

Course Title: World Religions: Exploring Diversity

State: WA
State Course Title: Social Studies
State Standards: Learning Standards for Social Studies

Percentage of Course Aligned: 89%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Standard Rating (Fully Met / Partially Met / Not Met)
SSS1: Uses critical reasoning skills to analyze and evaluate claims.						
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	World Religions: Exploring Diversity	Unit 2: Hinduism	Lessons 5-6	Learning more about the influence of the Hindu religion today by finding a current article regarding the subject and analyzing the argument	Discussion 2	Fully Met
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	World Religions: Exploring Diversity	Unit 4: Judaism	Lessons 1, 3, 6	Evaluating the claim that Judaism is the most historical religion and examining ways that its history has affected beliefs and practices	Discussion 1	Fully Met
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	World Religions: Exploring Diversity	Unit 6: Islam	Lesson 3	Examining the viewpoints of those who say the Quran and the Bible are similar and comparing the roles and influences of these sources	Critical thinking 4	Fully Met
SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	World Religions: Exploring Diversity	Unit 1: The Study of World Religions	Lesson 6	Researching the advantages of religion (answering questions, provision of a moral system) and the disadvantages (potential for creating divisions, discouraging questions)	Critical thinking 4, 5	Fully Met
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	World Religions: Exploring Diversity	Unit 9: Taoism	Lessons 1-4	Researching and reporting on how different time periods and different places led to the development of religious Taoism	Critical Thinking 5	Fully Met
SSS2: Uses inquiry-based research.						
SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.	World Religions: Exploring Diversity	Unit 6: Islam	Lesson 5	Discussing the role of women in Islam and questioning if this is an inherent part of the religion	Critical thinking 5	Fully Met

SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	World Religions: Exploring Diversity	Unit 5: Christianity	Lessons 1, 2	Examining, researching, and analyzing the claim made by some that the Apostle Paul is actually the founder of Christianity, not Jesus.	Critical Thinking 5	Fully Met
SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	World Religions: Exploring Diversity	Unit 8: Shintoism	Lesson 6	Learning more about how Shinto values are used in the Japan's business world (e.g., unified effort, loyalty) and debating if these can actually help businesses achieve success	Discussion 1	Fully Met
SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	World Religions: Exploring Diversity	Unit 10: Religion in the 21st Century	Lessons 1, 2	Explaining how the spread of religions is often linked to increased tensions and conflicts throughout the world and researching one historical example in particular	Critical Thinking 1	Fully Met
SSS3: Deliberates public issues.						
SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.	World Religions: Exploring Diversity	Unit 1: The Study of World Religions	Lessons 1, 2	Exploring, comparing, and discussing the different definitions, elements, and perspectives concerning the worlds' religions	Critical Thinking 1, 2	Fully Met
SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.	World Religions: Exploring Diversity	Unit 10: Religion in the 21st Century	Lessons 1, 2	Exploring and then summarizing the different takes and attitudes three different religions would have regarding the interplay of science and religion	Critical Thinking 5	Fully Met
SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.	World Religions: Exploring Diversity	Unit 7: Confucianism	Lab	Reading a range of Confucianisms and then reflecting, exploring, discussing, debating, and explaining their meanings	Lab	Fully Met
SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	World Religions: Exploring Diversity	Unit 2: Hinduism	Lessons 1-6	Analyzing the role of Hinduism as a national religion and extrapolating that into a larger discussion regarding other examples of national religions	Critical thinking 5	Fully Met
SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.	World Religions: Exploring Diversity	Unit 2: Hinduism	Lab	Drawing from a range of materials, including recent TedTalks, to uncover more about the meanings and importance of several Hindu legends	Lab	Fully Met

SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	World Religions: Exploring Diversity	Unit 5: Christianity	Lab	After watching two TedTalks on Christian practices, students will discuss the role of compassion and offer examples from their own experiences, as well as evaluate Pope Francis's attitudes towards helping others	Lab	Fully Met
SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate						
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	World Religions: Exploring Diversity	Unit 3: Buddhism	Lessons 1-3	Researching and reporting on a current primarily Buddhist country and the ways Buddhism has affected its culture and practices	Critical Thinking 3	Fully Met
SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	World Religions: Exploring Diversity	Unit 3: Buddhism	Lessons 1-4	Exploring and reporting on the roles of women in Buddhist cultures and comparing this with their roles in Hinduism	Critical thinking 4	Fully Met
SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).						Not Met
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation						Not Met