Myth and religion create understanding and structure that guides a society • Myth and Religion influence social and personal behavior to create an orderly society • Myth and Religion create personal, social and universal purpose 							
Alignment to NJCCCS							
6.2.12.D.2.d; .6.1.8.A.1.a; .6.2.8.D.3.d							
Key Concepts and Skills							
<ol style="list-style-type: none"> 1. Analyze the most significant issues facing us today 2. Develop a belief system that addresses these issues by establishing an understanding of why the problem(s) exist, how do deal with them and what reward or purpose does following the belief system serve. 							
Learning Activities							
<ol style="list-style-type: none"> 1. Group Research Project 2. Review of the functions and purposes of Myth and Religion: personal, moral and civic 							
Assessments							
<ol style="list-style-type: none"> 1. Group Research Project 2. Presentations 3. Written Paper 4. Group Participation 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Language Arts • New Jersey Student Learning Standards: NJLSA.R7-9, RH.9-10.1-3; RH.9-10.9; RST.9-10.1-3; WHST.9-10.1.A-E; WHST.9-10.2.A-F; WHST.9-10.7-9 • Technology: 8.1.P.A.1-5; 8.1.2.A.1-7; 8.1.5.A.1-6; 8.1.8.A.2-3; 8.1.P.C.1; 8.1.12.C.1; 8.1.5.D.3; 8.1.8.D.1,4,5; 8.1.P.E.1; 8.1.2.E.1; 8.1.5.E.1; 8.1.8.E.1; 8.1.12.E.1 							
Technology Integration							
<ul style="list-style-type: none"> • PowerPoint Presentations • Google Classroom • Google Docs • Webquests • On line Research 							