

Curriculum Map: Maysa Kergaye

Essential Questions

1. How do people find connections with individuals who live and think differently than themselves?
2. What is the purpose of religion?
3. What can Islam teach us all about the importance of submitting to starting points and boundaries?

Learning Intentions Upon completing this Module, students will:

1. Be more aware and supportive of people with different practices and beliefs than themselves.
2. Examine the purpose of religion.
3. Articulate certain practices, customs, and beliefs of Muslims.
4. Understand the importance of finding starting points and submitting to boundaries to happiness and success.
5. Use video to examine perspective and derive meaning.

Success Criteria

1. I will welcome and engage with diverse people in my community.
2. I set a goal for myself, find a starting point and establish and submit to boundaries.

Learning Outline

This 3-hour module is on Maysa Kergaye's video presentation on being Muslim. It can be taught as a whole learning experience, or in chosen sections as time allows:

- 15 minutes: Launch Activity– **Introduction: Famous Muslims**
- 10 minutes: While Viewing– **Introduction: Meet Maysa Kergaye**
- 10 minutes: Post-Viewing– **Introduction: Finding Answers & Asking Questions**
- 10 minutes: Launch Activity– **Part 1 & 2: What is the Purpose of Religion?**
- 15 minutes: While Viewing– **Video 2: Part I Being Muslim: Famous Muslims, Basic Beliefs, Burkinis and More! // Part 2 Being Muslim: The Five Pillars of Islam**
- 15 minutes: Post-Viewing– **Finding Answers & Asking More Questions**
- 10 minutes: Launch Activity–**Part 3: First Dates**
- 15 minutes: While Viewing– **Part 3 Being Muslim: Part II: How to Wear A Hijab, Dating, Math Tricks and More!**
- 10 minutes: Post-Viewing– **Part 3 Being Muslim: Comparing Notes**
- 25 minutes: Demonstration– **Even if You Aren't Muslim! An Approach To Applying Maysa Kergaye's Lessons To Our Own Lives**
- 60+ minutes: Making Connections: Arts Integration Activity: **Using Videography POV (Point of View) to Examine Starting Points and Boundaries**

Standards Targeted Throughout Curriculum(Expanded Version Below)

Module 1: Maysa Kergaye on Being Muslim

Core Standards for Social Studies (7-12):

World Geography (WG) Strand 3: Culture (WG 3.1, 3.3; 3.5) (grades 9 & 10)

Core Standards for English Language Arts (7-12):

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4; W7.9-12.9)

Speaking and Listening: (SL7.1-12.1; SL7.5-12.5)

National Arts Standards (Visual & Media Arts 7-12):

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connection

AASL National School Library Standards:

Shared Foundations Anchors:

Inquire

Include

Collaborate

Standards: Expanded

Core Standards for Social Studies (7-12):

World Geography Strand 3: Culture (grades 9 & 10)

3.1: Students will identify and describe the essential defining characteristics and functions of culture.

3.3: Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

3.5 Students will explain how the basic tenets of world religions affect the daily lives of people.

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.2-12.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.7-12.7: Conduct short research projects to answer a question, or solve a problem. Synthesize multiple sources on the subject. Demonstrate understanding of the subject under investigation.

W7.9-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.2-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL7.4-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with well-chosen details, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate (appropriate eye contact, adequate volume, and clear pronunciation) to purpose, audience and a range of formal and informal tasks.

SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

National Arts Standards (Visual & Media Arts 7-12)

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.

Anchor Strand 2: Organize and develop artistic ideas and work.

Anchor Strand 3: Refine and complete artistic work.

Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.

Anchor Strand 5: Develop and refine artistic techniques and work for presentation.

Anchor Strand 6: Convey meaning through the presentation of artistic work.

Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.

Anchor Strand 8: Interpret intent and meaning in artistic work.

Anchor Strand 9: Apply criteria to evaluate artistic work.

Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Film Study Standards (NFSS)

Standard 2.0 Historical and Cultural Context: Students understand that a film is both a historical/social document and a cultural artifact. Students analyze social issues presented in film and form conclusions about the ways in which film influences and is influenced by the society in which it is produced.

Standard 5.0 Cross-Curricular Connections: Students first tap their knowledge of other disciplines to study a film. They then apply what they have learned about film to other disciplines, making connections between film and literature/language arts, film and history/social studies, film and other arts, and film and sciences.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.