



World Religions

Michigan State High School Social Studies Content Expectations

Course Description

World Religions will offer learners the opportunity to explore and acquire knowledge on the religions practiced and observed around the world. The course will focus on “The Big Five” (Judaism, Christianity, Islam, Buddhism, and Hinduism), but will also explore the ideas of other religions as well. The purpose of the course is to gain an understanding, acceptance, and appreciation for religion and not evangelize and/or proselytize. In other words, this course does not attempt to evaluate the religions presented here in an attempt to place a judgment value or criticize any particular faith. The course will not seek to promote, denounce, or convert a student to a particular faith or belief. The information given in this course is factual information. It does, however, provide instances where those facts can be interpreted differently. These facts and interpretations do not necessarily reflect the views and opinions of Lincoln Interactive.

Text Book

Fisher, Mary Pat. *Living Religions*. New Jersey: Prentice-Hall, 2005.

Unit 1 Description

This unit will be an introduction to religion in general. The unit includes a discussion on why religions exist and why people turn to religions; ways humans encounter and understand the divine or "ultimate reality"; characteristics of religions; the encounter between science and religion; women and the feminine in religions; and the negative aspects of organized religions. Next the unit will provide an overview of indigenous religions, emphasizing what these varied traditions have in common. The unit will include a discussion on obstacles in understanding indigenous religions; cultural diversity; the importance of relationships with the spirit world, kinship with all creation, and relationships with power; a description of spiritual specialists such as storytellers and shaman, group and individual rituals, and contemporary issues. Finally, the unit will examine the religion of Hinduism beginning with its possible origins and central elements. The unit also discusses Hinduism's spiritual disciplines, major theistic cults, philosophical systems, worship practices, and concludes with an examination of contemporary issues.

Essential Content and Skills

The learner will:

- Define the meaning of the term religion.
- Identify the common goal of all religions.
- Describe two modes of encountering Unseen Reality.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

- Describe major positive and negative ways of understanding Unseen Reality.
- Identify how religious communities have interpreted its traditions.
- Analyze the phrase “everything is alive.”
- Examine obstacles that create barriers to understanding indigenous religions.
- Identify aspects common to indigenous sacred ways.
- Understand the impact of foreign influence on indigenous religions.
- Examine the role of shaman in indigenous societies.
- Identify the aspects of group observances.
- Analyze the role of observance in native religions.
- Identify the main contemporary issue for indigenous religions.
- Explain the historical development of Hinduism as a major world religion.
- Identify the Vedas.
- Describe the development of the Vedas.
- Identify and describe the different major philosophical systems of Hinduism.
- Identify and describe the various forms of yoga.
- Compare the different usages of the word brahman.
- Describe the religious and ritual foundations of Hinduism.
- Explain the importance of the epics and Puranas to Hinduism.
- Explain the daily actions of someone who practices the beliefs of Hinduism.
- Explain the impact of Hinduism in the modern world

Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: The Nature of Religion

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people’s perceptions of the world.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 2: Religion in the World

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.
CG4	Analyze the causes and challenges of continuing and new conflicts by describing <ul style="list-style-type: none">• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)• local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights• the type of warfare used in these conflicts, including terrorism, private militias, and new technologies.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 3: Understanding Indigenous Sacred Ways

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 1 Lesson 4: Circle of Right Relationships

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 5: Spiritual Specialists & Group Observances

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 1 Lesson 6: Hinduism: Philosophical and Metaphysical Elements

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 7: Hinduism: Major Philosophical Systems

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 1 Lesson 8: Hinduism: Religious and Ritual Foundations

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: The Hindu Way of Life

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 1 Lesson 10: The Hindu Way of Life

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This unit will describe the basic beliefs and practices of Jainism. Topics include the Tirthankaras and ascetic orders, the ethical pillars, spiritual practices, and world Jainism. Next the unit will examine Buddhism beginning with the life of the Buddha. The chapter includes sections on the teachings of the Buddha and the major forms of Buddhism - Theravada, Mahayana, Vajrayana, Zen, Pure Land, and Nichiren. Concluding sections describe the development of Buddhism in the west and Buddhist involvement in social issues. Finally, the unit examines Judaism beginning with the history of the Jewish people. This section includes central Biblical stories, the Zoroastrian influence, Rabbinic Judaism, Judaism in the Middle Ages, Enlightenment, Kabbalah and Hasidism, American Judaism, the Holocaust, and Zionism. The chapter covers religious beliefs and practices in a description of the Torah, sacred practices, holy days, and contemporary Judaism.

Essential Content and Skills

The learner will:

- Describe the uniqueness of Jainism and its distinctiveness from Hinduism.
- Sketch a biography of Siddhartha, founder of Buddhism
- Outline the foundational tenets of Dharma, especially the Four Noble Truths, and the Eightfold Path.
- Illustrate key philosophical concepts such as karma, reincarnation, and nirvana.
- Illustrate lay and monastic practices within Buddhism.
- Explain distinctions between important expressions of Buddhism namely, Theravada and Mahayana, with examples of significant schools within Mahayana.
- Present the foundations and defining characteristics of Daoism and Confucianism.
- Distinguish the differences between Daoism and Confucianism but also explain their complementary relationship.
- Describe the many forms of Chinese religious expression
- Present an overview of the history of Judaism.
- Explain the religious concepts and practices that generally characterize contemporary Judaism

Unit 2 Michigan State Content Expectations

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 1: Jainism

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 2 Lesson 2: The Life and Legend of the Buddha

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 3: The Dharma

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 2 Lesson 4: Devotional Practices

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 5: Buddhism in the West

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 2 Lesson 6: A History of the Jewish People: Part A

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 2 Lesson 7: A History of the Jewish People: Part B

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 8: Torah

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 2 Lesson 9: Sacred practices & Holy days

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 2 Lesson 10: Contemporary Judaism

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This unit will examine the Christian religion. Topics covered include the Christian Bible, the life and teachings of Jesus, the early church, the Eastern Orthodox Church, Medieval Roman Catholicism, the Protestant Reformation, the Roman Catholic Reformation, the impact of the Enlightenment, the Second Vatican Council, central beliefs, sacred practices, and contemporary trends. Next, this unit discusses Islam including information on the prophet Muhammad, the Qur'an, the central teachings, the Sunni-Shi'a split, Sufism, the Five Pillars and jihad, the spread of Islam, relationships with the West, and Muslim resurgence.

Essential Content and Skills

The learner will:

- Examine what can be said about the life and teachings of Jesus
- Chart the evolution of Christianity as it spread throughout the world.
- Explain the development of complex theologies and liturgies of Christianity.
- Explore the many different forms of Christianity.
- Examine some key issues in contemporary Christianity.
- Describe the origins and development of Islam.
- Sketch a brief biography of the founder of Islam and to present his teachings.
- Explain the importance of the Qur'an for this religion.
- Present the central teachings of Islam.
- Investigate the resurgence of the Islamic faith in the contemporary world.

Unit 3 Michigan High School Content Expectations

Unit 3 Lesson 1: The Christian Bible

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 2: The Early Church

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.

Unit 3 Lesson 3: Medieval Christianity

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 4: Sacred Practices

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.

Unit 3 Lesson 5: Contemporary Trends

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 6: The Prophet Muhammad

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 3 Lesson 7: The Qu'ran

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 8: The Five Pillars and Jihad

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 3 Lesson 9: The Spread of Islam

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 10: Muslim Resurgence

State Standard	Description
F3 4.1.2 4.2.1	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity <p>Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This unit will present an overview of Taoism and Confucianism. First examining the ancient traditions of China, and then discussing philosophical and organized Taoism. The discussion of Confucianism includes its basic philosophy, the life of Confucius, the Confucian virtues, his followers, the state cult, Confucianism under communism, and Confucianism in East Asia. Next, the unit describes the basic beliefs, shrines, ceremonies, rituals, and festivals of Shinto including a discussion of Buddhist and Confucian influences on the religion, then closing with a look at contemporary Shinto. The portion of the unit on Sikhism covers the sant tradition, Guru Nanak, the succession of Gurus, and the religion's central beliefs and sacred practices. A concluding section discusses contemporary Sikhism. Next, this unit discusses new religious movements. This portion includes a description of the social context of new religious movements, apocalyptic expectations, and supernatural powers and revelations often associated with new religious movements. Following that, the unit describes some of those religions that are off-shoots and combinations of older religions and several examples of those that emphasize nature spirituality. The unit proceeds with a discussion of universalistic religions such as the Baha'i faith, opposition to new religious movements, and violence in new religious movements. The conclusion of the unit looks at the current state of religion. This part discusses religious pluralism, the interfaith movement, religion and social issues, religion and materialism, and religion and the future of humanity.

Essential Content and Skills

The learner will:

- Describe the origin and major characteristics of Shinto.
- Describe three central aspects of the religion: affinity with natural beauty, harmony with the spirits, and purification rituals.
- Illustrate some of the influence of Buddhism and Confucianism on Shinto.
- Describe the defining characteristics of Sikhism.
- Present the history of Sikhism's development.
- Present major beliefs, contemporary practices, and current controversies within Sikhism.
- Survey some examples of new religious movements.
- Note the links between new religious movements and traditionally established religions.
- Heighten the awareness to the living, evolving nature of religion.
- Examine aspects of religions around the globe today.
- Examine how religion is affecting human life now.
- Predict the impact religion may have on humanity in the twenty-first century.

Unit 4 Michigan High School Content Expectations

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 1: Daoism

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 4 Lesson 2: The Essence of Shinto

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 3: Buddhist and Confucian Influences on Shintoism

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 4 Lesson 4: The History of Sikhism

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 4 Lesson 5: Sacred Practices of Sikhism

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 6: Social Context of New Religious Movements

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 4 Lesson 7: Offshoots of Older Religions

State Standard	Description
F3 4.1.2	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 8: Nature Spirituality, Deep Ecology, and New Age Spirituality

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity

Unit 4 Lesson 9: Religion in the Twenty-First Century: Part A

State Standard	Description
F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity
CG4	Analyze the causes and challenges of continuing and new conflicts by describing <ul style="list-style-type: none">• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)• local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights• the type of warfare used in these conflicts, including terrorism, private militias, and new technologies.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 10: Religion in the Twenty-First Century: Part B

State Standard	Description
F3 4.1.2 4.2.1 CG4	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world. <p>Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia (See 5.3.3)• continuing tensions between Catholic and Orthodox Christianity <p>Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity <p>Analyze the causes and challenges of continuing and new conflicts by describing</p> <ul style="list-style-type: none">• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)• local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights• the type of warfare used in these conflicts, including terrorism, private militias, and new technologies.