

# Religious Education

## *Grades 7-9*



GOVERNMENT OF  
NEWFOUNDLAND  
AND LABRADOR  
Department of Education  
Division of Program Development

*A Curriculum Guide*  
**2002**

---

# Table of Contents

Acknowledgements .....	iii
------------------------	-----

## SECTION I: PROGRAM OVERVIEW AND RATIONALE

Vision Statement .....	1
Rationale for Religious Education .....	1
Key Principles Underlying Religious Education ...	3
Meeting The Needs of all Learners .....	5
Effective Assessment Evaluation Practices .....	16

## SECTION II: CURRICULUM DESIGN AND COMPONENTS

Introduction .....	21
Curriculum Outcomes Framework .....	21
Meeting the Essential Graduation Learnings Through Religious Education .....	22
General Curriculum Outcomes for Religious Education .....	25
Key-Stage Curriculum Outcomes .....	25

## SECTION III: SPECIFIC CURRICULUM OUTCOMES

Overview of Specific Curriculum Outcomes .....	29
Grade 7 .....	39
Grade 8 .....	57
Grade 9 .....	75

## SECTION IV: APPENDIX

Bibliography .....	93
--------------------	----



# Acknowledgements

The Intermediate Religious Education Curriculum Guide was developed by the Intermediate Religious Education Curriculum Committee (1999-2001). The Department of Education wishes to acknowledge the time, energy and expertise provided by the following educators in the development of this guide.

**David Anthony**, Teacher, Leo Burke Academy, Bishops Falls

**Raymond Greenham**, Teacher, Grenfell Intermediate School, Grand Falls-Windsor

**John Hatt**, Teacher, Exploits Valley High School, Grand Falls-Windsor

**Scott Hewlett**, Program Development Specialist for French Immersion 7-12, Division of Program Development, Department of Education

**Bryce Hodder**, Chairperson, Program Development Specialist for Religious Education, Division of Program Development, Department of Education

**Kathy Morris**, Teacher, St. Paul's Intermediate School, Gander

**Bernard Woodfine**, Vice Principal, Lakeside Academy, Buchans

The Department of Education also acknowledges the work of **Ms. Rosalind Priddle** and **Odette Squires** in the production of this document.



# Section I: Program Overview and Rationale

## Vision Statement

The Newfoundland and Labrador religious education curriculum is shaped by a vision of enabling and encouraging students to grow religiously, spiritually and morally into informed, caring and contributing members of society, who appreciate their own beliefs and values, and the beliefs and values of others, and who understand the contribution that Christianity and other religions make to human life.

## A Rationale for Religious Education

*Appreciation of the human encounter with transcendence in its multiple forms can be as important as an appreciation of literature and the other arts in helping us lay hold of the wisdom of our collective past.* (Michael Warren, "Catechesis: An Enriching Category for Religious Education", *Source Book for Modern Catechetics*. Winona: St. Mary's Press, 1983, p.388.)

Since time immemorial people have had a quest for the spiritual side of existence and the purpose of life. From early humanity up to the present age the religious realm has continued to occupy people's thoughts and influence their behaviour. In the western world our society and culture have been greatly influenced and shaped by the Judaeo-Christian tradition. Beliefs have evolved and traditions have varied but the religious component of humanity has continued to survive. It has been instrumental in determining attitudes toward God (Ultimate Reality) and attitudes and approaches toward the world in which we live. On the cusp of the twenty-first century the majority of the world's population continues to believe in a spiritual side of humanity.

Fundamental questions about life continue to be asked. From a young age, children set out on a quest for answers, not always simple answers but answers relating to the profound questions of life and life beyond. This quest is lifelong and includes a search for answers related to questions about the purpose of life, where we fit into the scheme of things, what is the ultimate mystery which embraces our entire existence, what makes us different from other living things, what the source of suffering is, how happiness can be found, what happens after death, and other fundamental questions. These are questions addressed by all major religions and, because of their importance, should be given attention in a K-12 curriculum. While a religious education program should provide a forum to address such questions, it must be noted that central to the faith development of the young person is the family and faith community. The religious education program should support the role of each, where appropriate. Students should be given structured and unstructured opportunities to search in their own religious heritage for the answers to these questions, and to compare these with the answers or frameworks provided in other religious traditions.

*Persons demand beliefs; societies need convictions; and civilizations require a basic social ethical vision by which to guide behavior.* (M. Stackhouse, *Creeds, Society and Human Rights*. Grand Rapids, Michigan: W.B. Eerdmans Publishing Co., 1984, p. 4.)

*Religion is too important a part of history, culture, and current experience of [humankind] to be left to believers alone. There is a role for the school in preparing pupils to take an informed and thoughtful part in a pluralistic society. When the society contains not one but several religions, the need for a thoughtful study of religion becomes greater, not less.* (John M. Hull, "Religious Education in a Pluralistic Society", *Studies in Religion and Education*. London: Falmer Press, 1984, p. 48.)

In their search for meaning, students should develop an awareness of what it means to be human and the inherent responsibilities which come with this. Out of this realization should come a sense of value for humanity and all of creation. In their personal search for meaning it is important that students acquire the knowledge, understanding and skills needed to interpret religious ideas. They need to see themselves as an integral part of creation. When this conclusion is reached, behaviour and attitudes toward all creation will be caring and affirming. The religious education curriculum should help students explore their role in the natural order.

In a world that is truly multi-cultural and multi-faith, it is important that each person can value and celebrate his/her own faith (religious heritage or commitment). However, with accurate information about other religions, the individual should recognize that others have religious beliefs that they value and celebrate as well. Religious and denominational intolerance will be eliminated only when people are more understanding of the intrinsic worth of religious views and traditions that are not their own. An effective religious education program should give accurate information and demonstrate respect for all world faiths.

Most of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

There are other considerations for the importance of religious education being included in the curriculum.

Religion has been a determining factor in history and in our cultural heritage. Major decisions have been made in light of religious teachings. While it is true that, at times, religions have been responsible for conflicts in the world, it is also true that they have served to bring about resolutions, peace, and social justice. Students need to be aware of the role religion has played historically. An effective religious education program will enable the student to understand and appreciate the relationship between religion and history.

Religion is also a large contributing factor in current national and international events. By coming to a realization of the importance of religion in these events, students will better understand some of the underlying causes and complexities.

Consideration and recognition should be given to the impact and contributions made by religion in the areas of literature, architecture, art, music, film, and theatre.

Finally, it must be noted that young people develop intellectually, physically, emotionally, socially, and spiritually. It is important to have a religious education component in the school because the school addresses the development and education of the whole child.

The Atlantic Canada Framework for Essential Graduation Learnings in Schools states that the mission of Public Education is “to enable and encourage every individual to acquire, through lifelong learning, the knowledge, skills and values necessary for personal growth and the development of society.” In addition to the six Essential Graduation Learnings outlined elsewhere in the Framework, a specific Seventh Learning for Newfoundland and Labrador references:

*Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

An effective religious education program will be a contributing factor to that mission. There will be aspects of the religious education curriculum that support each of the Essential Graduation Learnings.

## **Key Principles Underlying Religious Education**

This religious education curriculum is non-confessional. In such a program it is essential that faith, beliefs, doctrines, practices and history of Christianity and other religions be covered with sensitivity and respect. No attempt to indoctrinate, proselytize or present a biased view would be appropriate.

In *A Curriculum Framework for Religious Education*, it is recognized that in addition to studying Christianity and other religions, students will be enabled to reflect on and make personal decisions about their own spirituality and religious traditions.

Recognition must be given to the fact that students are living in a global society and in a country that is multi-cultural and multi-faith. Newfoundland and Labrador, along with the other provinces and territories, is also witnessing the emergence of various faith communities. Therefore, it is desirable for the citizens of the province to understand and respect many living belief systems.

Students should also be aware that religion influences local and global events. It is imperative that they be educated regarding other religions. They should acquire knowledge of the founders, beliefs, main practices, symbols and festivals of various religions. They should also understand the similarities and differences among the religions studied.



*For information and theories on spiritual and moral development the following authors are recommended: Fritz Oser, James Fowler, Lawrence Kolberg and Carol Gilligan.*

Throughout the ages, religion has had an influence on, and has been expressed through, the arts, including music, art, drama, literature, and architecture. As students study religious education, they also study history, music, literature, and vice versa.

This religious education curriculum acknowledges and supports the notion that young people have a spiritual dimension and grow spiritually as well as physically, emotionally, psychologically and intellectually.

This religious education curriculum acknowledges that the essence of all interfaith dialogue is the awareness that human beings share essential truths and experiences.

This religious education curriculum respects the place and role of family and faith communities as primary influences on the faith lives of young people. At the same time it acknowledges the complementary and supplementary role of partnership that the school can play in the spiritual, moral, and faith development of young people.

Through their study, students should come to appreciate the intrinsic worth of each religion for its adherents.

## Meeting the Needs of all Learners

### The Adolescent Learner

The adolescent learner in the intermediate grades is involved in a period of rapid and significant change with respect to physical, emotional, social, intellectual, spiritual and moral development. Because the nature of these changes is often intense and varied, they need to be acknowledged by the religious education teacher.

While some general characteristics for adolescents have been identified, there is a need to recognize that changing characteristics are on a continuum with many variations at each grade and for different ages. Each young person is unique and any attempt to classify must be regarded as extremely general.

For this curriculum guide, which deals with the adolescent learner in the intermediate grades, adolescence can be subdivided into early adolescence for the 10-14 year old, encompassing the biological changes that come with puberty and a new interest in sexuality, and middle adolescence, ages 15-17, a time of increasing autonomy and self-discovery leading to clear identity formation. There are considerable differences in the characteristics of the early grade seven adolescent and the late grade nine adolescent.

The characteristics of the intermediate learner should be considered within the instructional environment. The intermediate learner:

- perceives peer relationships as more important than family relationships
- attempts to define self independent of the family
- may become more involved in risk taking behaviours
- appears to fluctuate between independence and dependence
- displays a multitude of emotions in varying degrees
- grows physically and cognitively at varying rates
- moves from morality based on convention to morality based on personal values
- is refining his/her sense of humour
- uses diverse communication skills
- is enthusiastic about sharing ideas and experiences
- continues to develop reasoning skills
- reflects on feelings, emotions, and responsibilities
- is developing the ability to handle abstract and hypothetical concepts
- applies problem solving approaches to complex issues
- is self-conscious

- is learning to interact co-operatively
- asks questions and questions answers
- responds best when expectations are clear
- has fairly rigid standards for right and wrong

## The Religious Education Learning Environment

An effective learning environment will be one where sensitivity and respect is shown for all living belief systems. The learning environment should be such that it fosters in students a positive attitude towards other people and their right to hold different beliefs from their own. It should prepare students for living in a society of diverse living belief systems. Recognizing students' varying backgrounds and experiences, the religious education instructional environment must incorporate principles and strategies which support diversity while recognizing the varied learning styles, multiple-intelligences, and abilities of the individual.

It is not enough, however, that students learn about other faiths. In addition to attending to the cognitive domain, the learning environment must be conducive to, and supportive of, the affective domain.

Also, the learning environment has to be appropriate to the age and developmental needs of the student, with activities being student centred. It may include experiences through celebrations, festivals, food, drama and field trips. An opportunity for reflection is important. The learning environment, however, should be sensitive to aspects of any living belief system that can only be experienced and fully appreciated by adherents of that particular belief system. It should never be the intent to turn any of these celebrations or observances into "pretend" sessions. In many instances the teacher will have to decide to what degree practices of celebrations can be facilitated in the school with the sincerity, dignity, and reverence they deserve.

Therefore, an effective religious education environment must be:

- student centred
- engaging and relevant
- respectful of diversity
- inviting and inclusive
- participatory, interactive and collaborative
- reflective and celebratory
- integrative
- challenging
- inquiry based

*"Our pedagogy is to actively engage people's whole "being" in place and time - their physical, mental and volitional capacities, their head, heart and action, their intellect, desire, and will, their reasons, memory, and imagination, and enable them to reclaim their past, embrace their present, and take responsibility for their own and other's future." (Thomas H. Groome, *Sharing Faith, A Comprehensive Approach to Religious Education and Pastoral Ministry*, Harper, San Francisco 1991, p. 430)*

## **The Role of the Teacher**

It is the role of the teacher to create a supportive environment. The teacher of religious education:

- is a facilitator
- is not “all-knowing” about different living belief systems
- uses people from the faith communities as resource people
- is sensitive to diverse religious beliefs
- fosters a sense of acceptance, trust and comfort in the classroom
- demonstrates a valuing of all learners
- helps each student to form individual beliefs and attitudes
- helps students understand what ‘reflection’ is and allows time for reflection
- challenges students to act upon their learning
- provides time for students to ask questions

While it is understood that each teacher brings his or her own beliefs to the classroom, it should also be understood that a teacher should not make any attempt to promote or denigrate any student’s beliefs. The teacher must not attempt to indoctrinate or proselytize.

## **Instructional Strategies**

There is no one best way to teach. Effective instruction encompasses a variety and combination of approaches - within a program, within a course, within a unit, within a lesson.

Effective instruction facilitates, promotes and results in student learning. Effective teachers know how to adapt their strategies to meet a wide variety of student needs. Effective teachers make decisions about curriculum selection, organization and implementation based on sound research and a wide range of practical and theoretical knowledge. They engage the student in the learning process. Effective instruction begins with the assessment of student learning needs, interests and abilities. It continues with planning and delivering instruction in an appropriate manner, including monitoring student growth and understanding. This process concludes with evaluating student progress and achievement in preparation for the next learning experience.

Instructional strategies should vary so that there is opportunity for direct instruction, seatwork, assessment, cooperative small group work, and learning beyond a prescribed text. No matter what the instructional strategy, evaluation, especially formative evaluation, should be ongoing. The learning activities and instructional strategies occurring in classrooms should promote a school climate where teachers and learners collaborate about learning. The climate teachers create in any class should foster a sense of acceptance by teachers and

peers, as well as a sense of comfort and order. Such a climate is enhanced when time is provided for students to ask and answer questions; when teachers restate/rephrase questions for a student; when teachers guide a student in finding solutions to problems assigned; when teachers acknowledge the worth and dignity of a particular response.

It is important that general and specific curriculum outcomes be used as reference points for planning learning experiences. There are many options for instructional strategies that teachers may select and combine in planning learning experiences for whole class, small group and independent learning. These activities should create learning communities that foster complex, creative, critical and ethical thought. Evaluation instruments should complement instructional strategies by encouraging thinking as well as the acquisition of information.

### **Whole Class Learning**

Whole class learning experiences often focus on an individual (teacher or student) or on a specific group. It may be used effectively to present strategies, provide information, or communicate directions. This approach is often used to introduce and support other methods of instruction. For example, instructions and explanations can be given to the whole class before they begin to work in smaller groups. Whole-class learning can also be used when the entire class is involved in a common process, for example, in sharing group or individual experiences, or in planning and making decisions about a class project or other shared learning experience.

Whole-class learning activities include the following:

- questioning and discussion
- demonstrations and presentations
- modelling
- lectures
- mini-lessons
- overviews and outlines
- planning, reflecting on, and evaluating learning

Whole class learning often involves direct communication between a speaker or speakers and an audience by making statements, giving information and directions, or explaining procedures. The information and directions presented in a whole class setting can provide students with necessary support as they progress toward becoming self-directed learners. Demonstrations, for example, provide students with both verbal and non-verbal information.

Although large amounts of information transmitted by lecture may not always be retained, mini-lessons, which are short periods of whole class instruction, provided as the need or opportunity arises, can challenge the imagination, stimulate reflection, and develop a sense of inquiry. They can provide a forum for critical thinking and challenge students to revise and extend their own knowledge base as they encounter the practices and beliefs of others.

### **Small Group Learning**

Small group experiences in grades 7-9 should be planned to help students learn how to interact effectively and productively as members of a group or team. Group work will decrease students' dependence on the teacher and increase positive interdependence. As groups take on various learning tasks, students will develop and consolidate the skills, abilities, and attitudes involved in group processes. Group processes require students to:

- participate, collaborate, co-operate, and negotiate
- consider different ways of going about a task
- discuss, brainstorm, react, and respond
- build on their own ideas and extend the ideas of others
- share their own expertise and employ the expertise of others
- establish group goals
- identify and manage tasks
- identify and solve problems
- make decisions
- pace projects, and establish and meet deadlines
- respect varying leadership and learning styles
- be sensitive to non-verbal communication — their own and others
- recognize the responsibilities and dynamics of working in groups and make use of their understanding
- assess their own contributions and use feedback from the group to improve their performance

### **Independent Learning**

Small group learning experiences demonstrate to students how their patterns of learning, experience, and expertise are different from and similar to those of others. As students become more aware of their individual strengths as learners, they will become better equipped to deal with the demands placed on them by independent learning tasks.

Learning is both personal and social. Religious Education recognizes the diverse interests, learning styles, prior knowledge, experiences and beliefs students bring to the classroom. Independent learning is one of many strategies teachers can use to help students learn. Through the study of various religious beliefs and practices, students will be in a better position to make informed decisions and choices.

**Indirect Instruction**

*Indirect Instruction is generally student-centered and involves inquiry, discovery, induction. It seeks a high level of student involvement in observing, investigating, forming hypotheses and drawing inferences from data. Indirect instruction encourages students to generate alternatives and/or solve problems. It frees students to explore diverse possibilities and reduces the fear associated with giving incorrect answers. Indirect instruction fosters creativity, and develops research skills. Learners, because of their explicit contact with subject matter, are better able to understand the material, concepts and ideas under study, and to apply previous learning to new situations. The teacher facilitates the activities, acts as a resource person, arranges the learning environment, provides opportunities for student involvement, and gives feedback to students during the course of their inquiries. Indirect instruction relies on a variety of resources. In order to get optimum results from the indirect method, direct instruction may need to be used to teach requisite skills/processes/procedures.*

*Indirect instruction includes:*

- *problem solving*
- *decision making*
- *concept formation*
- *concept attainment*
- *guided inquiry*
- *case study*
- *reflective discussion and questions*

Classroom time must be given to allow students to conduct research, confer with peers and with the teacher, prepare reports and presentations, present the results, and evaluate their progress and achievement in independent learning. Such learning experiences will help students to reflect on their own learning strategies and will promote their progress toward becoming independent learners.

**Problem Solving**

- involves application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem
- may follow the scientific method
- can be a practical skill
- may include strategies such as “trial and error”, “brainstorming”, “what if/I suppose”, “attribute listing”, “forced relationships”, “idea check list” and “imaging”

**Concept Attainment**

- provides students with data about a particular concept generated by themselves or their teacher, students are encouraged to classify or group the information and to give descriptive labels to their groupings
- has students link the examples to the labels through their own reasoning or form their own understanding of the concept
- has students participate actively in their own learning
- has students organize and manipulate information
- has students create new and expanded meaning of their information

**Inquiry**

- includes thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations
- allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources
- allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment
- allows students to act upon their curiosity and interests
- encourages students to formulate questions and analyse situations/problems/information
- calls upon prior learning
- encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)
- has students make inferences and propose solutions
- has students realize that there is often more than one answer to a question; more than one solution to a problem



**Direct Instruction**

*Direct Instruction is teacher centred and is commonly used to describe a process, present strategies, provide information and to communicate directions. Direct instruction is deductive. It presents the rule or generalization first and then illustrates with examples. Direct instruction can be used to introduce and support other methods and strategies of instruction*

*Direct instruction includes:*

- *lectures*
- *comparison and contrast*
- *explicit teaching*
- *drill and practice*
- *demonstrations*
- *guided practice*
- *guides or templates (outlines)*
- *structured overview*
- *questioning*

**Questioning**

- can be used to diagnose recall and comprehension skills
- can be convergent and/or factual
- may draw on prior learning experience
- can determine the extent to which lesson outcomes are being achieved
- provides practice
- aids retention of information or processes
- stimulates thinking
- encourages expression
- can be empirical
- can be conceptual

**Explicit Teaching**

- direct telling
- making statements
- giving information or directions
- explaining procedures
- is largely teacher-centred
- can be large group or small group
- can be used to motivate the learner
- may stimulate reflection
- can challenge the imagination
- may develop curiosity and a sense of inquiry
- may include teacher talk; lecture approach; mini-lessons; instruction giving

**Cautions:**

- not all students learn well with this technique
- lectured content is often rapidly forgotten

**Demonstrations**

- can provide verbal and non-verbal information, techniques and procedures
- can illustrate the end product of a process
- can provide a model for reproducing a procedure or creating a product
- can involve the collection and organization of materials
- allow students to receive information through tactile and visual means

**Guided Practice**

- can be individual, student centred and needs based
- may be small group
- can be used to monitor student performance and practices (e.g., signs of respect, appropriate behaviour)



### **Experiential Learning**

*Experiential learning is inductive, student centred, activity rich and multi-sensory. Experiential learning may require the application and consolidation of previous knowledge, skills and values to a new situation and/or may emphasize the acquisition of new knowledge, skills and ideas. Experiential learning can occur both inside and outside the regular classroom setting. It can involve first hand experiences, such as going whale watching, reproduction of religious symbols with clay and/or vicarious experiences such as exploring art through the Internet. Current technology permits numerous simulations to be shared through various media such as DVD, videos, cassettes, and computer programs. School visitations by outside resource people can also provide excellent opportunities for learners to connect learned information to real life situations. Students are more motivated to learn when they actively participate. Experiential learning increases student understanding and retention.*

#### **Experiential learning includes:**

- role play
- simulation
- experimentation
- working model
- mock-up
- field trips
- surveys
- games
- learning centres

### **Simulation**

- allows for types of experiments/activities that cannot take place in the real environment
- presents an artificial problem situation or event which represents some aspect of reality
- removes risk and reduces safety considerations
- involves a level of complexity that is purposefully reduced so that students may become directly involved with underlying concepts
- may involve the use of models, game formats, structured role play or an interactive video or computer program

### **Authentic Experiences**

- are real life learning experiences that require careful planning
- factors such as safety, liability, weather, transportation costs, time and availability have to be considered
- may include field trips, school visitations by outside resource people, surveys, and field observations

### **Role Play**

- is the spontaneous or practiced response to a given situation or theme where the learners attempt to speak, feel, behave like the character they portray
- is designed to illustrate situations in which the behaviour of individuals is the critical factor
- can be part of a game or simulation activity
- is an approach to addressing interpersonal problems and practicing social and communication skills
- allows for high level of student engagement
- promotes independent and self-determined behaviour
- promotes increased understanding of the views, positions and feelings of others
- facilitates attitudinal and behavioural change
- encourages cooperation and sharing
- can be used to resolve decision-making dilemmas, resolve conflict, determine appropriate behavioural responses
- requires that teachers define the problem situation and problem clearly as well as give very clear instructions

### **Cautions**

In role play situations:

- some students may feel self conscious or threatened
- may not be appropriate for large groups
- may not be appropriate for all learners

### **Independent Learning**

*Independent learning fosters the development of individual student initiative, responsible decision making, self reliance and independence. It encourages learners to effectively organize and pace their learning. Independent learning may be individual or it may include learning in partnership with others. The teacher and/or the student (under the teacher's guidance), may determine the description and conditions of the task(s). Independent learning allows students to explore in depth personal interests related to educational outcomes. It motivates learners to make connections and see the relevance of what they are learning to their everyday lives. Independent learning can be used in conjunction with other methods. It requires careful monitoring and regular feedback to the learner(s) to be effective.*

#### ***Independent learning includes:***

- *homework*
- *projects*
- *reports*
- *essays*
- *assigned questions*
- *learning contracts*
- *learning centres*
- *computer assisted instruction*

### **Field Trips**

- involve teaching/learning activities at a site other than the classroom
- require careful planning in order to make the link to learning outcomes
- should spark student interest, discussion, questioning,
- may provide “hands on” experience
- may involve application of previous knowledge or acquisition of new knowledge
- should involve follow-up, i.e., reports, discussions, and/or evaluation
- reflect the real world and put learning in the context of the community
- broaden the student's view

### **Assigned Questions**

- are related to new or previously learned material
- may be a component of problem solving
- may be a component of critical thinking
- may be used for reflection and self-evaluation
- may be an element of programmed instruction
- may be used in guided inquiry
- may be used as the starting point for cooperative group learning
- may be used to guide/direct learning, exploration, experimentation, and/or observation

### **Projects**

- should be introduced by teachers such that all expectations and guidelines are clearly stated
- include assigned tasks that provide an opportunity for all learners to consolidate/synthesize learning from a number of disciplines or experiences
- usually involve learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation
- may be used to relate knowledge to their own experiences and/or to the broader community
- may involve research guided by the teacher to reduce bias in the gathering of data
- usually involves extending/enriching/reinforcing learning
- should be focused (e.g., subject matter concept, interdisciplinary theme, action projects)
- should include a criteria for planning and evaluation
- should include clear time lines, and ongoing progress reports

**Interactive Instruction**

*Interactive instruction relies on discussion and sharing among participants, and allows students to react to the views, ideas and experiences of others. It permits the generation of alternate ideas and insights, and provides opportunities for students to develop social and interpersonal skills with peers, teachers and others. Interactive instruction encourages the organization of thoughts and the development of rational arguments. It allows students to learn to refine their observation, listening, interpersonal and intervention skills. The success of interactive learning depends on the skills of the teacher in structuring and facilitating the activity and responding appropriately to the characteristics and dynamics of the group(s). Interactive learning permits a range of groupings.*

***Interactive instruction includes:***

- *whole group discussion*
- *small group discussion*
- *conferencing*
- *mentoring*
- *dialogue*
- *brainstorming*
- *cooperative learning groups*
- *laboratory groups*
- *computer partners*
- *buddy reading*
- *interviewing*
- *peer practice*

***Computer-Assisted Instruction***

- includes an instructional mode which incorporates the computer into the lesson plan
- can include word processing, drill and practice, tutorials, problem solving, critical thinking, creativity, simulations
- may be an independent or cooperative small group learning
- may be appropriate for individualizing instruction
- fosters active involvement
- allows for independent and collaborative decision making
- is appropriate for programmed instruction

***Learning Contracts***

- are designed by teachers to initially provide terms and conditions, identify resources and set basic timelines
- involve students, parents and other professionals in designing the contract (such as expectations, conditions, evaluation criteria, time frame, consequences)
- provide a method of individualizing instruction
- can be designed so that students operate at the academic level and pace most suited for them
- can help students make reasoned choices, become increasingly independent learners and take responsibility for their own learning.

***Conferencing***

- occurs when teachers meet with an individual or small groups of students to discuss learning tasks or concerns
- encourages students to talk about their work in a non-threatening low-risk environment where points of view are shared and respected
- allows for an open exchange of ideas between the teacher and the learner
- allows teachers to guide students and provide feedback
- encourages students to reflect on their learning, engage in self-assessment and make decisions on how to approach tasks
- is an appropriate setting for encouraging independence and promoting self-confidence

*"Links to Other Disciplines"*. Students should be encouraged to find strategies to link their learning in these courses to their studies in other courses. This might be accomplished, for example, through interdisciplinary research and presentations that are developed and presented in collaboration with teachers in other courses for which students are registered. For specifics regarding these links to other disciplines refer to the notes in the two page spreads.

### *Brainstorming*

- is a process of rapidly generating ideas or responses
- is a method of student input by which all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes "you mean to say....., or this is the same as....")
- is a means of extending boundaries and encouraging creative ideas
- is a means of quickly getting a wide range of ideas on a topic or issue
- can be used as a precursor to refining or categorizing ideas/ responses
- is intended to capitalize on the varied experiences, knowledge, and ideas of the group
- can be playful with zany ideas encouraged and accepted

### *Cooperative Small Group Learning*

- is an approach to organizing classroom activity so that students can work collaboratively and build on one another's strengths and ideas
- involves group members sharing clearly defined roles and are interdependent in achieving the main goal
- enables students to learn the importance of respecting individual views and maintaining group harmony
- has students working towards a common goal
- is such that achieving the goal depends on the individual learning of all group members
- has the teacher's role as primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practicing skills
- requires professional development and practice

### *Interviewing*

- involves individuals, pairs or small groups collecting information from peers, younger students, older students, and adults
- involves focused thought and active thinking to develop questions and explore ideas
- requires interpersonal and listening skills; the student must listen respectfully, react to, and interpret the views and experiences of others
- uses language to articulate and clarify one's thoughts, feelings, and ideas
- allows exchange of ideas, increased understanding and new awareness of a previous knowledge
- involves follow up activities

## Effective Assessment Evaluation Practices

### Defining Assessment and Evaluation

*Teachers have a responsibility to provide accurate, reliable and justifiable evaluations which do not undermine the integrity, self-confidence, or enthusiasm of students. Comprehensive evaluation involves the use of a variety of sources, is referenced to specific learning outcomes and ensures that the total growth of every student is recognized.*

Although assessment and evaluation are terms often used interchangeably, they are not the same. Assessment refers to the broader activity of gathering information on the full range of student learning in a variety of ways, so that a clear and valid picture emerges of what students know and are able to do in religious education. This assessment process should provide a rich collection of information that reflects students' progress in working toward achievement of learning outcomes and guides future instruction, where data from a variety of sources are collected. Evaluating involves reflecting on what students have learned for the purpose of sharing this information with them and with their parent(s), caregiver(s), and school administration.

Student evaluation is a process basic to teaching. Evaluation is not an add-on feature of instruction but an integral part of it, since the information it provides allows teachers to make adjustments to instruction and teaching methodologies.

Evaluation must be student-centered where the process and subsequent decisions reflect a genuine concern for each student.

### Understanding Process and Product

#### ***Guiding Principles for Assessment and Evaluation:***

Assessment and evaluation processes and techniques should:

- determine whether the outcomes have been achieved.
- reflect the stated outcomes for the course.
- be an integral part of the teaching and learning process and of each component of the course.
- give all students the opportunity to demonstrate the achievement of outcomes.
- provide positive, instructive, and supportive feedback to students.
- invite and encourage student self-assessment and active participation.
- allow for a range of options to accommodate students' abilities to demonstrate the achievement of outcomes.

Evaluation deals with both process and product. Religious education places emphasis on the affective domain and the process is as important as the product.

Product can be thought of as the *what* of learning. *What* is it students should know? *What* is it they should be able to do? These "whats" are typically spelled out in outcomes, whether they are based on a program, a course, a unit or a lesson. In a teaching episode which is focused on product, the ends may be evaluated without reference to the means.

Process refers to the procedure which students go through as they come to know, to value, and to be able to do. The emphasis in teaching shifts from a passing on of “*the what*” to the methods by which it is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

In the *two-page spreads* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities or assessment activities or both.

## **Diverse Learners**

Each student is unique. Within any group of students a range of differences in rates and ways of learning, in experiences and in interests are expected and respected. Individual differences should be celebrated and built upon. A viable goal for each individual is to have equitable opportunity to experience success as he/she works toward the achievement of designated outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others.

## **Identifying the Activity**

In planning for assessment the key questions are: “What is the process and what are the students expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate these. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied: presentations; producing videos; writing essays or plays; charting or graphing information; locating and displaying information; demonstrating a skill, designing a product or a plan; drawing or graphing a concept, a process, or an idea. The choice of means will depend on available resources, including time and the type of learners and their strengths.

## **Assessment Strategies**

Teachers are encouraged to use assessment and evaluation practices that are consistent with student-centred instructional practices:

- negotiating and making explicit the criteria by which performance will be evaluated
- designing assessment tasks that help students make judgements about their own learning and performance
- designing assessment tasks that incorporate varying learning styles
- individualizing assessment tasks as appropriate to accommodate students’ particular learning needs
- providing feedback on student learning and performance on a regular basis.



Assessment activities, tasks, and strategies include, but are not limited to, the following:

- anecdotal records
- audiotapes
- checklists
- conferences
- demonstrations
- exhibitions
- interviews (structured and informal)
- inventories
- investigations
- learning logs/journals
- media products
- observation (formal and informal)
- peer assessments
- performance tasks
- portfolios
- projects
- questioning
- questionnaires
- self-assessments
- seminar presentations
- surveys
- tests
- videotapes
- work samples
- written assignments

Evaluation, in religious education, is concerned with the development of the whole person in the cognitive, psychomotor, and affective domains.

The affective domain deals with feelings and emotions and is exemplified through students' attitudes, interests, value systems and appreciations. There is little doubt, this is a more difficult area to evaluate than either the cognitive or psychomotor domains. For this reason, it is generally inappropriate and undesirable to attach percentage values to affective outcomes. This does not, however, diminish the importance of the affective domain, since values and value systems are central to the learning and evaluation process (Eiss and Harbeck, 1969). It is important to keep the three domains separate for evaluation purposes. This is important since it is possible for progress to be uneven across the different domains. Even though a student might have a negative attitude toward school, it is possible for that student to achieve at a high level in the cognitive domain.

A question that arises is why so little attention has been given to assessing student progress in such a crucial area of child development as the affective domain. Perhaps the home and church are expected to provide instruction in those areas. Perhaps it is because schools tend to place most emphasis on the cognitive aspects of education. Undoubtedly, a major reason is the difficulty associated with measuring progress toward affective outcomes.

One of the most effective sources of data for use in evaluating outcomes in the affective domain is observation. This method, utilizing appropriate recording devices such as rating scales, checklists and anecdotal records, enables the teacher to focus upon and record achievement in the affective domain. Other sources of evaluation data for the affective domain include self-reporting devices such as an attitude scale, where students respond on a continuum ranging from favourable to unfavourable, and individual inventories where students check their preference for, or attitude toward, an idea or activity. Student reports or term papers can be evaluated from an affective point of view if they are designed so the student is required to take a stand on a certain issue. Personal interviews and discussions can also be used to evaluate affective growth if care is taken to use indirect questions so that students cannot guess which answer the teacher would like to hear.

To become lifelong learners, students need to develop internal motivation. They are more likely to perceive learning as its own reward when they are empowered to assess their own progress. Rather than asking teachers, "What do you want?", students should be encouraged to ask themselves questions such as, "What have I learned?" "What can I do now that I couldn't do before?" "What do I need to learn next?" Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

In recognizing and valuing the diversity of students, teachers might consider ways to:

- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage - for example, as it relates to students living in poverty
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths



- provide opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings and multi grade/age groups
- identify and respond to diversity in students' learning styles
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- ensure that learners use strengths as a means of tackling areas of difficulty
- use students' strengths and abilities to motivate and support learning
- offer multiple and varied avenues to learning
- celebrate the accomplishment of learning tasks that learners believed were too challenging for them

# Section II: Curriculum Design and Components

## Introduction

This section provides:

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for intermediate religious education
- suggestions for teaching approaches, learning tasks, and experiences, and assessment strategies and activities

## Curriculum Outcomes Framework

### Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. They are:

- cross-curricular
- the foundation for all curriculum development
- found on pages 22-24

### General Curriculum Outcomes

General Curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in religious education. These statements:

- contribute to the attainment of the essential graduation learnings
- are connected to the key-stage curriculum outcomes for religious education
- are found on page 25

### **Key-Stage Curriculum Outcomes**

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in religious education. The key-stage outcomes:

- contribute to the achievement of the general curriculum outcomes
- are found on page 25

### **Specific Curriculum Outcomes**

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at a particular grade level. These outcomes

- contribute to the achievement of the key-stage outcomes
- are found on page 29

### **Meeting the Essential Graduation Learnings Through Religious Education**

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today, and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

For graduates of the religious education program, the following connections to the Essential Graduation Learnings apply:

### **Aesthetic Expression**

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. Religious education will provide the opportunity for students to develop a growing appreciation for some of the great works of art, architecture, artifacts, literature, and music. In religious education classes, students will be encouraged to express their views on religious and social topics through various avenues which would be classified as aesthetic expression. The religious education program will provide opportunities for students to experience and appreciate artistic works from various ages and cultures. Opportunity will be given for reflection, critical responses and expressions of appreciation.

**Citizenship**

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context. Graduates will be able to show an awareness of the importance and contributions of various religions to the global community. In the religious education program, it will be recognized that there is often a relationship between people's actions and lifestyles and their religious beliefs. Human rights, social justice, freedom of religion, and value systems will figure prominently in the religious education program. By considering various views on these topics, students will better understand what it means to live in a pluralistic multi-faith society.

**Communication**

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively. Religious education requires students to consider many perspectives and beliefs on a wide range of topics. It also requires them to think critically about many current issues. Because of the very nature of the religious education program and the objectives for the courses in which students will be involved, various methods of communicating will be used, such as discussion, written responses, art work and the application of technology.

Some levels of discussion will be at an informal level while others will be more formal in design. There will also be creative writing as well as response papers and research papers at particular grade levels. Many of the courses will encourage the use of media and other forms of modern technology as means of communicating.

The very nature of some of the topics discussed will require students to be precise and clear in their writing and in their oral presentation. Developing the skill of appropriate expression of thoughts and opinions and responding appropriately to others' thoughts and opinions will be an integral part of the religious education program.

**Personal Development**

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle. Personal development is an area of great importance for the religious education program. Students will be in a position to be given information and be required to reflect on, and discuss, moral and ethical issues. Recognition will be given to the fact that students are collaborative as well as independent learners. However, this program will challenge them to see what it means to live in community while developing a personal system of beliefs by which to live.

## **Problem Solving**

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. An important component in the religious education program is the interpretation of information in a critical manner such that students make informed decisions. The nature of many of the topics covered will require students to acquire knowledge on a given topic or issue and take a position. The problem solving process will take many forms in religious education, including reading, discussion, debate, reflection, research, observation and media viewing.

## **Technological Competence**

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. There will be many opportunities for students to use a range of technologies in the religious education program and to reflect on and discuss the ethical issues around the use of modern technology. Opportunities will be given for students to use computer and media technology in various areas of the program.

## **Spiritual and Moral Development**

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct. A vital component of the religious education program will be the spiritual and moral development of the individual. Development of values, morals, and ethics will be fostered in this program. Being able to express one's beliefs and values while having the ability to listen to and understand other people's beliefs and values contributes to an improved society. The art of expressing and defending appropriately one's own beliefs without degrading or negating those of others is an important part of personal development.

The program will help students understand the belief they are an important part of an unfolding creation with a caring Creator who sustains and interacts with all that has been created. It will support the idea that each person must take responsibility for his/her actions and that a person's actions have direct and indirect effects on both the individual and the community as a whole. Key to the total program will be the recognition that the human being is a spiritual being whose life can encompass religious principles.

## General Curriculum Outcomes for Religious Education

General Curriculum Outcomes are statements which describe the contribution (K-XII) of a curriculum area to the Essential Graduation Learnings by defining what students are expected to know, value and be able to do as a result of completing the program in that curriculum area.

The General Curriculum Outcomes for religious education follow:

1. Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.
2. Students will be expected to develop an understanding of the beliefs, principles and practices of Christianity and other living belief systems.
3. Students will be expected to examine the meaning and relevance of sacred texts.
4. Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.
5. Students will be expected to examine moral and ethical issues and teachings.
6. Students will be expected to develop an appreciation for the connectedness of all creation.
7. Students will be expected to demonstrate an understanding of the relationship between religion and science.
8. Students will be expected to examine the influence of religion on contemporary issues and events.

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the grade levels, teachers will recognize the increase in expectations for students according to

- the developmental nature of the learning process
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, issues, tasks and resources
- the level or depth of students' engagement with ideas, issues, tasks and resources
- the range of personal and social experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students should know and be able to do in religious education by the end of grade 9. It should be noted that students work toward achieving these key-stage curriculum outcomes in grade 7 and 8, as well as in grade 9.

**Students will be expected to examine the historical impact of religion on beliefs, culture and traditions.**

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- examine the historical development of various living belief systems
- examine the contributions of key individuals in the development of various living belief systems (e.g., Moses, Paul, Muhammad)
- explore the role of religion in the development of society's morals and values
- develop an understanding of the political, economic, social and artistic impact on family and community life

**Students will be expected to develop an understanding of beliefs, principles and practices of Christianity and other living belief systems.**

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- demonstrate an understanding of the fundamental tenets of various religions (e.g., Trinity, salvation)
- develop an appreciation for the diversity among Christian denominations and other belief systems (e.g., Protestant, Roman Catholic)
- examine the nature of relationships among various religions (e.g., Christianity, Judaism, Islam)
- describe the nature of the relationship between the individual and God for various religions
- examine the responses of various religions to stewardship and social justice issues (e.g., Christianity)

**Students will be expected to examine the meaning and relevance of sacred texts.**

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- examine the development of sacred texts, both oral and written
- explore various interpretations of sacred texts for their adherents
- explore significant issues, events and characters from sacred texts (e.g., Pentecost, Hijrah, John the Baptist, Buddah)

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- examine why humanity has always strived for religious meaning and expression in life
- explore the concept of commitment and its meaning in various religions
- examine the personal faith journeys of individuals (e.g., Martin Luther, William Booth, Mother Teresa, Mahatma Gandhi, the Dalai Lama)
- explore their individual spiritual journey and personal commitment

Students will be expected to examine moral and ethical issues and teachings.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- analyze moral and ethical teachings from various belief systems (e.g., Christianity, Judaism, Hinduism)
- examine how ethical and moral choices are made
- recognize that society influences the moral and ethical decisions of individuals
- demonstrate an understanding that individuals must accept responsibility for their decisions and actions
- examine issues in various religions related to human sexuality

Students will be expected to develop an appreciation for the connectedness of all creation.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

- examine the relationship of a creator with creation
- develop an appreciation for the mystery and beauty of creation
- explore the ways in which various religions address personal and societal responsibilities in creation
- develop an understanding of humanity's responsibility in creation (e.g., Judaeo-Christian concept of stewardship)



**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

**By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to**

- **develop an appreciation for the nature of religion and the methodology of science (e.g., belief and verifiable evidence)**
- **explore contributions science brings to the fundamental questions of life and creation**
- **examine through various belief systems ethical responses to the applications of science**

**Students will be expected to examine the influence of religion on contemporary issues and events.**

**By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to**

- **develop an understanding of the relevance of organized religion for personal living and society**
- **examine the responses of various living faiths to personal and social issues (e.g., gender equality, developing a personal morality)**

## Section III: Specific Curriculum Outcomes

### **Overview of Specific Curriculum Outcomes**

The following pages provide an overview of the specific curriculum outcomes for grades 7, 8, and 9. This overview may be especially helpful to teachers operating in multi-grade groupings and for addressing the range of learners found in grades 7-9 classrooms.

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• explore the impact selected living belief systems had, and continues to have, on the development of Western society</li> <li>• explore the origins and significance of buildings, furnishings, symbols, and vestments for selected living belief systems</li> <li>• explore the role selected provincial Christian denominations had, and continues to have, on shaping Newfoundland and Labrador society</li> <li>• understand the role played by key people in the establishment and development of Judaism and Christianity, including selected Christian denominations in Newfoundland and Labrador</li> </ul>	<ul style="list-style-type: none"> <li>• explore how religious beliefs have influenced 'coming of age' in various cultures and traditions</li> <li>• explore how, historically, religion has impacted on the development and acceptance of values in various cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• develop an understanding of what is meant by the ecumenical movement</li> <li>• examine the historical roots of the ecumenical movement</li> <li>• explore dimensions of inter-faith relations</li> </ul>

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• understand what is meant by worship</li> <li>• recognize that worship is an integral part of the expression of Christianity and other selected living belief systems</li> <li>• examine how symbols and celebrations are manifestations of faith</li> <li>• develop an awareness of similarities and differences with respect to beliefs and practices among various living belief systems</li> </ul>	<ul style="list-style-type: none"> <li>• examine how emotions are connected with religious beliefs, principles and practices</li> <li>• understand how religion influences decision making</li> <li>• explore how values are shaped by religious beliefs, principles and practices</li> </ul>	

**Students will be expected to examine the meaning and relevance of sacred texts.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• discover how sacred texts serve as guidelines for daily living</li> <li>• increase awareness of the similarities and differences of basic teachings as found in sacred texts such as the Bible, the Qu'ran and Native Texts</li> <li>• recognize there are differences in interpretation when applying sacred texts to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• be familiar with the development of selected sacred texts</li> <li>• examine the meaning and relevance of sacred texts and their teachings regarding respect for self and others</li> <li>• explore what selected sacred texts teach about various emotions</li> <li>• examine the teachings of various sacred texts regarding values and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• explore areas of commonality in sacred texts that foster ecumenism</li> <li>• examine how, using sacred texts, various living belief systems have shaped family structures</li> <li>• discover how sacred texts share a common vision of what it means to belong to community</li> <li>• develop an awareness of the individual's responsibility within community as found in selected sacred texts</li> </ul>

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• consider the importance of rites of passage in Judaism, Christianity, Islam and Native Spirituality and their impact on spiritual development</li> <li>• explore what is meant by commitment</li> <li>• understand what is meant by commitment to one's faith</li> </ul>	<ul style="list-style-type: none"> <li>• explore the personal faith journeys of key individuals in selected religions</li> <li>• examine the role of personal search in life</li> <li>• develop an understanding that human sexuality is an integral part of personal search</li> <li>• recognize obstacles and supports in one's personal search for meaning in life</li> <li>• understand the importance of commitment</li> </ul>	<ul style="list-style-type: none"> <li>• explore how selected living belief systems address social justice issues</li> </ul>

**Students will be expected to examine moral and ethical issues and teachings.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
	<ul style="list-style-type: none"> <li>• examine how both societal and religious ethical and moral standards sometimes change</li> <li>• understand the relationship between religious belief and individual moral code</li> </ul>	<ul style="list-style-type: none"> <li>• explore the dynamic nature of ethical and moral teachings</li> <li>• examine factors which determine what is morally and ethically acceptable in community</li> <li>• explore the influence of media on societal values</li> <li>• be familiar with various issues related to human sexuality</li> </ul>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• explore creation stories as found in selected living belief systems</li> <li>• develop an appreciation for how all things in creation are interrelated</li> <li>• develop an awareness of the teachings of selected living belief systems concerning stewardship of the earth</li> </ul>	<ul style="list-style-type: none"> <li>• develop an awareness of the complexity and beauty of creation</li> <li>• examine the teachings of various living belief systems with respect to the role of the individual as part of creation</li> <li>• discover how the local environment is a microcosm of creation</li> <li>• discover how each person is an active participant in creation</li> </ul>	<ul style="list-style-type: none"> <li>• develop an awareness of the world as a global village</li> <li>• explore the relationship between society's activities and their impact on creation</li> </ul>



**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
	<ul style="list-style-type: none"> <li>• explore various aspects of the relationship between religion and science</li> </ul>	<ul style="list-style-type: none"> <li>• discover the role of media in our understanding of the relationship between religion and science</li> <li>• examine how various living belief systems respond to ethical implications of science</li> </ul>

**Students will be expected to examine the influence of religion on contemporary issues and events.**

<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<ul style="list-style-type: none"> <li>• explore the continued presence of religious celebrations and observances and their influence on contemporary society</li> </ul>		<ul style="list-style-type: none"> <li>• examine the influence that religion and political decision making have on each other</li> <li>• explore how religion has responded to humanitarian needs</li> <li>• examine how we attempt to distinguish between religion and cult</li> <li>• examine how religion is an agent of change for selected contemporary issues</li> </ul>



## Grade 7

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

Grade 7

Theme/Organizer: *Spiritual Roots*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>1.1 explore the impact selected living belief systems had, and continues to have, on the development of Western society</p> <p>1.2 explore the origins and significance of buildings, furnishings, symbols, and vestments for selected living belief systems</p> <p>1.3 explore the role selected provincial Christian denominations had, and continues to have, on shaping Newfoundland and Labrador society</p> <p>1.4 understand the role played by key people in the establishment and development of Judaism and Christianity, including selected Christian denominations in Newfoundland and Labrador</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> <li>• create a time-line indicating when various Christian denominations were established in Newfoundland and Labrador and create a time-line indicating when other living belief systems were established in Newfoundland and Labrador.</li> <li>• organize with students a visit one or more places of worship/meditation in the local area to gain knowledge of the origins of symbols, vestments, and furnishings.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• research, as a class project, through interviews or written materials, the development of religious denominations in their community(s).</li> <li>• discuss how the Ten Commandments have been instrumental in shaping Western society's morals and standards.</li> <li>• research symbols used in Native Spirituality and present them through a written assignment or through art form.</li> <li>• research and present to the class information on the role played by key individuals in the development of selected denominations.</li> </ul>

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

*Grade 7*

*Theme/Organizer: Spiritual Roots*

Sample Assessment Activities	Notes/Vignettes
<p>Student Products</p> <ul style="list-style-type: none"> <li>• time-line</li> <li>• research findings</li> <li>• presentation</li> <li>• written assignments</li> <li>• art work</li> </ul> <p>Observation</p> <p>Questioning</p>	<p>There are communities in Newfoundland and Labrador which have only one or two Christian denominations, but the time-line and research projects are still of value.</p> <p>Field trips may not always be possible but through research using print and/or electronic resources the learning outcome can be achieved.</p> <p>When making arrangements for field trips, teachers should inform the person (clergy or other) who will be conducting the group of the specific intent of the visit.</p>

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

*Grade 7*

*Theme/Organizer: Spiritual Expressions*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>2.1 understand what is meant by worship</p> <p>2.2 recognize that worship is an integral part of the expression of Christianity and other selected living belief systems</p> <p>2.3 examine how symbols and celebrations are manifestations of faith</p> <p>2.4 develop an awareness of similarities and differences with respect to beliefs and practices among various living belief systems</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• create or construct posters, collages, drawings, paintings, sculptures, videos, computer aided presentations or any other appropriate art form depicting or illustrating symbols and/or celebrations.</li> <li>• research the origins of particular symbols for selected living belief systems and how these symbols became manifestations of faith.</li> <li>• discuss how worship is an expression of faith.</li> <li>• create a matrix through interviews and/or research identifying various living belief systems/denominations/sects within that system and some of their similarities and differences.</li> <li>• reflect on what has been learned regarding similarities and differences among selected living belief systems. Follow with a writing activity expressing what has been learned.</li> </ul>

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

*Grade 7*

*Theme/Organizer: Spiritual Expressions*

Sample Assessment Activities	Notes/Vignettes
<p>Student products</p> <ul style="list-style-type: none"> <li>• posters</li> <li>• collages</li> <li>• drawings</li> <li>• paintings</li> <li>• sculptures</li> <li>• videos</li> <li>• matrix</li> <li>• writing activity</li> <li>• presentations</li> </ul> <p>Discussion</p> <p>Questioning</p>	<p>When dealing with various forms of worship, beliefs, and practices, it is important to demonstrate sensitivity and avoid value judgements.</p>



**Students will be expected to examine the meaning and relevance of sacred texts.***Grade 7**Theme/Organizer: Exploring Sacred Texts*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>3.1 discover how sacred texts serve as guidelines for daily living</p> <p>3.2 increase awareness of the similarities and differences of basic teachings as found in sacred texts such as the Bible, the Qu’ran and Native Texts</p> <p>3.3 recognize there are differences in interpretation when applying sacred texts to everyday life</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• read selected passages from sacred texts and discuss how they provide guidelines for daily living.</li> <li>• read a passage from a sacred text and provide an interpretation.</li> <li>• select one of the passages discussed in class and provide, either in written or oral form, two or three interpretations of that passage.</li> <li>• respond artistically to a sacred text story or passage. Drama is one artistic form that might be used.</li> </ul>

**Students will be expected to examine the meaning and relevance of sacred texts.**

*Grade 7*

*Theme/Organizer: Exploring Sacred Texts*

Sample Assessment Activities	Notes/Vignettes
<p>Student Products</p> <ul style="list-style-type: none"> <li>• drama</li> <li>• art</li> <li>• music</li> </ul> <p>Observation</p> <p>Discussion</p> <p>Written or oral work on interpretation</p> <p>Questioning</p>	<p>For the interpretation activity under Teaching/Learning provide adequate time between reading and interpreting.</p> <p>When students dramatize a sacred text story or passage, ensure that it is done with dignity and reverence.</p>

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

*Grade 7*

*Theme/Organizer: Personal Search and Commitment*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>4.1 consider the importance of rites of passage in Judaism, Christianity, Islam and Native Spirituality and their impact on spiritual development</p> <p>4.2 explore what is meant by commitment</p> <p>4.3 understand what is meant by commitment to one's faith</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• create a time chart for rites of passage within various living belief systems.</li> <li>• discuss various expressions of commitment to one's faith.</li> <li>• explore volunteer work performed in their community and invite a volunteer into the class to discuss the importance of commitment.</li> </ul>

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

*Grade 7*

*Theme/Organizer: Personal Search and Commitment*

Sample Assessment Activities	Notes/Vignettes
Student products: <ul style="list-style-type: none"><li>• time chart</li></ul> Discussion	

**Students will be expected to examine moral and ethical issues and teachings.**

*Grade 7*

*Theme/Organizer:*

<b>Specific Curriculum Outcomes</b>	<b>Sample Activity/Teaching Strategies</b>
<i>By the end of Grade 7 students will be expected to</i>	

**Students will be expected to examine moral and ethical issues and teachings.**

*Grade 7*

*Theme/Organizer:*

Sample Assessment Activities	Notes/Vignettes
	<p><b>This General Curriculum Outcome is not covered in grade 7.</b></p>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 7*

*Theme/Organizer: Creation and You*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>6.1 explore creation stories as found in selected living belief systems</p> <p>6.2 develop an appreciation for how all things in creation are interrelated</p> <p>6.3 develop an awareness of the teachings of selected living belief systems concerning stewardship of the earth</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> <li>• read creation stories from selected living belief systems to help students become familiar with various creation accounts.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• use sacred text references to explore how various living belief systems teach how all creation is interrelated.</li> <li>• reflect on and discuss how humans are helping and harming creation.</li> <li>• design and carry out an environmental project which they feel reflect religious teachings regarding humanity's role in caring for the environment.</li> <li>• create an artistic or literary work depicting a positive impact humanity has had on creation.</li> <li>• create an artistic or literary work depicting the beauties of creation.</li> </ul>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 7*

*Theme/Organizer: Creation and You*

Sample Assessment Activities	Notes/Vignettes
<p>Student products</p> <ul style="list-style-type: none"> <li>• environmental project</li> <li>• artistic work</li> <li>• literary work</li> </ul> <p>Discussion</p> <p>Questioning</p>	<p>This topic lends itself to cross-curricular integration with science.</p> <p>The artwork suggested under Teaching/Learning intentionally focuses on a positive aspect of creation because often destructiveness is given the emphasis.</p>



**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

*Grade 7*

*Theme/Organizer:*

<b>Specific Curriculum Outcomes</b>	<b>Sample Activity/Teaching Strategies</b>
<i>By the end of Grade 7 students will be expected to</i>	

**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

*Grade 7*  
*Theme/Organizer:*

Sample Assessment Activities	Notes/Vignettes
	<p><b>This General Curriculum Outcome is not covered in grade 7.</b></p>

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade 7*

*Theme/Organizer: Religion - Contemporary Focus*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 7 students will be expected to</i></p> <p>8.1 explore the continued presence of religious celebrations and observances and their influence on contemporary society</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• create a class calendar using words and symbols depicting special observances, events and festivals.</li> <li>• choose one special observance or celebration and write a report on its influence on society.</li> <li>• choose a religious celebration and prepare and share a meal associated with that celebration; e.g.,               <ul style="list-style-type: none"> <li>- Seder meal (Passover)</li> <li>- pancakes (Shrove Tuesday)</li> <li>- latkes (Hanukkah)</li> </ul> </li> </ul>

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade 7*

*Theme/Organizer: Religion - Contemporary Focus*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"> <li>• calendar</li> <li>• report</li> </ul> <p>Participation in preparation and sharing of meal</p> <p>Discussion</p>	<p>The class calendar is intended to be a group project. Each group could be responsible for a particular living belief system.</p>



## Grade 8

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

*Grade 8*

*Theme/Organizer: Historical Development of Values*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>1.1 explore how religious beliefs have influenced 'coming of age' in various cultures and traditions</p> <p>1.2 explore how, historically, religion has impacted on the development and acceptance of values in various cultures and traditions</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> <li>• divide class into groups. Have each group research a different selected religion to discover the various adolescent rites of passage. Have students present orally to the class.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• discuss marriage traditions in various cultures. Explore how closely these traditions relate to religious beliefs.</li> <li>• create a collage, story board or artwork depicting adolescent rites of passage.</li> </ul>

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

*Grade 8*

*Theme/Organizer: Historical Development of Values*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• collage</li><li>• story board</li><li>• artwork</li></ul> <p>Oral presentation</p> <p>Discussion</p>	<p>As with so many topics, a sensitive approach will be vital when dealing with values and traditions.</p>



**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

Grade 8

Theme/Organizer: *Emotions, Values and Principles*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>2.1 examine how emotions are connected with religious beliefs, principles and practices</p> <p>2.2 understand how religion influences decision making</p> <p>2.3 explore how values are shaped by religious beliefs, principles and practices</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> <li>• Have students bring to class music that they feel has religious connotations. Choose selections and discuss how the music may evoke emotions.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• research and discuss how various faiths express joy and sorrow in life and death.</li> <li>• discuss how one or more of the following can be affected by religious convictions: dress, food, activities, day of rest, times of prayer and worship.</li> <li>• invent a situation where peer pressure could impact on one's religious values or religious convictions. Dramatize this situation. Discuss consequences of standing up for tjeor convictions when they are in a minority situation.</li> </ul>

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

*Grade 8*

*Theme/Organizer: Emotions, Values and Principles*

Sample Assessment Activities	Notes/Vignettes
Research Discussion Drama	

**Students will be expected to examine the meaning and relevance of sacred texts.***Grade 8**Theme/Organizer: Sacred Texts*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>3.1 be familiar with the development of selected sacred texts</p> <p>3.2 examine the meaning and relevance of sacred texts and their teachings regarding respect for self and others</p> <p>3.3 explore what selected sacred texts teach about various emotions</p> <p>3.4 examine the teachings of various sacred texts regarding values and decision making</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• select a central figure involved in the development of selected sacred texts. Write a brief account of that person's involvement.</li> <li>• create a web of teachings from sacred texts regarding respect for self and others. Choose one of the teachings and create a collage or a computer slide show depicting the theme.</li> </ul>

**Students will be expected to examine the meaning and relevance of sacred texts.**

*Grade 8*

*Theme/Organizer: Sacred Texts*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• writing activity</li><li>• web</li><li>• collage</li><li>• slide show</li></ul>	

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

*Grade 8*

*Theme/Organizer: Self Discovery*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>4.1 explore the personal faith journeys of key individuals in selected religions</p> <p>4.2 examine the role of personal search in life</p> <p>4.3 develop an understanding that human sexuality is an integral part of personal search</p> <p>4.4 recognize obstacles and supports in one's personal search for meaning in life</p> <p>4.5 understand the importance of commitment</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• choose an individual within the Newfoundland and Labrador context who, because of his/her religious commitment impacted on Newfoundland and Labrador society. Write a character sketch of this individual.</li> <li>• brainstorm and generate a list of things in life that require commitment. Examine the importance of these commitments. Identify obstacles and supports related to these commitments.</li> </ul>

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

*Grade 8*

*Theme/Organizer: Self Discovery*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• character sketch</li></ul> <p>Discussion</p>	

**Students will be expected to examine moral and ethical issues and teachings.**

Grade 8

Theme/Organizer: *Ethics and Morality*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>5.1 examine how both societal and religious ethical and moral standards sometimes change</p> <p>5.2 understand the relationship between religious belief and individual moral code</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• interview an older person(s) in the community to hear his/her views on changes in society regarding moral and ethical standards. Present findings to the class. This can be done through presentations, web pages, or other formats.</li> <li>• investigate the commonalities that exist among selected faiths in determining morality, e.g.,               <ul style="list-style-type: none"> <li>- Ten Commandments</li> <li>- Eightfold Path</li> <li>- Four Noble Truths</li> </ul> </li> </ul>

**Students will be expected to examine moral and ethical issues and teachings.**

*Grade 8*

*Theme/Organizer: Ethics and Morality*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• interview</li><li>• presentation</li><li>• web page</li></ul>	<p>For the interview project brainstorming needs to be done in class to determine topics. The Language Arts Survival Guide can be used for interview techniques.</p>



**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 8*

*Theme/Organizer: Creation*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>6.1 develop an awareness of the complexity and beauty of creation</p> <p>6.2 examine the teachings of various living belief systems with respect to the role of the individual as part of creation</p> <p>6.3 discover how the local environment is a microcosm of creation</p> <p>6.4 discover how each person is an active participant in creation</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> <li>• arrange for students to go on a field trip/nature walk where they spend time actually observing creation.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>• create a collage depicting the beauties of creation.</li> <li>• make a detailed list of their daily activities and discuss the impact they have on the environment.</li> <li>• exchange letters or e-mail with students in another school discussing the physical characteristics of their environment.</li> </ul> <p>Possibly students could exchange pictures.</p>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 8*

*Theme/Organizer: Creation*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"> <li>• collage</li> <li>• letters</li> <li>• e-mail</li> </ul> <p>Observation</p> <p>Discussion</p>	<p>The letter exchange or e-mail can connect with a social studies project.</p>

**Students will be expected to demonstrate an understanding of the relationship between religion and science.***Grade 8**Theme/Organizer: Religion and Science*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>7.1 explore various aspects of the relationship between religion and science</p>	<p>Students could:</p> <ul style="list-style-type: none"><li>• research how scientific discoveries have had an impact on religious beliefs, e.g.,<ul style="list-style-type: none"><li>- cloning</li><li>- genetically altered food</li><li>- fertility</li><li>- archaeological discoveries</li></ul></li><li>• report their findings to the class.</li></ul>

**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

*Grade 8*

*Theme/Organizer: Religion and Science*

Sample Assessment Activities	Notes/Vignettes
Research Reports	The research project can be an individual or group project. When dealing with the relationship between religion and science, sensitivity is required.

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade 8*

*Theme/Organizer: Religion - Contemporary Focus*

<b>Specific Curriculum Outcomes</b>	<b>Sample Activity/Teaching Strategies</b>
<i>By the end of Grade 8 students will be expected to</i>	

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade8*

*Theme/Organizer: Religion - Contemporary Focus*

Sample Assessment Activities	Notes/Vignettes
	<p><b>This General Curriculum Outcome is not covered in grade 8.</b></p>



## Grade 9



**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

*Grade 9*

*Theme/Organizer: Ecumenical and Inter-Faith Relations*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>1.1 develop an understanding of what is meant by the ecumenical movement</p> <p>1.2 examine the historical roots of the ecumenical movement</p> <p>1.3 explore dimensions of inter-faith relations</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• develop a story board, poster, etc. depicting the resolution of an issue through co-operation among several people.</li> <li>• find evidence showing co-operation among peoples. Report their findings to the class.</li> <li>• find evidence showing co-operation among peoples, countries, faith communities, e.g.,               <ul style="list-style-type: none"> <li>- ecumenical services in Christianity.</li> <li>- inter-faith cultural gatherings</li> <li>- conflict resolution</li> <li>- native issues/awareness</li> <li>- space exploration</li> </ul> </li> <li>• report their findings to the class.</li> </ul>

**Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.**

*Grade9*

*Theme/Organizer: Ecumenical and Inter-Faith Relations*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• storyboard</li><li>• posters</li><li>• reports</li></ul>	

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

*Grade 9*

*Theme/Organizer:*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p>This General Curriculum Outcome is not covered as a separate entity in grade 9. It is felt that the societal and religious issues in the grade 9 religious education course address this General Curriculum Outcome on many levels throughout the program.</p>	

**Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.**

*Grade 9*

*Theme/Organizer:*

Sample Assessment Activities	Notes/Vignettes
	<p>This General Curriculum Outcome is not covered as a separate entity in grade 9. It is felt that the societal and religious issues in the grade 9 religious education course address this General Curriculum Outcome on many levels throughout the program.</p>

**Students will be expected to examine the meaning and relevance of sacred texts.**

*Grade 9*

*Theme/Organizer: Impact of Sacred Texts on Community*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>3.1 explore areas of commonality in sacred texts that foster ecumenism</p> <p>3.2 examine how, using sacred texts, various living belief systems have shaped family structures</p> <p>3.3 discover how sacred texts share a common vision of what it means to belong to community</p> <p>3.4 develop an awareness of the individual's responsibility within community as found in selected sacred texts</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• brainstorm definitions of family.</li> <li>• seek references in sacred texts which describe or portray family structures.</li> <li>• compare family structures found in sacred texts with brainstormed definitions of family.</li> <li>• discuss differences between polygamous and monogamous families. Find sacred text references of both and compare to local society.</li> <li>• use sacred texts as a basis, and either through oral or written means, define community (faith/secular). Compile a list of the responsibilities of its members.</li> <li>• compile a list of agencies that require volunteers in the community and contact at least one for a class visit. Link the practices of these agencies with themes found in sacred texts.</li> </ul>

**Students will be expected to examine the meaning and relevance of sacred texts.**

*Grade 9*

*Theme/Organizer: Impact of Sacred Texts on Community*

Sample Assessment Activities	Notes/Vignettes
Group work Class chart Reports (oral and written)	

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

Grade 9

Theme/Organizer: Social Justice

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>4.1 explore how selected living belief systems address social justice issues</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• compile a scrapbook of social justice issues gathered from various media. Provide a brief summary of each.</li> <li>• research selected social issues using texts, official doctrines, interviews of faith membership, etc.</li> <li>• critically examine the role played by each of the faith communities in at least one of the issues, e.g.,               <ul style="list-style-type: none"> <li>- freedom of expression</li> <li>- poverty</li> <li>- abuse</li> <li>- peace</li> <li>- community development</li> <li>- unemployment</li> <li>- gender equity</li> </ul> </li> <li>• work in pairs or groups and report to class. This report can be in the form of a news broadcast, slide show or some form of artwork.</li> </ul>

**Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.**

*Grade 9*

*Theme/Organizer: Social Justice*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• scrap book</li><li>• research</li><li>• news broadcast</li><li>• slide show</li><li>• artwork</li></ul>	<p>This specific curriculum outcome can be a link to the social studies program.</p>



**Students will be expected to examine moral and ethical issues and teachings.**

Grade 9

Theme/Organizer: Community Living

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p>	
<p>5.1 explore the dynamic nature of ethical and moral teachings</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• bring music, videos, taped news clippings, advertisements to class and discuss how media supports or contradicts accepted values within certain communities or living belief systems. As a culminating activity, students could report their findings to the class through an activity such as graffiti board, oral report, collage or dramatic presentation.</li> <li>• discuss whether or not society has become too permissive regarding sexual behaviour. (This can including clothing and body language).</li> <li>• discuss changes in lifestyles and society's reactions.</li> <li>• explore the degree to which ethical and moral behaviours are influenced by media, e.g.,               <ul style="list-style-type: none"> <li>- T.V. sitcoms</li> <li>- soap operas</li> <li>- magazines</li> <li>- movies</li> </ul> </li> </ul>
<p>5.2 examine factors which determine what is morally and ethically acceptable in community</p>	
<p>5.3 explore the influence of media on societal values</p>	
<p>5.4 be familiar with various issues related to human sexuality</p>	

**Students will be expected to examine moral and ethical issues and teachings.**

*Grade 9*

*Theme/Organizer: Community Living*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"> <li>• group work</li> <li>• reports (oral/written)</li> <li>• collage</li> <li>• graffiti board</li> <li>• dramatic presentation</li> </ul> <p>Discussion</p>	<p>When dealing with the various kinds of media, it is important to consider positive and negative influences on societal values. All too often only the negative impact is considered.</p> <p>Issues dealing with human sexuality require a sensitive approach. Celibacy and abstinence should be included as possible lifestyles.</p> <p>All of the activities suggested under Sample Activity/Teaching Strategies could involve group work and various types of reporting.</p>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 9*

*Theme/Organizer: Global Concerns*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>6.1 develop an awareness of the world as a global village</p> <p>6.2 explore the relationship between society's activities and their impact on creation</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• give examples and discuss how technology has produced a shrinking world, i.e., Internet, space exploration, imports/exports, communications and travel.</li> <li>• debate the positive and negative impacts of living in a global village, e.g.,               <ul style="list-style-type: none"> <li>- medical advancement</li> <li>- Internet</li> <li>- Chernobyl</li> <li>- pollution</li> <li>- rain forest destruction</li> <li>- global warming</li> <li>- ozone depletion</li> </ul> </li> <li>• research immigration/emigration patterns in Canada using information provided by Statistics Canada. Construct a graph to illustrate findings. Discuss reasons behind the patterns discovered.</li> </ul>

**Students will be expected to develop an appreciation for the connectedness of all creation.**

*Grade 9*

*Theme/Organizer: Global Concerns*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• graph</li></ul> <p>Discussion</p> <p>Debate</p>	

**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

*Grade 9*

*Theme/Organizer: Religion and Science*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>7.1 discover the role of media in our understanding of the relationship between religion and science</p> <p>7.2 examine how various living belief systems respond to ethical implications of science</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• bring examples of various media to class that have some religion and science references. In small groups, examine and summarize the relationship between the two. Report to the class for general discussion.</li> <li>• choose one advancement/discovery of science and discuss its ethical implications.</li> </ul>

**Students will be expected to demonstrate an understanding of the relationship between religion and science.**

*Grade 9*

*Theme/Organizer: Religion and Science*

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none"><li>• reports (oral/written)</li></ul>	

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade 9*

*Theme/Organizer: Faith and Contemporary Issues*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 9 students will be expected to</i></p> <p>8.1 examine the influence that religion and political decision making have on each other</p> <p>8.2 explore how religion has responded to humanitarian needs</p> <p>8.3 examine how we attempt to distinguish between religion and cult</p> <p>8.4 examine how religion is an agent of change for selected contemporary issues</p>	<p>Students could:</p> <ul style="list-style-type: none"> <li>• write a newspaper article or a letter to the editor regarding a political decision that reflects the influence of religion.</li> <li>• create a class/group collage depicting situations where religions have responded to humanitarian needs.</li> <li>• choose a religious teaching from any world religion and design a humanitarian project which allows for this teaching to be put into practice. Emphasize both the educational and practical aspects, e.g., visit a food bank to gather information. Implement the design with an activity, e.g., food drive. A second activity could be to design a flyer or pamphlet highlighting the needs of the food bank, goodwill center, etc.</li> <li>• find media examples that depict a destructive cult, based on criteria provided in text. Share findings with class.</li> </ul>

**Students will be expected to examine the influence of religion on contemporary issues and events.**

*Grade 9*

*Theme/Organizer: Faith and Contemporary Issues*

Sample Assessment Activities	Notes/Vignettes
<p>Group work</p> <p>Discussion</p> <p>Student products:</p> <ul style="list-style-type: none"><li>• newspaper article</li><li>• letter to editor</li><li>• collage</li><li>• flyer</li><li>• pamphlet</li><li>• reports</li><li>• project</li></ul>	





## Section IV: Appendix

### Bibliography

- Eiss, A. & Harbeck, M. *Behavioural Objectives in the Affective Domain*, Washington, DC: National Science Supervisors Association, 1969.
- Groome, Thomas H. *Sharing Faith, A Comprehensive Approach to Religious Education and Pastoral Ministry*, San Francisco: Harper, 1991.
- Hull, John M. "Religious Education in a Pluralistic Society", *Studies in Religion and Education*, London: Falmer Press, 1984.
- Province of Newfoundland and Labrador. Department of Education. *Adapted from The Evaluation of Students in the Classroom: A Handbook and Policy Guide*, Department of Education
- Stackhouse, M. *Creeds.Society and Human Rights*, Grand Rapids, Michigan: W. B. Eerdmans Publishing Co., 1984.
- Warren, Michael. "Catechesis: An Enriching Category for Religious Education", *Source Book for Modern Catechetics*. Winona: St. Mary's Press, 1983.