

# OTP11-Religion, Government, & Present Day SS1

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **2 marking periods**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to define various religions that include Christianity, Judaism, Muslim/Hinduism, Atheism, and also their components. Students will be able to name the parts of government while interpreting bills, laws, and the election process. Students will be able to discuss current events that happend during their lifetime. (The Gulf War, 9/11/01, Social Media, Cyber Bullying, Gender Equality, Global Warming, Activism: Social Movements/Protests).

## Transfer

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Students will be able to independently use their learning to...

- Recognize the practices of various religions that live in our world.
  - Describe different parts of the government and their specific functions.
  - Understand the election process of the United States.
  - Identify and discuss current events that happend during their lifetime.
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## Meaning

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## Understandings

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Students will understand...

- Different religions occupy our world and have different beliefs.
- The United States government and its different components.
- How laws are interpreted and created.
- How the election process works and functions.
- Current events of their lifetime and how it has impacted their generation.
- The connection of specific current events to events that have happened in the past.

### **Essential Questions**

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Students will keep considering...

- How do differing religions effect the world?
- What are the three branches of government and what are their functions?
- What is the process of creating laws?
- What are important events that happened in your lifetime?
- How have these events impacted the world around us?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know...

- About different religions and their individual beliefs and customs.
- How the United States is organized into three branches of government.
- The process of a bill becoming a law.

- The election process of the United States.
- The impact September 11, 2001 had on the United States.
- Details about current events and how they have effected the present day.
- How certain current events are repeats of events of the past.

### **Students will be skilled at...**

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Students will be skilled at

- reading and reporting on current event articles.
- differentiating between the major religious beliefs of the world.
- illustrating how a bill becomes a law.
- explaining how our country picks a president.
- telling how the events of September 11th impacted the culture of our country.
- compare and contrast how improvements in technologies have impacted our culture with regards to social media, cyber bullying, gender equality, global warming, and social movements.

### **Academic Vocabulary**

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culture

9/11/01

Gulf War

government

president

legislative

executive

judicial

ammendment

pardon  
amnesty  
liberal  
conservative  
impeachment  
social media  
ethics  
diversity  
gender  
cyber bullying  
Torah  
Bible  
synagogue  
church  
mosque  
Qur'an  
protest  
Christian  
Jewish  
Muslim  
Christianity  
Judaism  
Islam

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**Target 2**

- Students will recognize holidays, customs and beliefs of, as well as investigate the historical background and important individuals within the Islamic faith.

## **Learning Goal 2**

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- Students will recall the different facets of the US government and how they function.

## **Learning Goal 3**

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- Students will compare and contrast how improvements in technologies have impacted our culture in the new millennium.

## **Target 1**

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- Students will critique how technology has influenced the advancement of terrorism following the attacks of September 11th, 2001.

## **Target 2**

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- Students will research the rise and lasting impact of social media and its correlation to the development of cyber bullying.

## **Target 3**

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- Students will develop understanding on gender in regards to the fight for equality within the United States.

## **Summative Assessment**

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Link to summative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

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- end of semester exam
- end of unit or chapter tests
- essay or report

- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observation

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## **Formative Assessment and Performance Opportunities**

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- Do now
- exit ticket
- graphic organizer
- group project
- independent project
- questioning/discussion
- role play

- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

## **Differentiation/Enrichment**

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- 1:1 instruction
- community based instruction
- cueing/prompting
- reinforcement activities
- role playing/simulation
- small group instruction
- visual supports

## **Unit Resources**

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**US Government and Presidents - Skills for Success**

**Leveled Texts for Social Studies - The 20th Century**

**Leveled Texts for Social Studies- Symbols, Monuments and Documents**

**<https://ing.org/kyn-curriculum-educators/#traditions>**

See Religion, Government and Present Day Folder located in OTP Curriculum folder

books

workbooks

board games

interactive activities

online activities

video presentation

[Gender Equality Info](#)

[Unit Resources Website](#)

[Bullying and Cyberbullying](#)

[Cyberbullying Classroom Resource website](#)

[Cyberbullying Storybook](#)

[Global Warming Website](#)

[9/11 Resources](#)

[Social Media Safety](#)

[PBS America Responds- 9/11 Resources](#)

[Scholastic Resources for 9/11](#)

[Student Activism and Student Led Social Movements Article](#)

[PBS Peaceful Protests](#)