

World Religions
2nd Tri 2K1718
Mr. B

STUDENT NAME:
ADVISOR:

Course Title:	World Religions	Course #:	SS140
Requirement:	Required	Grade:	9
Prerequisites:	None	Credit:	One Unit
Department:	Classics	Length:	One Trimester

TEXT: Toropov, B., and Buckles, Father Luke; **The Complete Idiot's Guide to The World's Religions, Alpha Books**, 4th edition, 2011.

AZ State Academic Standards Applied: Social Studies, Language Arts, Fine Arts, Foreign Language

COURSE DESCRIPTION

Students will study the five major modern religions (Judaism, Christianity, Islam, Hinduism, and Buddhism) plus regional variants in terms of their characteristic beliefs and rituals. Particular attention will be paid to the origin and evolution of each religion, including their historical and cultural impact on society. Significant historical religious leaders' lives and accomplishments will be profiled. Regular classroom speaking and writing assignments will be made throughout the course. A variety of source materials will be used including books, videos, CD-ROM materials, and Internet sources. Mastery will be demonstrated by achieving 75% of all possible test/evaluation points.

GOALS

- ❖ Develop appreciation, foundation and advanced knowledge, skills, and abilities in the area of world religions.
- ❖ Accelerate and/or effectively apply knowledge, skills, and abilities within the Classics domain and across the curriculum, within the students' home and community, and for a variety of purposes.
- ❖ Gain knowledge and cultural understanding.
- ❖ Develop written and spoken command of the proper names and technical terms used.
- ❖ Gain knowledge and understanding of what adherents of each religion believe, say, and do.
- ❖ Locate on a timeline various stages of human cultural and religious development, including when and where each major world religion entered history.
- ❖ Gain knowledge and understanding of how different faiths interrelate, particularly in the context of an increasing emphasis on religious pluralism today.
- ❖ Recognize and explain divergent viewpoints as illustrated in primary and secondary source materials.
- ❖ Recognize significant cause and effect relationships in religious history.

OBJECTIVES

- ✓ **Identify and describe the major world religions and their origins.**
- ✓ **Compare and contrast the various belief systems**, identifying their inherent differences and similarities.
- ✓ **Thoroughly analyze a world religion**, identifying the ways in which the religion has shaped the culture of the area of origin.
- ✓ **Demonstrate ability to distinguish between fact and opinion.**
- ✓ **Identify, describe, compare, and evaluate significant religious leaders through history.**
- ✓ **Evaluate significant relationships between history and religious beliefs** and the impact that each has had on the other.
- ✓ **Analyze the nature of religious conflicts around the world** and through history.
- ✓ **Describe and analyze the influence of religion on the founding and development of the United States.**
- ✓ **Describe and analyze the dynamics of growth and change** by identifying components of major movements and turning points in religious history for the belief systems studied.
- ✓ **Locate, select, and organize information from written, audio, and visual sources.**
- ✓ **Demonstrate organization in writing assignments** by developing effective introductions, clearly sequenced bodies, varieties of transitions, and conclusions that summarize and communicate an effective ending.
- ✓ **Address ideas and content in writing assignments** by providing clear and easily identifiable main ideas, relevant supporting details, accurately supported points through appropriate use of resources, and details that consistently show an awareness of audience and purpose.
- ✓ **Deliver prepared and impromptu speeches** that are organized, address a particular subject, use resource materials when appropriate to clarify and defend positions, and are well suited to the audience.
- ✓ **Expand, evaluate, and improve personal communication skills** as they relate to listening, speaking, and developing multimedia presentations.

COURSE OUTLINE

I. Opening Up to World Traditions

- A. Why Learn About World Faiths?
- B. What Makes A Religion?
- C. Common Principles Among World Faiths
- D. Respecting Others' Faiths

II. Religious Freedom in the United States

- A. Colonial America: Seeking the Freedom to Believe
- B. The Importance of the Freedom of Religion to the Founders: A Unique Tradition
- C. The Constitution and American Religious Practices
- D. The Supreme Court, Our Judicial System, and Religious Freedom- Case Law Review

III. Judaism

- A. Origins
- B. Doctrines
- C. Modern Experience
- D. Ritual and Celebration
- E. Significant Leaders

IV. Christianity

- A. Origins
- B. Doctrines
- C. A Short History of Christian Denominations
- D. Christian Celebration
- E. Significant Leaders

V. Islam

- A. Origins
- B. Doctrines
- C. Sunni, Shi'ite, Sufi – The Denominations
- D. Later Development
- E. Ramadan and Other Observances
- F. Significant Leaders

VI. Hinduism

- A. Origins
- B. Doctrines
- C. Deities
- D. Sects
- E. Reincarnation- Karma
- F. Significant Leaders

VII. Buddhism

- A. Origins
- B. Doctrines
- C. Theravada, Mahayana, and Zen – The Schools
- D. Additional Schools' History and Development
- E. Significant Leaders

VIII. Other Religions

- A. Confucianism
- B. Taoism
- C. Shintoism
- D. Shamanism
- E. African Religions

FINAL- Comprehensive

METHODS

The instructor will present the course content utilizing a wide variety of source materials including textbooks, audio and video resources, books, guest speakers (if possible), computer software and interactive materials, and Internet sources. Lectures, Socratic methods and strategies, class discussions and debates to examine divergent viewpoints, oral and multimedia presentations, small group discussions and discovery, and dramatic presentations and role playing will all be employed to deliver the course content in interesting, meaningful, and effective ways.

MEASUREMENT CRITERIA FOR MASTERY

The instructor will utilize a variety of evaluative strategies, including but not limited to tests, quizzes, written assignments, oral presentations, classroom discussions and debates, individual and group research projects, collaborative group problem solving projects, family history projects, and dramatic presentations. Students will demonstrate mastery of the course objectives by achieving 75% of all possible points.

COURSE GRADING

The student's grade will be earned based on the following distribution:

10% for Attendance -

1 point earned for each day in class, 0 points for each day missed or for partial attendance (less than ½ of period in class). SEE THE FAMILY HANDBOOK FOR PROCEDURES RE: EXCESSIVE ABSENTEEISM.

20% for Participation -

Based on a 0-3 point scale.

0 – Absent, or present and in violation of the Code of Conduct

1 – Present, not participating, not taking notes

2 – EXPECTED LEVEL OF PARTICIPATION- Engaged in discussion, taking notes,

3 - Highly engaged, active in leading questions or discussion, exemplary student conduct

70% for Assignments -

Includes all papers, projects, quizzes, tests

Arriving tardy to class or without proper materials will result in the loss of one percentage point from the student's grade, taken off at the end of the trimester.

COURSE GRADING AND MAJOR ASSIGNMENTS

TESTS

There will be 8 Unit tests. Tests may be True-False, multiple choice, essay, short answer, or oral examinations. The Final will be comprehensive.

QUIZZES

There will be **at least ten** 10-point quizzes distributed through the course. All quizzes are pop quizzes.

PAPERS

There will be two major papers, and there may be 1-3 shorter papers. Unless otherwise noted, they are to be typed, double spaced, and must follow the MLA/Madison Paper format. Papers are graded based on completion of the assignment, content and clarity, use of research and footnotes, and spelling and mechanics (grammar, usage, punctuation, etc.) Plagiarized papers (in whole or in part) will receive "0" points, in addition to any consequences received for violation of the Code of Conduct.

Course Major Assignments (cont.)

STUDENTS ARE STRONGLY ENCOURAGED TO PRESENT DRAFTS or working plans to Mr. B for discussion and assistance. Any draft or working plan to be considered for points MUST be presented at least 5 school days prior to the due date. Drafts or working plans presented after this time may not receive consideration in time for completion by the due date.

PAPER ONE Due Tuesday, 19 December 2017
200 points

“What DID the Founders say...”

Using at least three quotations from America’s Founders or Framers, please discuss the importance of religious freedom to our country’s early development.

You must support your response using colonial writings or original sources, speeches, letters, documents from the War for Independence (1776), The Federalist Papers, the Constitution, etc.

Must be TYPED- Use the Madison Paper format (MLA)
3 pages, double spaced; AT LEAST 5 sources cited

PAPER TWO Due Thursday, 1 February 2018
200 points

Biography of a Religious Leader

Write a brief research paper (5 pages) about a religious leader from one of the five major world religions. The person you choose may be living or dead. You must use at least 5 sources. Please describe the person’s early life briefly, and use the bulk of your paper to describe his/her life in the religion, the leadership and service provided, and the impact the person had on his/her religion and on the world.

Must be TYPED- Use the Madison Paper format (MLA)
5 pages, double spaced; AT LEAST 6 sources cited

PROJECT Due Wednesday, 14 February 2018
200 points = 200 points project

Build, draw, or paint a picture of a place of worship of one of the world’s five major religions. You may use any media to complete this project. You will receive further instructions after Winter Break.

You should be prepared to give a brief (1-3 minutes) presentation to the class, to describe the site you chose, its significance, and your challenges during construction/creation.

Plan to report to Mr. B. on your progress on this project throughout the trimester.

Classroom Conduct and Decorum

- Always bring the following to class:
 - Notebook
 - Pen/Pencil
 - Planner
 - Textbook- Spare texts will not be provided to forgetful students

Classroom Conduct and Decorum (cont.)

- Students are responsible for all missed lectures, work, quizzes, handouts, etc. See the AWOL BIN in Mr. B's room for any missing materials.
- Disruptions will not be tolerated. Any disruptive student will be sent out of the class. The student will lose all attendance, participation, assignment, quiz, test, paper, or project points for that day, in addition to any other consequences resulting from the disruption.
- Sleeping in class is treated the same as a classroom disruption.
- No food is permitted in class.
- Water bottles are permitted. Students will not be excused from class for water. Bring a water bottle with water in it!
- Gum: Per school policy, students are not allowed to chew gum in Mr. B's classroom.
- Bathroom breaks will be given to individual students only when absolutely necessary, and not during the first 10 or last 10 minutes of the class. **GO TO THE BATHROOM BEFORE CLASS!**
- Students will not be excused from class for OTC medication, per school policy.
- Don't be late, remember: Tardy means a ticket!
- Students who are absent from class for 10% or more of the course over the trimester (seven classes) will not receive credit for the course unless approved in writing by JMPS administration.
- Classroom discussions will be conducted in a respectful and adult manner, demonstrating respect at all times. **BECAUSE OF THE NATURE OF THE SUBJECT MATTER IN THIS CLASS, THIS IS AN EXPECTATION OF RESPECT FOR OTHERS TO WHICH WE SHALL STRICTLY ADHERE. WHILE EACH OF US HAS OUR OWN BELIEFS, IT IS NOT ACCEPTABLE TO DISPARAGE, ARGUE, OR RIDICULE THE BELIEFS OF OTHERS, OR TO ATTEMPT TO CHANGE THE BELIEFS OF OTHERS. WE ARE STUDENTS OF RELIGION, NOT JUDGES OF THE BELIEFS OF THOSE WITH WHOM WE MIGHT DISAGREE.**

World Religions Video List

We may use these videos, in whole or in part, during this trimester. We may also use YouTube shorts, previewed and screened, topically relevant and age appropriate to our course content and class discussions. Mr. B's YouTube control is set on the highest security and content level possible.

Altars of the World Wellspring Media, two videos, color, 106 minutes total, NR, 1977- These two videos encompass both Western and Eastern religious traditions, and provide excellent background and religion-specific information.

Ancient Voices: Traders of the Dead Sea Scrolls BBC, color/ B&W, 50 minutes, NR, 1998- This video presents the Dead Sea Scrolls and some of the controversy surrounding their discovery, interpretation and translation, preservation, theft and sale.

Almanac: The Twelve Apostles History Channel International, color, NR, 50 minutes, 2002- As part of a series on Christianity, this episode provides historical information concerning the earliest followers of Jesus Christ, the Apostles, who were responsible for the early spread of Christianity, as well as the Gospels and other books of the Bible.

World Religions Course Information

2nd Trimester 2K1718

Mr. B

Almanac: Jerusalem- Holy Deadly Ground History Channel International, color/B&W, NR, 100 minutes, 2002- This documentary explores the history of Jerusalem, the cultures and people of the area, and the conflicts surrounding its history, past and present.

Baraka Directed by Ron Fricke, Produced by Mark Magidson, color, 104 minutes, NR, 2001 ♦ Chosen for its unique presentation of modes of worship from around the world, this documentary does include brief nude images of tribal people from South America, Australia and Africa.

Empires: Islam, Empire of Faith Directed and Produced by Robert Gardner, PBS Home Video, color, 180 minutes, NR, 2000- Recognizing the impact of Islam on the world over the past 1400 years, this video presents the story of the beginnings, growth, and influence of Islam. Generally I only use the first episode of this video, focused on the Prophet Muhammed and Islam ♦s early history.

Little Buddha Directed by Bernardo Bertolucci, Produced by Jeremy Thomas, Miramax, color, PG, 123 minutes, 1993- ♦Little Buddha♦ is the story of an American boy who is believed by Tibetan monks to be the reincarnation of a Tibetan Buddhist Lama. Set in Seattle and various locations in Asia, the film accurately portrays Buddhist beliefs and practices, and also tells the story of the life of Siddhartha Gautama (Buddha). Because this feature film is accurate in the details, because it is an excellent example of the filmmakers♦ art, and because the story lines are compelling, it is an excellent film to share with World Religion students.

A More Perfect Union: America Becomes a Nation Constitutional Bicentennial Collection, Produced by Brigham Young University. Color, 1997, DVD. Rated G, Educational. This film is a dramatic interpretation of the debates leading up to the passage and ratification of the U.S. Constitution.

The Nazis: Episode V- The Road to Treblinka . Produced by the BBC in 1997, VHS, televised by A&E and The History Channel. Excellent documentary on the Nazis planning and implementation of the Holocaust.

Religions of the World (Series) Distributed by Schlessinger Media, 2003 An excellent series presenting factual information about the beliefs, practices, history and leaders of the major world religions.

**Course Outline
Student Contract and Receipt**

Student Name:	GRADE:
Advisor:	

I do ___ do not ___ have internet access at home.

My email address is _____ @ _____

My Parent's preferred email address is/are _____ @ _____

_____ @ _____

I have received the Course Outline for (course name) _____.

I understand, acknowledge, and agree to abide by and complete to the best of my

ability:

- ✓ the Course Goals and Objectives;
- ✓ the Course Outline;
- ✓ the Course Mastery Criteria and Grading Policies;
- ✓ the Course Assignments, including all tests, quizzes, papers, projects, and presentations;
- ✓ the Classroom Conduct and Decorum rules;
- ✓ and the Course Video List.

Student Signature

Date

Parent Signature

Date