

# 06 Unit 6: World Religions

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **2-2.5 Weeks/ 10-12 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Social Studies 6

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the sixth grade students will focus on "The Beginnings of Human Society", Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations" and "The Classical Civilizations of the Mediterranean World, India, and China".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that

- historical contexts and events shaped and continue to shape people's perspectives

## **CONTENT AREA STANDARDS**

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SOC.6.2.8.HistoryUP.3.c	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.
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## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and

synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- the tenets of the world religions have similarities as well as differences
- the patterns of expansion for each of the world religions is similar
- each world religion has had to respond to challenges of globalization

### **Procedural Knowledge**

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Students will be able to:

- 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).
- trace their patterns of expansion and explain the similarities.
- compare and contrast the responses to current challenges of globalization.

## **EVIDENCE OF LEARNING**

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- Rubric graded assignment/alternative assessment
- Quiz/Test
- Open ended/Response writing

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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- Teacher observation
- One-on-one
- Questioning
- Graphic organizers
- Participatory discussions
- Anecdotal notes
- Student charts

Alternative:

- Exit tickets
- Google forms
- Quizizz game

## **Summative Assessments**

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- Graphic organizers
- Homework

- Culminating activities
- Open- ended response

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core: www.tci.com

Supplemental:

One World, Many Religions: The Ways We Worship

By Mary Pope Osborne

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis; applicational tech applications ( google, quizzz, flipgrid) , creating projects using technology

Visual and Performing Arts - presentations (flipgrid), conveying meaning through art

Science - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

<https://drive.google.com/file/d/1aQxCjazgKMTaAcotQS8NbOP84SwKB9W6/view>