



Immaculata High School
Grade 11 French Immersion
World Religions HRT3MI
2014 - 2015



Teacher Name: L. Shea

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Prerequisite Course: None

Description and Overall Expectations: This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, and consider how concepts of time and place influence different religions and belief traditions. **The language of instruction for this immersion Religion course is French.**

Scripture: examine the literary characteristics, origin and development of the sacred writings and oral traditions of the various religious traditions; analyse key narratives and events in the sacred text/oral traditions of world religions to identify their significance and meaning; demonstrate an understanding of how sacred texts are interpreted and applied within various religions; interpret and compare sacred texts from various religions with accuracy and respect.

Profession of Faith: demonstrate an understanding of religion as an innate human response to our encounter with God/Transcendent/Supernatural in our search for meaning and purpose; describe the worldview of various religions and their precepts; describe the historical development of the world's religious traditions within culture; assess the ways in which the various religions respond to globalization (modernity); describe the nature and assess the need for interreligious and ecumenical dialogue.

Christian Moral Development: demonstrate an understanding of moral norms as a natural expression of one's faith; demonstrate an understanding of the key moral precepts of various world religions and assess their power to shape the lives of adherents; explain the relationship of religious moral precepts to social responsibility, peace and justice, pursuit of the common good, and the betterment of society in general; explain the influence of culture on the interpretation of moral codes and practices within various religions.

Prayer and Sacramental Life: explain the role rituals play within a religious worldview; assess the importance of worship and prayer within various religious traditions; demonstrate an understanding of the influence of globalization on worship and prayer; understand the role of religious art, symbol and gesture within the world's major religious traditions; explain the importance of sacred space and religious community in the spiritual life of various religions.

Family Life: examine the role of family within the world's major religious traditions; analyze and compare gender roles within Canadian society and the world's major religious traditions; assess how various religions address the dignity of the person within society and within intimate human relationships (marriage, sexuality, chastity, as family); critically assess how contemporary culture impacts on religious anthropology.

Research and Inquiry Skills: effectively employ a variety of research and inquiry skills (opinion survey, demographic study, in-depth interview, database search, exploration of primary sources); communicate the results of inquiries effectively; demonstrate effective collaborative group skills.

Course Resources: *World Religions: A Canadian Catholic Perspective* replacement cost- \$75.

Catholic Graduate Expectations: *Our goal for all students is to experience an education based on our Catholic Graduate Expectations.* <http://www.iceont.ca>

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (e.g. accepts and acts on feedback)
2. Organization manages time to complete tasks and achieve goals (e.g. meets goals, on time)
3. Independent work uses class time appropriately to complete tasks (e.g. monitors own learning)
4. Collaboration works with others, promotes critical thinking (e.g. provides feedback to peers)
5. Initiative demonstrates curiosity and an interest in learning (e.g. sets high goals)
6. Self-Regulation sets goals, monitors progress towards achieving goals (e.g. sets, reflects goals)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

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|---------|---|-----------|
| Level 1 | achievement falls below the provincial standard | (50-59%) |
| Level 2 | achievement approaches the provincial standard | (60-69%) |
| Level 3 | achievement is at the provincial standard | (70-79%) |
| Level 4 | achievement surpasses the provincial standard | (80-100%) |

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In World Religions HRT3MI, the summative evaluation will consist of a rich summative assessment task (15%) and a final exam (15%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____