



Grade 9 - Unit 1 - Belief Systems

Unit Focus
In this introductory unit, students will begin to explore the theme upon which this course is built: competing conceptions of justice and the common good. This exploration starts with inquiry into the various belief systems that exist in the modern world, and the ways in which each of those systems express the notion of the common good in similar and different ways. Providing context to many of the conflicts that students see in the world around them. The learning activities in stage 3 provide numerous metaphors, stories, and exercise that should be used to support students as they build basic understandings of each belief system and interpret key texts. The unit will conclude with students transferring their learning to the development of an interfaith religious center that could be built in the Olympic village in order to promote communication and understanding between religious identities while respecting the unique qualities of each.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 9</i> <i>1011075 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</i> <i>1011119 History</i></p> <ul style="list-style-type: none"> • HIST.9--12.14 Analyze multiple and complex causes and effects of events in the past. • HIST.9--12.7 Explain how the perspectives of people in the present shape interpretations of the past. <p>Student Growth and Development 21st Century Capacities Matrix <i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <i>Collaboration/Communication</i> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. 	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> <p>T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Religious beliefs systems advocate some shared beliefs, but also promote ideas which come into conflict with one another.</p> <p>U2 Our own perspectives must be recognized and accounted for when interpreting evidence from the past.</p> <p>U3 Religions and belief systems offer key insights into how people think of justice and the common good, and those insights can help us to make sense out of a wide variety of conflicts.</p>	<p>Q1 Are there universal elements of what it means to be "good?"</p> <p>Q2 Why is being mindful of others important?</p> <p>Q3 To what extent can different religions coexist?</p> <p>Q4 How can historians use religion as lens to better understand people in the past?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Fundamental tenets of: Hinduism, Confucianism, Buddhism, Taoism, Judaism, Christianity, and Islam</p> <p>K2 Historical origins of above religions, including links between the religious tenets and the realities of the societies in which they formed</p> <p>K3 Definitions, strengths, and limitations of religious pluralism</p>	<p>S1 Comparing and contrasting religious beliefs</p> <p>S2 Working together to interpret religious texts as historical documents</p> <p>S3 Historical thinking: close reading, contextualization</p> <p>S4 Sharing ideas through socratic seminars</p> <p>S5 Empathizing and articulating multiple points of view with groups</p>	