Course Title – MD World Cultures
Implement start year – 2018-19
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Unit #3, topic – Religion   Please note: All units of this MD World Cultures curriculum are written to be used across the region or country selected by the teacher. All units can be addressed with each region.
Transfer Goal –   Students will be able to independently use their learning to appreciate diversity in religion and become advocates for acceptance in their communities.

Stage 1 – Desired Results

Established Goals	21st Century Themes (www.21stcenturyskills.org)
2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2014/final.htm) **Common Core Curriculum Standards for Math and English** (http://www.corestandards.org/)	_X_ Global Awareness _X_Financial, Economic, Business and Entrepreneurial Literacy _X_Civic Literacy _X_Health Literacy _X_Environmental Literacy

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism,Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). CCSS.ELA-LITERACY.HR.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	21st Century Skills *Learning and Innovation Skills:* _X__Creativity and Innovation _X_Critical Thinking and Problem Solving _X__Communication and Collaboration *Information, Media and Technology Skills:* _X__Information Literacy _X_Media Literacy _X__ICT (Information, Communications and Technology) Literacy *Life and Career Skills:* _X_Flexibility and Adaptability _X_Initiative and Self-Direction _X_Social and Cross-Cultural Skills _X_Productivity and Accountability _X_Leadership and Responsibility
Enduring Understandings: *Students will understand that . . .* *EU 1* Religion shapes culture and daily life. *EU 2* Religion reflects culture and impacts its relationships with outside groups. *EU 3* Being a productive member of a community involves acceptance and appreciation for religious diversity.	**Essential Questions:** *EU 1* - How does religion influence every day practices within a culture? - What is the value of religion in society? *EU 2* - Why have different religions developed? - How can religious differences create conflict? - How are religious fundamentals similar? *EU 3* - How can acceptance of different religions unify a society? - What are ways to encourage acceptance of religious diversity?

Knowledge: *Students will know . . .*	Skills: *Students will be able to . . .*
EU 1 • Customs and practices of religious groups. • Contribution of religion to society.	*EU 1* • Identify key religious practices in daily life. • Describe traditions of a specific religion.
EU 2 • Origins of the major religions within a region. • Fundamental principals of specific religions. • Interactions between major religions within a region.	*EU 2* • Identify key historical moments that influenced the development of a religion. • Compare and contrast the beliefs of major religions within a region. • Explain the tensions that led to various religious conflicts. • Identify examples of peaceful religious coexistence.
EU 3 • Examples of past and present religious discrimination. • The impact of discrimination upon certain religious groups. • Consequences of religious discrimination on a society. • Appropriate ways to advocate.	*EU 3* • Identify basic human rights declared by United Nations. • Evaluate the treatment of subgroups within a religion. • Demonstrate advocacy appropriately and effectively.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Tests/Quizzes
- Maps
- Observations
- Class Discussions
- Presentations
- Community Based Experience

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements.*
Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

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- Create a timeline depicting the establishments of the major religions. (A)
- Create a poster illustrating holidays of a specific religion. (A)
- Develop a collage exhibiting various customs of a religion. (A)
- List key leaders or figures the influenced a religion. (A)
- Journal showing the daily life of a teenager in a specific religion. (M)
- Create a Facebook page for a key figure in a specific religion. (M)
- Make a KWL (Know, Want to Know, What You Learned) chart of a specific religion. (M)
- Create a Venn Diagram comparing two different religions. (M)
- Hold a peace conference to discuss various issues of importance to major religions. (T)
- Research current events regarding relevant religious issues. (M)
- Watch video clips (i.e. You Tube) showcasing various religious customs. (A)
- Develop a menu for a restaurant based on the dietary guidelines for a certain religion. (T)