

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		Multicultural Studies	
Unit 1:	<b>Cultural Communication Myths and Legends</b>	Month:	<b>February</b>
Unit 2:	<b>Cultural Meanings /Definitions</b>	Month:	<b>March</b>
Unit 3:	<b>Personal Identity /Value Concepts</b>	Month:	<b>April</b>
Unit 4:	<b>Local Myth/Legends</b>	Month:	<b>May, June</b>
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Cultural Communication Myths and Legends		<b>Unit #: 1</b>
<b>Course or Grade Level: Multicultural Studies /Mythology</b>		<b>Length of Time: 4 weeks</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week cultural communication, 1 week mythology/legends , 1 week story telling , 1 week creation myths	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and unity in man’s quest for understanding</li> <li>• How to see yourself in an historical and cultural content</li> <li>• Values of cultural customs and myths</li> <li>• How the origins of life are important to modern day thinking skills</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Definition of Culture</li> <li>• Legend/myth making process</li> <li>• Fables, folklore, fairy tales</li> <li>• Storytelling</li> <li>• Creation myths</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper articulation of perspective</li> <li>• Critical Questioning</li> <li>• Determine Value Systems</li> <li>• Ability to define key concepts of mythology</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Mythology Journal</li> <li>• Open ended questioning</li> <li>• Quizzes and tests</li> <li>• Original creation myth</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual presentations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading from English Literature</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text : World Mythology (Anthology )- NTC Publishing – Donna Rosenberg 1995</li> <li>• Activity – drawing own creation myth location</li> <li>• Film – Legend</li> <li>• Gilgamesh</li> </ul>	
<b>CCSS</b>		
<b>Standard: Grades 11-12 Literacy in History/Social Studies 2010</b>		
<b>Strand(s): Reading/Writing</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Key Ideas and Details	LA.11-12.RH.11-12.3 - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
Craft and Structure	LA.11-12.RH.11-12.6 - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
Integration of Knowledge and Ideas	LA.11-12.RH.11-12.9 - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary,	

Text Types and Purposes		into a coherent understanding of an idea or event, noting discrepancies among sources. LA.11-12.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. LA.11-12.WHST.11-12.2.a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Cultural Definitions	<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Multicultural Studies /Mythology	<b>Length of Time:</b> 4 weeks
<b>Date Created:</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week concept definitions, 1 week hero/heroine , 1 week utopia , 1 week – super hero , 2 days benchmark review
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and unity in man’s quest for understanding</li> <li>• How to see yourself in an historical and cultural content</li> <li>• Values of cultural customs and myths</li> <li>• Importance of Hero/Heroine and possibility of the existence of a perfect place</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Hero</li> <li>• Heroine</li> <li>• Super hero</li> <li>• Cultural definitions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper articulation of perspective</li> <li>• Critical Questioning</li> <li>• Determine Value Systems</li> <li>• Ability to imagine a perfect place</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Mythology Journal</li> <li>• Open ended questioning</li> <li>• Quizzes and tests</li> <li>• Drawing and description of a utopian society</li> <li>• Benchmark # 2</li> </ul>

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual presentations</li> <li>• brainstorming</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Readings from English Literature</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text : World Mythology (Anthology)- NTC Publishing – Donna Rosenberg 1995</li> <li>• Iliad</li> <li>• Odyssey</li> </ul>

**2009 NJCCCS**

**Standard: Grades 11-12 Literacy in History/Social Studies 2010**

**Strand(s): Reading/Writing**

**Content Statement(s):**

**CPI # / CPI(s):**

Key Ideas and Details	LA.11-12.RH.11-12.3 - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	LA.11-12.RH.11-12.6 - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	LA.11-12.RH.11-12.9 - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Text Types and Purposes	LA.11-12.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. LA.11-12.WHST.11-12.2.a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**21<sup>st</sup> Century Themes**

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
---	------------------	--	---	---	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Personal Identity and Value Concept		<b>Unit #: 3</b>
<b>Course or Grade Level: Multicultural Studies /Mythology</b>		<b>Length of Time: 4 weeks</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week personal identity , 1 week Buddha/Confucius, 1 week anti - hero , 1 week customs/values	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Importance of personal identity</li> <li>• Appreciation of the diversity and unity in man’s quest for understanding</li> <li>• How to see yourself in an historical and cultural content</li> <li>• Values of cultural customs and myths</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Buddha</li> <li>• Confucius</li> <li>• Jesse James</li> <li>• Robin Hood</li> <li>• Beowolf</li> <li>• Cultural customs</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper articulation of perspective</li> <li>• Critical Questioning</li> <li>• Determine Value Systems</li> <li>• Ability to define key concepts of mythology</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Mythology Journal</li> <li>• Open ended questioning</li> <li>• Quizzes and tests</li> <li>• Drawing of an anti - hero</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group work</li> <li>• Drawings</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading from English Literature</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text : World Mythology (Anthology )- NTC Publishing – Donna Rosenberg 1995</li> <li>• Film – Labyrinth</li> <li>• Readings from Beowolf</li> </ul>	

**CCSS**

**Standard: Grades 11-12 Literacy in History/Social Studies 2010**

**Strand(s): Reading/Writing**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Key Ideas and Details	LA.11-12.RH.11-12.3 - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	LA.11-12.RH.11-12.6 - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	LA.11-12.RH.11-12.9 - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary,

Text Types and Purposes		<p>into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>LA.11-12.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LA.11-12.WHST.11-12.2.a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>					
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Local Myths and Legends	<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Multicultural Studies /Mythology	<b>Length of Time:</b> 5 weeks
<b>Date Created:</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	1 1/2 weeks – Pine Barrens/Jersey Devil, 1 week – Atco Ghost , AL Capone , 1 week =supernatural , 1 week Ghosts , 1 week Urban Legends
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and unity in man’s quest for understanding</li> <li>• How to see yourself in an historical and cultural content</li> <li>• Values of cultural customs and myths</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Urban Legends</li> <li>• Pine Barrens</li> <li>• Jersey Devil</li> <li>• Atco Ghost</li> <li>• Al Capone</li> <li>• Man on Big Bike</li> <li>• Supernatural</li> <li>• Clementon Fire House Ghost</li> <li>• Weird New Jersey places of intrigue and interest</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper articulation of perspective</li> <li>• Critical Questioning</li> <li>• Determine Value Systems</li> <li>• Ability to define key concepts of mythology</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Mythology Journal</li> <li>• Open ended questioning</li> <li>• Quizzes and tests</li> <li>• Own ghost story</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual presentations</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading from local folklore</li> <li>• Reading from English Literature</li> <li>• Guest speaker –Ghost Hunter</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text : World Mythology (Anthology ) - NTC Publishing – Donna Rosenberg 1995</li> <li>• Film – Jersey Devil</li> <li>• Film Urban Legend</li> <li>• TV Series –Episode # 1 Supernatural</li> </ul>

**CCSS**

**Standard: Grades 11-12 Literacy in History/Social Studies 2010**

**Strand(s): Reading/Writing**

**Content Statement(s):**

**CPI # / CPI(s):**

Key Ideas and Details	LA.11-12.RH.11-12.3 - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	LA.11-12.RH.11-12.6 - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	LA.11-12.RH.11-12.9 - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Text Types and Purposes	LA.11-12.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. LA.11-12.WHST.11-12.2.a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**21<sup>st</sup> Century Themes**

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: December 18, 2012