

Catholic District School Board Writing Partnership

Course Profile

World Religions: Beliefs and Daily Life

Grade 11

Open

HRF30

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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The writers of the Grade 11, Open Religious Education Catholic Course Profile wish to acknowledge the guidance of all those who have help in the reviewing and editing process of this document:

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Course Overview

World Religions: Beliefs and Daily Life, Grade 11, Open

Course Description

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students learn about a variety of religious beliefs, teachings, traditions, and practices. Through this discovery students develop their awareness of the place of religion in the lives of their neighbours as well as a more authentic understanding and a deeper commitment to their own faith tradition. This course helps break down misconceptions and prejudices regarding the other religious traditions. Students develop skills used in researching and investigating topics related to world religions. This course draws on expectations outlined in both the Social Sciences and Humanities and the Institute for Catholic Education policy document. This Open course is designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society.

How This Course Supports the Catholic Graduate Expectations

The fundamental premise of this course is that both the teacher and students are discerning believers, intent on participating in the transformation of society. Understanding that the students operate from and yearn to deepen their spirituality, this course encourages students to articulate Catholic beliefs, and to continue to journey as reflective, creative, and critical thinkers. By raising important questions about their faith, and investigating the religious traditions of others, students are led to a deeper understanding of their relationship with God and neighbour. The students are called to be caring family members and responsible citizens who respect and understand the history, cultural heritage, and pluralism of today's contemporary society.

Course Notes

World Religion: Beliefs and Daily Life is an Open course and as such will attract students of a wide variety of interests and learning styles. As a result the teacher will have to take special care to ensure that activities both engage and challenge students. The course has been organized to follow a set pattern for each religion. It is believed that this repetitive pattern will assist students in understanding the beliefs and practices of many religious traditions. The pattern is to study the Sacred Story, Creed, Moral Code and Rituals and Practices of each religion to be investigated (Judaism, Christianity, Islam and Eastern traditions). This pattern will be introduced and terms defined in the first unit, which investigates the role that sacred mystery plays in our lives, and further investigates the role of religious tradition in human existence. The general premise behind this course is to help students understand those of different faith traditions as they encounter others in daily life. As well, it is hoped that this course will bring students to a deepened understanding of their own faith lives and experiences. In order to facilitate this, throughout each unit where appropriate teachers will be directed in Planning Notes as to how connections can be made between various religious experiences and those of Catholicism.

In order to facilitate learning, teachers should consider planning class trips to various places of worship to meet with the community and religious leaders of the different faith traditions. If this is not feasible, teachers are encouraged to have students complete investigations using the Internet, such as virtual tours or discussion forums with people of other faith traditions. It is important that teachers also incorporate current event issues regarding religious traditions into class activities and discussions. One of the purposes of this course is to help students differentiate between culture and religion, and using current issues will help students to understand this difference. Finally, to address the expectations 'Research and Inquiry Skills', students should complete a research assignment within each unit. This assignment could also incorporate current issues.

Teachers need to be attentive to, and respectful of, the individual life experiences of each of their students. The student population of any given school community includes individuals from different socio-economic, political, cultural, and religious backgrounds, each bearing their own biases, and value systems. By the very nature of this course, students will be encouraged to look at these experiences, biases, and values with a critical eye, but in the process should not feel diminished or chastised for the views that they and their families hold to be true. Teachers should be particularly considerate of students who are not of the Catholic tradition or the Christian faith. These students should be invited to share their experiences as members of other religious traditions.

In today’s technological environment, individuals must make moral and ethical decisions that seek to use technology constructively and in the service of humanity. The teacher will take every opportunity possible to encourage the use of Internet, CD-ROM, video, tape-recorded media and television, in the collection and dissemination of information. It is important that teachers instruct students in the appropriate, moral use of the Internet and that they ensure that Board/school policies concerning the use of the Internet are upheld.

Reflecting on one’s life can affect positive growth. Students keep a reflection journal and use it frequently to respond to new learning. Prayer and celebration are central to any Religious Education course. It is hoped that every class begins with a short prayer. As well, students are given the opportunity to plan, lead and participate in whole class liturgical celebrations. The themes of these celebrations should reflect the religious tradition studied in each unit. Further information is provided for these student-led prayer celebrations in each of the units.

The resources listed do not represent a prescriptive or an exhaustive list of texts that might be used to meet the Graduate outcomes or the overall and specific expectations outlined in *Religious Education: Ontario Catholic Secondary Curriculum* policy document.

When referring to expectations listed throughout the document teachers should be aware that this profile lists the Ministry expectations first, then in parentheses the ICE expectations that correlate. In cases where there is no correlation for either the ICE expectation or the Ministry expectation, they are listed separately. In some cases the connection between expectations is implicit rather than explicit. Teachers should be attentive to ensuring that students are aware of both the Ministry and the ICE expectations for each lesson. At times this will mean that the teacher will need to help students to make some of the connections.

Units: Titles and Time

* Unit 1	Encounters with the Sacred	13.75 hours
Unit 2	We Listen: Judaism	28.25 hours
Unit 3	We Believe: Christianity	20 hours
Unit 4	We Surrender: Islam	16 hours
Unit 5	We Search: Eastern Religions (Hinduism and Buddhism)	32 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Encounters with the Sacred

Unit Description

This introductory unit begins with the exploration of the often-conflicting values espoused by contemporary secular society and those of a religious nature. Study of the themes of prejudice, stereotyping, and multiculturalism, and earliest religious belief systems, lead students to a deeper understanding and appreciation of the need to move from tolerance to acceptance of others. Students

examine the religious belief systems and archaeological clues that point to early peoples' encounters with the sacred. A special emphasis focuses on creation as awareness of mystery as shared by Aboriginal spirituality and Christianity. The overall course pattern of studying the sacred story, creed, moral code and rituals, and practices are introduced in this unit.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	CGE2b, 3c, RBV.03, PFV.01, RB3.01, PF1.02B	Knowledge/Understanding	Multicultural Manners
2	CGE1h, 4a, 5e, DLV.02, FLV.01, DL3.05, DL1.04, FL1.02B	Knowledge/Understanding Communication	Stereotyping and Prejudice
3	CGE2a, DLV.03, CMV.03, CMV.04, CMV.06, CM1.03B	Thinking/Inquiry Application	Secular & Religious Worldviews
4	CGE4b, PFV.01, PFV.02, PF1.02B, PF2.01B	Thinking/Inquiry Application	Images of God
5	CGE2b, PFV.01, PFV.02, PF1.02B, PF2.01B	Knowledge/Understanding Thinking/Inquiry	Origins of Religious Awareness
6	CGE1h, 2b, RBV.01, RBV.02	Knowledge/Understanding	Awe and Mystery in Religion
7	CGE1h, 5e, RBV.03, DLV.04, PFV.02, RB3.01, DL3.03, PF1.02B, PF2.01B	Knowledge/Understanding Thinking/Inquiry	Daily Life, Ritual & Worship
8	CGE2b, 3b, RBV.02, CMV.01, CMV.02, RB2.01, CM1.01B, CM1.02B, CM3.01B, CM3.02B, PF3.02B	Knowledge/Understanding Thinking/Inquiry Application	Beliefs (Creed) and Moral Code
9	CGE5g, RBV.04, RB4.01, RB4.03, SC2.01B, SC3.04B	Knowledge/Understanding Thinking/Inquiry	Sacred Story
10	CGE5a, 5e, ISV.03, PF2.01B	Application Communication Thinking/Inquiry	Interfaith Prayer Service

Unit 2: Judaism

Unit Description

Students explore the beliefs and practices of the Jewish people with an emphasis on the historical connection between Judaism and Christianity. The overall course pattern of studying the sacred story, creed, moral code and rituals and practices is the vehicle used to investigate Judaism. Students examine how Christianity has interacted with Judaism through reflection on the shared history and religious similarities and differences. A student-led prayer service concludes this unit, with liturgy inspired by and reflecting upon the elements of Judaism, and focusing on Jewish-Christian relationship and dialogue.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.01, RB1.01, RB1.03, RB1.04, DL3.06, DL4.01	Knowledge/Understanding Communication	Sacred Story: Origins of Judaism

2	CGE 1d, 1e, 1h, 1i, 2a, 3c, 3d, 3f, 4a, 6b, 7e, 7f, 7h, RB3.05, DLV.02, DLV.06, DL2.01, DL2.02, DL2.03, DL2.04, DL2.06, DL3.05, FL1.10, FL1.12, FL3.06, MS1.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Moral Code: Current Challenges and Issues
3	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.02	Knowledge/Understanding	Sacred Story: The God of Judaism
4	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.02, RB2.01, RB2.03 (SC1.01, PF1.03), DLV.01, DL1.02 (SC1.03), DL1.03	Knowledge/Understanding	Creed: Beliefs
5	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.04, RB4.01, RB4.02, RB4.03 (SC1.02), RB4.04	Knowledge/Understanding	Creed: Scripture
6	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.04, RB3.06 (PS2.04)	Knowledge/Understanding	Rituals and Practice: Religious Symbolism
7	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB3.01, RB3.02 (PF2.02), DL3.01 (PS1.04), DL3.04	Knowledge/Understanding Thinking/Inquiry	Rituals and Practice: Holy places/Places of worship
8	CGE 1f, 1h, 2e, 7e, 7f, RB3.01, RB3.03, RB3.04, FCV.01, FCV.02, FCV.03, FCV.05, FC1.01, FC1.02, FC1.03, FC1.05, FC1.06	Knowledge/Understanding Thinking/Inquiry	Rituals and Practice: Festivals
9	CGE 1a, 1g, 1i, 7e, 7f, MSV.01, MSV.02, MSV.03, MS1.01, MS1.02, MS1.03, FL1.03	Knowledge/Understanding	Rituals and Practice: Stages of Life
10	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 7e, 7f, RBV.03, RB3.02 (PF2.02), RB4.04, DLV.03, DLV.04, DLV.05, DL1.04 (CM1.06, CM2.05, CM3.05), DL3.01 (PS1.04), DL3.03, FL1.06, FL1.08	Knowledge/Understanding Thinking/Inquiry Communication Application	Moral Code: Daily Life and Family Life
11	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB1.02, RB1.03, RB1.04, DL3.02, DL3.06	Knowledge/Understanding Thinking/Inquiry	The Holocaust
12	CGE 1f, PS3.02, FL3.01	Thinking/Inquiry Communication Application	Interfaith Prayer Service
13	CGE 1d, e, h, i, 2a, 3c, 4a, 6b, 7e, f, RBV.01,.02,.03,.04, DLV.01,.03,.04, FCV.02,.03,.05, MSV.02,.03, RB1.01, 1.03, 1.04, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.04, 3.06, 4.01, 4.03, 4.04, DL1.02, 1.03, 1.04, 3.01, 3.03, 3.04, FC1.01, 1.02, 1.03, 1.05, 1.06, MS1.01, 1.02, 1.03, FL1.06, 1.08	Knowledge/Understanding Thinking/Inquiry Communication Application	Unit Test

Unit 3: Christianity

Unit Description

Students explore the beliefs and practices of Christianity with an emphasis on historical events and figures that have shaped the Catholic Tradition. The overall course pattern of studying the sacred story, creed, moral code and rituals and practices continues to be the vehicle used to investigate Christianity. Students examine how Catholicism has interacted with other Christian denominations through reflection on the shared history and religious similarities and differences. Student-led prayer service concludes this unit, with the ecumenical prayer focusing on inter-denominational relationships and dialogues.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.01, RB1.01, RB1.03, RB1.04, DL3.06, DL4.01	Knowledge/ Understanding Communication	Sacred Story: Origins
2	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.02	Knowledge/ Understanding	Sacred Story: Gods/gods
3	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.02, RB2.01, RB2.03 (PF1.03), DLV.01, DL1.02, DL1.03	Knowledge/ Understanding	Creed: Beliefs
4	CGE 1a, 1c, 1h, 1i, 7e, 7f, 1a, 1c, 1h, 1i, 7e, 7f, RBV.04, RB4.01, RB4.02, RB4.03 (SC1.02), RB4.04	Knowledge/ Understanding	Creed: Scripture
5	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.04, RB3.06	Knowledge/ Understanding	Rituals and Practice: Religious Symbolism
6	RB3.01, RB3.02 (PF2.02), DL3.01 CGE 1a, CGE 1c, CGE 1h, CGE 1i, CGE7e, CGE 7f, (PS1.05, PS1.06), DL3.04	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practice: Holy places/Places of worship
7	CGE 1f, 1h, 2e, 7e, 7f, RB3.01, RB3.03, RB3.04, FCV.01, FCV.02, FCV.03, FCV.05, FC1.01, FC1.02, FC1.03, FC1.05, FC1.06	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practice: Festivals
8	CGE 1a, 1g, 1i, 7e, 7f, MSV.01, MSV.02, MSV.03, MS1.01, MS1.02, MS1.03, FL1.03	Knowledge/ Understanding	Rituals and Practice: Stages of Life
9	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 7e, 7f, RBV.03, RB3.02 (PF2.02), DLV.03, DLV.04, DLV.05, DL1.04 (CM1.06, CM2.05, CM3.05), DL3.01 (PS1.04), DL3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Daily Life
10	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 6c, 7e, 7f, RB4.04, FL1.06, FL1.08	Knowledge Thinking/Inquiry	Moral Code: Family Life
11	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB1.02, RB1.03, RB1.04, DL3.02, DL3.06, MS1.04	Knowledge/ Understanding Thinking/Inquiry	Key historical figures/ events

12	CGE 1d, 1e, 1h, 1i, 2a, 3c, 3d, 3f, 4a, 6b, 7e, 7f, 7h, RB3.05, DLV.02, DLV.06, DL2.01, DL2.02 (FL1.01), DL2.03, DL2.04, DL2.06, DL3.05, FL1.10, FL1.12, FL3.06, FL3.07, MS1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Current Challenges and Issues (Media)
13	CGE 1h, 3e, 4a, DL2.03, DL4.02	Thinking/Inquiry Application	Interaction with Christianity
14	CGE 1f, PS3.02, FL3.01	Thinking/Inquiry Communication Application	Ecumenical Prayer Service

Unit 4: Islam

Unit Description

Students explore the beliefs and practices of the Islamic faith with an emphasis on the common focus on conversion shared by Islam and Christianity. The overall course pattern of studying the sacred story, creed, moral code and rituals and practices continues to be the vehicle used to investigate Islam. Students examine how Christianity has interacted with Islam through reflection on the shared beliefs and religious similarities and differences. Student-led prayer service concludes this unit, with a liturgy focusing on inspiring elements of Islam and focusing on improving relationships between Christians and Muslims.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	CGE 1h, 3e, 4a, DLV.03, DL2.03, DL4.02	Thinking/Inquiry Application	Interaction with Christianity
2	CGE 1c, 1h, 1i, 7e, 7f, RBV.01, RB1.01, RB1.03, RB1.04, DL4.01	Knowledge/ Understanding Communication	Sacred Story: Origins of Islam
3	CGE 1c, 1h, 1i, 7e, 7f, RBV.01, RB1.02, RB1.03, RB1.04, DL3.02	Knowledge/ Understanding Thinking/Inquiry	Sacred Story: Key historical figures/ events
4	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.02, RBV.04, DLV.01, RB2.01, RB2.02, RB2.03 (PF1.03), RB4.01, RB4.02, RB4.03, RB4.04, DL1.02, DL1.03	Knowledge/ Understanding	Creed: Muslim Beliefs
5	CGE 1c, 1h, 1i, 7e, 7f, RBV.02, RB2.04, RB3.06	Knowledge/ Understanding	Rituals and Practice: Religious Symbolism
6	CGE 1c, 1h, 1i, 7e, 7f, RBV.02, DLV.04, RB3.01, RB3.02 (PF2.02), DL3.01 (PS2.05), DL3.04	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practice: Holy places/ Places of worship
7	CGE 1f, 1h, 2e, 7e, 7f, RBV.03, DLV.01, FCV.01, FCV.02, FCV.03, FCV.05, RB3.01, RB3.03, RB3.04, FC1.01, FC1.02, FC1.03, FC1.06	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practice: Festivals
8	CGE 1d, 1e, 1g, 1h, 1i, 2a, 3c, 4a, 6b, 6c, 7e, 7f, RBV.03, DLV.03, MSV.01, MSV.02, MSV.03, RB4.04, MS1.01, MS1.02, MS1.03, FL1.06, FL1.08	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practice: Stages of Life and Family Life

9	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 7e, RBV.03, DLV.03, DLV.04, RB3.02 (PF2.02), RB3.02, RB4.04, DL1.04 (SC1.05, CM1.06, CM2.05, CM3.05), DL3.01 (PS1.04), DL3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Daily Life
10	CGE 1d, 1e, 1h, 1i, 2a, 3c, 3d, 3f, 4a, 6b, 7e, 7f, 7h, RB3.05, DLV.02, DLV.06, DL2.01, DL2.02, DL2.03, DL2.04, DL2.06, DL3.05, FL1.10, FL1.12, FL3.06, MS1.04 (?)	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Current Challenges and Issues
11	CGE 1f, PS3.02, FL3.01	Thinking/ Inquiry Communication Application	Interfaith Prayer Service

Unit 5: Eastern Religions

Unit Description

Students explore the beliefs and practices of Eastern religious traditions with an emphasis on the shared practice of mysticism between the East and the West. The overall course pattern of studying the sacred story, creed, moral code and rituals and practices is the vehicle used to investigate Eastern religions. Students examine how the Western culture has been influenced by interactions with the East. Student-led prayer service concludes this unit, with a liturgy inspired by Eastern traditions, and focusing on finding the sacred in daily life expressed through varied forms of prayer.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.01, RB1.01, RB1.03, RB1.04, (SC1.07), DL3.06, DL4.01	Knowledge/ Understanding Communication	Sacred Story: Origins
2	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.02	Knowledge/ Understanding	Sacred Story: Gods/gods
3	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB1.02, RB1.03, RB1.04, DL3.02, DL3.06, MS1.04	Knowledge/ Understanding Thinking/Inquiry	Sacred Story: Key historical figures/events
4	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.02, RB2.01, RB2.03 (PF1.04), DLV.01, DL1.02 (SC1.03), DL1.03	Knowledge/ Understanding	Creed: Beliefs
5	CGE 1a, 1c, 1h, 1i, 7e, 7f, RBV.04, RB4.01, RB4.02, RB4.03 (SC1.02), RB4.04	Knowledge/ Understanding	Creed: Scripture
6	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB2.04, RB3.06 (PS2.04)	Knowledge/ Understanding	Rituals and Practices: Religious Symbolism
7	CGE 1a, 1c, 1h, 1i, 7e, 7f, RB3.01, RB3.02 (PF2.02), DL3.01 (PS1.04), DL3.04	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practices: Holy places/Places of worship

8	CGE 1f, 1h, 2e, 7e, 7f, RB3.01, RB3.03, RB3.04, FCV.01, FCV.02, FCV.03, FCV.05, FC1.01, FC1.02, FC1.03, FC1.05, FC1.06	Knowledge/ Understanding Thinking/Inquiry	Rituals and Practices: Festivals
9	CGE 1a, 1g, 1i, 7e, 7f, MSV.01, MSV.02, MSV.03, MS1.01, MS1.02, MS1.03, FL1.03	Knowledge/ Understanding	Rituals and Practices: Stages of Life
10	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 7e, 7f, RBV.03, RB3.02 (PF2.03), DLV.03, DLV.04, DLV.05, DL1.04 (SC1.06, CM1.07, CM2.06, CM3.06), DL3.01, PS1.08, PS1.09, PS2.06), DL3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Daily Life
11	CGE 1d, 1e, 1h, 1i, 2a, 3c, 4a, 6b, 6c, 7e, 7f, RB4.04, FL1.06, FL1.08	Knowledge/ Understanding Thinking/Inquiry	Moral Code: Family Life
12	CGE 1d, 1e, 1h, 1i, 2a, 3c, 3d, 3f, 4a, 6b, 7e, 7f, 7h, RB3.05, DLV.02, DLV.06, DL2.01, DL2.02, DL2.03, DL2.04, DL2.06, DL3.05, FL1.10, FL1.12, FL3.06, MS1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Moral Code: Current Challenges and Issues
13	CGE 1f, PS3.02, FL3.01	Thinking/Inquiry Communication Application	Interfaith Prayer Service

Teaching/Learning Strategies

Teachers are encouraged to employ a variety of teaching/learning strategies in order to address the variety of learning styles within each class. Teachers should be aware of the expectations at all times, since different expectations will require different teaching and learning strategies. Due to the nature of this course, many of the expectations come from a knowledge perspective. As a result, teachers will need to develop creative lessons in order to engage all students. The following is a partial list of strategies that may be employed in the delivery of expectations:

Brainstorming – group generation of initial ideas expressed without criticism or analysis

Carousels – the teacher, expert groups or individuals prepare and deliver a carousel or presentation on specific topics for students who circulate from station to station in the carousel

Brainstorming Carousel – small groups rotate from station to station to brainstorm on provided issues/questions

Case Study – investigation of real and simulated problems

Conferencing – student-to-student, student-to-teacher, and student-parent-teacher discussions

Debates – formal group discussion with planned presentations

Field trips – students explore various elements of faith by visiting places of worship

Fishbowl Discussion – small group (six or seven students) discussions in which one group is observed by the rest of the class while they discuss an issue. Only those in the circle can talk during the activity. It is often desirable to have one fishbowl activity after another, using the same question.

Guest Speakers – invited ‘experts’ come to classes to discuss topics with students

Independent Study – students explore, research and report on a topic of interest

Interview – students interview people from various traditions; interviews may be videotaped to show the class

Jigsaw – specialized group learning followed by home group sharing

Journaling – individual reflections recorded in a journal

Role Playing/Dramas – temporary immersion of self into another perspective
Round Table – discussion-oriented activity in which students take turns sharing their ideas or opinions by going around the table; no one is allowed to interrupt or comment at this time. The second time around the table students are invited to share their thoughts/comments on what they heard during the first round
Simulation Games – games that encourage reflection and interpretation of events/situations
Storytelling – presenting ideas through the art of storytelling and reflective discussion
Socratic Presentation – teacher presentation of information
Media Presentation – use of computer lab, videos, audiotapes, newspapers, etc. to create and deliver presentations
Think/Pair/Share – students reflect on concept, then share with a partner, then share the partner’s reflections with larger group

Assessment & Evaluation of Student Achievement

Students should be given a wide variety of opportunities to demonstrate their knowledge using a variety of Assessment and Evaluation tools. Teachers should also take care to align the type of assessment/evaluation tool with the expectations and the Categories of Achievement. Teachers are reminded that effort, attendance, and punctuality are to be reported separately and are not to be considered in the determination of the percentage grade.

Partial List of Assessment and Evaluation Strategies and Tools

Personal Communication

- journals/conferencing logs
- self-assessment
- student-teacher conference

Observation

- formal/informal
- roving conferences
- class discussions
- group discussion
- homework checks

Paper-and-Pencil Tests/Quizzes

- unit tests (knowledge)
- quiz
- final examination

Performance Assessment

- debate
- liturgy planning process
- presentation
- portfolios
- graphic organizers
- simulations
- projects
- dramatic presentations
- reports and essays

Summative Evaluation

The design of the summative evaluation must provide students with the opportunity to demonstrate learning in the four categories of Achievement, and should be reflective of both teaching/learning strategies, and assessment and evaluation tools employed throughout the course. A list of possible summative evaluation assignments has been included (see Appendix A)

Note: Thirty percent of the final grade will be based on a cluster of summative tasks, which could include an assignment and a final written exam.

Accommodations

Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. Accommodation suggestions for each activity have been provided within the units where deemed appropriate. Where applicable, consideration must also be given to address cultural diversity and ESL students.

The following are a list of strategies suggested within the document to assist exceptional students both gifted and challenged:

- Students choose from a variety of response methods: oral, written, pictorial, dramatic, musical.
- Make use of a variety of teaching strategies to address various ability levels and learning styles.
- Students' roles within groups should be assigned based on their strengths. Pair students of different ability level as study buddies or for discussion activities.
- ESL students could be given the opportunity to present the cultural interpretation of scripture's stories from their place of origin.
- Some students may be directed to research with a chosen set of resources that are appropriate to their level of reading and comprehension. The school library staff are an excellent resource for accommodation material.
- ESL students or students who experience reading difficulties may benefit if written material is read to them.
- Notes may be photocopied for students.
- As an option to the regular class assignment, some students could be given an independent research project using the Internet or CD-ROM programs to gather information.
- Students who have difficulty with grammar and spelling could use a computer/word processor with spell and grammar check to keep a daily journal or to complete written assignments.
- Students who have difficulty presenting could be encouraged to respond through tape-recorded or videotaped messages.
- Reduce the quantity of work while retaining the demand for quality, for students who are unable to complete assignments, e.g., assign only the even numbered questions.
- Design rubrics that allow all students to succeed while challenging gifted students to excel to their highest potential.

Teachers using this Course Profile are expected to be acquainted with exceptional students' Individual Educational Plans (IEPs) and the unique learning characteristics of their individual students and to make the necessary accommodations. Teachers should be aware of students that require adaptations to the mandated expectations for this course. *Ontario Secondary Schools* (p. 24) allows teachers to adapt the learning expectations for exceptional students in order to support the content of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Please Note: Texts with an asterisk (*) are considered to be particularly useful in Open Level classes.

- *Arquilevich, Gabriel. *Interdisciplinary Unit: World Religions*. Teacher Created Materials, Huntington Beach, CA., 1995. ISBN 1-55734-624-0
- Bibby, Reginald and Donald Posterski. *Teen Trends: A Nation in Motion*. Toronto, Stoddart Publishing Co. Ltd., 1992. ISBN 0-7737-5531-4
- Brenner, Barbara. *Voices Poetry and Art from Around the World*. Washington, D.C., National Geographic Society, 2000. ISBN 0-7922-7071-1
- Brodd, Jeffrey. *World Religions: A Voyage of Discovery*. St. Mary's Press, Winona MN., 1998. ISBN 0-88489-486-X
- Bruchac, Joseph. *The Native Stories from Keepers of the Earth*. Saskatoon, Fifth House Publishers, 1991. ISBN 0-92007-76-8
- Carden, John. *A World at Prayer: The New Ecumenical Prayer Cycle*. Mystic, Connecticut: Twenty-Third Publications, 1990. ISBN 0-89622-4279
- *Clemmons, Nancy, SNJM. *Exploring the Religions of Our World*. Ave Maria Press, Notre Dame, Indiana, 1999. ISBN 0-87793-674-9
- *Facing History and Ourselves. *A Guide to the film Schindler's List*. Facing History and Ourselves National Foundation, Brookline, Massachusetts, 1994. ISBN 0-9615841-5-7
- *Gray, Randal and Dinah Hanlon. *Religions on File*. Facts on File, New York, 1990. ISBN 0-8160-2224-0
- Magida, Arthur. *How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*, Volume 1. Skylight Paths. 1999. ISBN 1893361012
- Matlins, Stuart and Magida, Arthur. *How to be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*, Volume 2. Northstone Publishing. 1999. ISBN 1896836291
- National Conference for Community and Justice. *2001 Interfaith Calendar*. Chicago, Illinois: The National Conference for Community and Justice. 2000.
- *Penney, Sue. *Discovering Religions: Christianity*. Heinemann Educational Publishers, Oxford, England, 1995. ISBN 0-435-30466-6
- *Penney, Sue. *Discovering Religions: Judaism*. Heinemann Educational Publishers, Oxford, England, 1995. ISBN 0-435-30467-4
- *Penney, Sue. *Discovering Religions: Islam*. Heinemann Educational Publishers, Oxford, England, 1995. ISBN 0-435-30468-2
- *Penney, Sue. *Discovering Religions: Buddhism*. Heinemann Educational Publishers, Oxford, England, 1995. ISBN 0-435-30469-0
- *Penney, Sue. *Discovering Religions: Hinduism*. Heinemann Educational Publishers, Oxford, England, 1995. ISBN 0-435-30471-2
- Smith, Huston. *The Illustrated World Religions*. New York, Harper, 1994. ISBN 0-06-067453-9
- Stouzenberger, Joseph. *Great Religions of the World: Teacher's Manual*. St. Mary's Press, Winona, MN., 1987. ISBN 0-88489-176-3
- Trafford, Larry. *World Religions: People and Faith*. Maxwell Macmillan Canada, Don Mills, 1994. ISBN 0-02-954204-9
- *Williams, Bernard, et al. *One World Many Issues*. Stanley Thornes (Publishers) Ltd., Cheltenham, Eng., 1997. ISBN 0-7487-2981-X

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always review and verify the websites prior to assigning them for student use.

Unit 1 - Encounters with the Sacred

Ontario Consultants on Religious Tolerance - <http://www.religioustolerance.org>

Rutgers Virtual Religion Index - <http://religion.rutgers.edu/vri/>

Religion Statistics and Geography - <http://www.adherents.com/>

Beliefnet - <http://beliefNet.com>

About.com - http://home.about.com/religion/index.htm?PM=59_0239_T

Religion Etiquette - http://beliefnet.com/story/45/story_4549_1.html

Multicultural Calendar (Creative Cultural Communications) - www.multiculturalcalendar.com

Development and Peace - <http://www.devp.org/testA/welcome.htm>

Aboriginal Youth - <http://www.ayn.ca>

Indian and Northern Affairs Canada - <http://www.inac.gc.ca>

Native Resources – <http://www.goodminds.com>

Unit 2 - Judaism

The Jewish Supersite - <http://www.zipple.com>

Jewish Feminist Resources - <http://world.std.com/~alevin/jewishfeminist.html>

Shamash-The Jewish Network – <http://www.shamash.org>

Virtual Judaism - <http://www.virtualjerusalem.com>

The Judaism Site - <http://www.torah.org>

Facing History and Ourselves – Holocaust Education - <http://www.facinghistory.org>

A Teacher's Guide to the Holocaust - <http://fcit.coedu.usf.edu/holocaust/>

Synagogues - http://www.jewish.com/search/Synagogues/Synagogue_Weblinks/CANADA/Reform/

Directory of Synagogues - <http://iamcs.mjaa.org/dir/Canada/>

Unit 3 - Christianity

Catholic Information Centre - <http://www.catholic.net/>

Catholic Internet Directory - <http://www.catholic.net/RCC/Indices/>

Catechism of the Catholic Church - <http://www.christusrex.org/www1/CDHN/ccc.html>

Catholic Canada - <http://www.catholiccanada.com>

Canadian Conference of Catholic Bishops - <http://www.cccb.ca>

Ontario Conference of Catholic Bishops - <http://www.occb.on.ca>

Documents of Vatican II - <http://www.christusrex.org/www1/CDHN/v1.html>

Christianity Today - <http://www.christianitytoday.com>

Anglican Church of Canada - <http://www.anglican.ca/>

Lutheran Church of Canada - <http://www.lutheranchurch-canada.ca/>

United Church of Canada - <http://www.uccan.org/home.htm>

Fellowship of Evangelical Baptist Churches - <http://www.fellowship.ca/>

Church of the Latter Day Saints - <http://www.lds.org/>

Free Methodist Church - <http://www.fmc-canada.org>

Unit 4 - Islam

Islamic City - <http://www.islam.org>

Islam in the Americas - <http://www.ais.org/~islam/world/americas.html>

Young Muslims Canada - www.youngmuslims.ca

Islam for Children - <http://atschool.eduweb.co.uk/carolrb/islam/fivepillars.html>

Local Muslim organizations - www.muslim-yellowpages.com/mosques_CANADA.html

Islam and stereotypes - <http://www.usnews.com/usnews/issue/980720/20isla.htm>

Contemporary Issues in Islam - <http://www.youngmuslims.ca/articles/default2.asp?type=1>

Women in Islam - <http://www.jannah.org>

Unit 5 - Eastern Religions

General Overview of Hinduism - <http://www.usao.edu/~usao-ids3313/ids/html/hinduism.html>

Hindu Mythology - <http://www.indianmythology.com>

Hindu Universe Resource Centre - <http://www.hindunet.org>

Hinduism Online - <http://www.himalayanacademy.com/redirect.html>

General Overview of Buddhism - <http://www.usao.edu/~usao-ids3313/ids/html/buddhism.html>

Tricycle Online - The Buddhist Review: <http://www.tricycle.com>

Buddhist Information Network - <http://www.buddhanet.net>

About Buddhism - <http://www.buddhism.about.com/religion/buddhism>

Human Resources

One Family of Faith World Religions Centre (888-411-7537) or (519-822-4150)

Scarborough Foreign Missions (416-261-7135)

World Faith Education Association (WIFEA) (416-926-1348)

Video

General: "Religions of the World Video Series" Holt Rinehart and Winston, Inc., Austin, TX, 1989.

Judaism: "Schindler's List"

"A Stranger Among Us"

Christianity: "The Mission"

"Entertaining Angels"

Islam: "The Siege"

"Robin Hood: Prince of Thieves"

Eastern Religions: "Gandhi"

"Little Buddha"

"City of Joy"

Computer Software

Catechism of the Catholic Church (CD-ROM NCCB)

The Catholic Church: Exploring Our Tradition (Maranatha Multimedia)

Concordance (CD-ROM Liguori Software)

Documents of Vatican II (Catholic Software)

Encyclopaedia of Catholic History on CD-ROM (Our Sunday Visitor)

On Common Ground (CD-ROM Columbia University Press)

Welcome to the Catholic Church on CD-ROM (Harmony Media)

Survivors: Testimonies of the Holocaust (Survivors of the Shoah Visual History Foundation)

OSS Considerations

Institute for Catholic Education. *Ontario Catholic Secondary Curriculum Document for Religious Education*. Toronto: Institute for Catholic Education, 1999.

Ontario Ministry of Education. *The Ontario Curriculum Grades 11 and 12: Social Sciences and Humanities*. Toronto: Queen's Printer for Ontario, 2000.

Ontario Ministry of Education. *Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements*. Toronto: Queen's Printer for Ontario, 1999.

Ontario Ministry of Education. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer for Ontario, 1999.

Ontario Ministry of Education. *The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment*. Toronto: Queen's Printer for Ontario, 2000.

Ontario Ministry of Education. *Engendering Equity: Transforming Curriculum*. Toronto: Queen's Printer, 1995.

Note: This course could be taken as one of 12 optional credits, or as one of the additional compulsory credits listed in OSS, section 3.1.

Appendix A

Course Culminating Activity

The course culminating activity is your opportunity to use your abilities and skills to expand on the knowledge that you have gained throughout the course. There are many different ways to do your final activity, so choose the format that best suits your abilities and interests. The project must emphasize your learning from the course, as well as additional information that you sought out on your own. Be creative, have fun, and plan carefully. You will share your work with the class.

Possible Projects - Each one of these project ideas may be done for each of the religions studied in class.

Key figure presentation - You will choose one key figure from the religion and make a presentation to the class about his/her life, the work that he/she did and the impact that their faith had on his/her life. You must take on the persona of the person which means that you will be dressed in character and be speaking in first person.

Website - You will create a website explaining the history, significant places, forms of worship and daily life of followers for one of the religions studied in class.

Travel Brochure - You will create a brochure that a travel agency would distribute to people traveling to another country to inform them of how to respect and understand the religious customs of the area. You would include information on specific festivals and their meaning, daily life in the area, and worship practices that they may encounter. The brochure would need to be visually appealing as well as informative.

Board Game - You will create a board game featuring one of the religions from the course. The more aspects of the religion that you are able to incorporate into the game the better the finished project will be. The finished product would need to be eye catching, informative, challenging, and fun to play.

Place of Worship Model - You will create a detailed model of the centre of worship for a religion. The model must be accurate and contain a high degree of detail inside and outside. You will submit a short report that explains the significance of the elements that you have included in your model.

Picture Collage/Bulletin Board - You will find or draw pictures to create a large collage on a display board or bulletin board providing information about one religion. Your collage includes representations of sacred places, texts, actions of the community, sacred times such as prayer, festivals and devotions, as well as any other interesting aspects of the lives of the faithful. With the collage/bulletin board you will include a brief report describing the pictures included in the display.

Video Presentation - You will create a video presentation that may include representations of sacred places, texts, actions of the community, sacred times such as prayer, festivals and devotions, as well as any other interesting aspects of the lives of the faithful. You may wish to have an interview with a member of the faith and include portions of the interview in the video. The video images must be explained either throughout the video or in a separate report.

Electronic Slide Show Presentation - You will create a presentation explaining the history, significant places, forms of worship and daily life of followers for one of the religions studied in class.

Research Essay - You will research the sacred stories (creation myths, etc.), extensions on beliefs, actions, practices, sacred spaces, and sacred times of one specific religion. The focus of the essay is presenting new information and research, not restating the information learned in the course. Each religion has different aspects on which you could expand. By talking with your teacher and doing some initial research you will obtain a focus for the essay. The essay should be approximately 1000 words.

Current Issue Essay - You will research a current social justice issue that pertains to one of the religions studied during the term. You will explain the issue and the role that the religion plays in the issue. Your teacher will be able to suggest issues or you may have touched on some during class that you wish to explore in more detail. The essay should be approximately 1000 words.

Coded Expectations, World Religions: Beliefs and Daily Life, Grade 11, Open, HRF3O

Exploring Religious Beliefs

Overall Expectations

RBV.01 · identify the origins of various religions;

RBV.02 · explain the nature of several significant beliefs from each of the religions studied;

RBV.03 · relate the practices and rituals of religions to the lives of individuals;

RBV.04 · explain the difference between sacred writings and oral teachings, providing specific examples from various religions.

Specific Expectations

Origins of Religion

RB1.01 – describe, for one or more religious traditions, the historical and geopolitical stage on which the specific religion emerged;

RB1.02 – identify major figures from the history of various religions, and be able to explain the contributions these figures made to their religion;

RB1.03 – recount in their own words some significant episodes from the history of each of the religions studied;

RB1.04 – compare and contrast the origins, development, and roles of the founders or reformers of several religions.

Significant Beliefs

RB2.01 – define the terms *belief*, *faith*, *tradition*, and *ritual*, and be able to relate these to the religions studied;

RB2.02 – demonstrate an understanding of the perceived nature and role of the supernatural in various religions;

RB2.03 – identify sacred beliefs from a variety of religions and explain any commonalities (e.g., flood narratives, creation stories);

RB2.04 – describe some of the symbols of the various religions, and explain how and when they are used.

Practices and Rituals

RB3.01 – explain the difference among ritual, habit, and custom, using examples of all three from various religions;

RB3.02 – compare and contrast the rituals and practices of various religions (e.g., holy days, dietary laws);

RB3.03 – describe the role and significance of fasts and feasts in several religious traditions;

RB3.04 – relate religious practices and rituals to specific historical incidents;

RB3.05 – critically examine the roles assigned to women by different religious traditions;

RB3.06 – demonstrate an understanding of the connections between symbols and practices in specific religions (e.g., in Catholicism, the Rosary; in Zoroastrianism, the symbolism of the Sudreh and Kusti as it relates to the Avesta; in Judaism, the mezuzah; in Native spirituality, the eagle feather).

Sacred Writings and Oral Teachings

RB4.01 – explain the difference between sacred writings and oral teachings;

RB4.02 – identify and interpret the significance of specific passages from sacred writings or oral teachings from various religions;

RB4.03 – describe the importance of sacred writings and oral teachings in the various religions studied;

RB4.04 – compare and contrast the portrayals of women in the sacred texts of different religions.

Religion and Daily Life

Overall Expectations

DLV.01 · demonstrate an understanding of religions whose beliefs and practices accommodate a range of commitment, from strict observance to liberal compromise;

DLV.02 · explain the impact of prejudices associated with, and misconceptions about, various religions, beliefs, and traditions;

DLV.03 · explain how religious beliefs, or a lack of them, can affect the ways in which individuals relate to others and address issues in daily life in Canada;

DLV.04 · analyse the role of practices and rituals in the daily lives of believers from various religious traditions;

DLV.05 · apply critical-thinking and problem-solving skills to personal situations, work situations, and social issues as they relate to the religious traditions or principles of various groups;

DLV.06 · analyse two or more of the global effects of religion.

Specific Expectations

Spectrum of Beliefs

DL1.01 – demonstrate an understanding of the terms *orthopraxy/orthodoxy*, *conservative*, *liberal*, *secularizing*, *reformist*, *fundamentalist*, *reconstructionist*, and *normative* in the context of various religions;

DL1.02 – identify specific differences in interpretation of belief within religious communities (e.g., in Christianity, the filioque clause);

DL1.03 – explain how variations in practice can cause divisions within a religion or religious community (e.g., the Taliban of Afghanistan);

DL1.04 – analyse the influence of concepts of morality and ethics in various religious traditions.

Beliefs, Prejudices, and Misconceptions

DL2.01 – describe how misconceptions can influence people’s views of various religions, beliefs, and practices;

DL2.02 – demonstrate an understanding of the concepts of prejudice, bias, and discrimination, and identify examples associated with various religions, beliefs, and practices;

DL2.03 – explain the effect of prejudice and discrimination on relationships between persons of different faiths, and apply problem-solving strategies to case studies of interreligious conflict;

DL2.04 – identify some areas in which relationships between people of different beliefs, traditions, and practices can create conflict (e.g., Aboriginal peoples’ response to the encroachment of development on sacred sites);

DL2.05 – explain the difference between secularism and fundamentalism, and discuss the effect of both on relationships between persons of various faiths;

DL2.06 – analyse the concerns of women regarding their evolving roles in various religious institutions, traditions, and practices.

Practices and Rituals

DL3.01 – demonstrate an understanding of meditation, prayer, fasting, and pilgrimage in various religious traditions;

DL3.02 – define mysticism, using examples from various traditions;

DL3.03 – categorize daily rituals employed by various religions (e.g., regular prayer, fasting);

DL3.04 – describe the main features of the places of worship of several distinct religions, demonstrating knowledge that might be gained by visiting a mosque, synagogue, temple, church, or meeting-house;

DL3.05 – analyse the difficulties that individuals who follow particular religious practices in regard to dress, diet, or behaviour may encounter living in Canadian society (e.g., wearing hejab, blood transfusions);

DL3.06 – describe how religious movements (e.g., Reform Judaism) or events (e.g., Second Vatican Council) have led to changes in religious practice over the centuries.

Global Effects

DL4.01 – demonstrate an understanding of the global dissemination of various religions;

DL4.02 – explain the concepts of ecumenism and interfaith dialogue;

DL4.03 – investigate the origins of the Parliament of World Religions and analyse the implications of its recent published statements;

DL4.04 – explain the concepts of “church” and “state” and investigate specific examples of societies in which these institutions are blended or distinct.

Exploring Festivals, Celebrations, and Memorializations

Overall Expectations

FCV.01 · evaluate the importance of celebration and memorialization in human experience;

FCV.02 · describe the major festivals and commemorations of various religions;

FCV.03 · demonstrate an understanding of the origins of common celebrations and commemorations;

FCV.04 · analyse the effects of various religious celebrations on contemporary Canadian society;

FCV.05 · differentiate between popular and religious symbolism associated with festivals and celebrations derived from various religions.

Specific Expectations

FC1.01 – identify and describe the observances associated with the major festivals, commemorations, and celebrations of various religions (e.g., the Tuvan y “fire feast”);

FC1.02 – demonstrate an understanding of the terminology associated with celebration, commemoration, and festivals in various religions (e.g., the K’uraka among the Yatiris of Bolivia);

FC1.03 – demonstrate an understanding of the importance of calendars and other cyclical calculations (e.g., jubilees) in the observance of various religions;

FC1.04 – evaluate the similarities and differences between civil and religious observances and celebrations (e.g., oath of citizenship, marriage vows, pilgrimage, visit to Parliament Hill, Canada Day, Remembrance Day, New Year’s);

FC1.05 – analyse the diverse origins of symbols associated with specific civil and religious festivals, celebrations, and commemorations (e.g., flags, Advent wreath, menorah, Kara, Kusti, lotus, fireworks, sweetgrass, military displays);

FC1.06 – demonstrate the skills and knowledge necessary to relate symbols, scriptures, and works of art, music, or literature to festivals, celebrations, and commemorations.

Exploring the Milestones of Life

Overall Expectations

- MSV.01** · demonstrate an understanding of common features of individual human development across several cultures and historical eras;
- MSV.02** · demonstrate an awareness of the rites of passage of the religions studied;
- MSV.03** · demonstrate the skills and knowledge necessary to correlate rituals and beliefs, in regard to various religions.

Specific Expectations

- MS1.01** – identify the main stages of individual human development as perceived in various cultures and religious traditions (e.g., birth, rites of passage, marriage, death, afterlife);
- MS1.02** – identify the origin of various rites of passage and demonstrate an understanding of the symbols, art, and literature associated with each;
- MS1.03** – describe the connection between systems of belief and the celebrations associated with various rites of passage (e.g., circumcision, baptism, moksha, bar- and bat-mitzvah, bhakti, caste, Confirmation, ashrama, Pillars of Islam, Kesh, Sacred Thread Ceremony, vision quest);
- MS1.04** – analyse the reasons why such observances may have changed over time, or in various places.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · distinguish between fact and opinion, belief and religion, and theory and practice in the context of the study of religion;
- ISV.02** · demonstrate the knowledge and skills necessary to use a variety of research methodologies in the study of religion;
- ISV.03** · effectively communicate the results of individual or group research.

Specific Expectations

- IS1.01** – formulate appropriate research questions relating to the beliefs or practices of various religions;
- IS1.02** – employ appropriate methods to research such questions in independent and collaborative studies;
- IS1.03** – use primary and secondary sources appropriately in conducting research;
- IS1.04** – employ appropriate interviewing skills in conducting an in-depth interview with an individual who has dedicated his or her life to a specific religion or belief system;
- IS1.05** – effectively use the Internet or other electronic data-recovery systems as a tool in researching various topics in the study of religion;
- IS1.06** – effectively communicate the results of their research, using a variety of forms and methods (e.g., written reports or essays, oral presentations, group presentations);
- IS1.07** – prepare and deliver assignments, using various appropriate technological means.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Encounters With the Sacred

Time: 13.75 hours

Unit Description

This unit begins with an exploration of the sometimes conflicting values expressed through secular and religious cultures. The study of the themes of prejudice, stereotyping, and multiculturalism leads students to a deeper understanding and appreciation of the need to move from basic tolerance to acceptance of others. Students examine the earliest religious belief systems and archaeological clues that point to prehistoric encounters with the sacred. Students become aware that contemplation of creation leads to an awareness of mystery. The overall course pattern of studying the sacred story, creed, moral code and rituals, and practices are introduced in this unit.

Unit Planning Notes

Activities in this unit are designed to initially engage students at a personal level, having them examine what is closest to them, e.g., their names, cultural heritage, religious beliefs, and family values. Students are guided to recognize the value of each individual and the common good that is derived from mutual tolerance and respect. Encountering the sacred through the created world becomes a major focus for this unit of study. Groundwork for the continued study of world religions is introduced through stories of the sacred, rituals, moral codes and creeds. Journal reflection questions appear at the end of most activities, allowing students the opportunity to internalize what has been learned in class. There is considerable room for discussion and group activity in this unit. Consider arranging the classroom seating appropriately, taking into account individual abilities.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Multi-cultural Manners	75 min	CGE2b, CGE3c, RBV.03, PFV.01, RB3.01, PF1.02B	<i>Formative</i> - Assessment of group work using rubric Check completion of homework	Discuss meaning of names, cultural restriction Present findings
2. Stereotyping and Prejudice	75 min	CGE1h, CGE4a, CGE5e, DLV.02, DL3.05, FLV.01, DL1.04, FL1.02B	<i>Formative</i> - Assessment of presentation using rubric Anecdotal comments of journal	Identify examples of prejudice from pictures Note-taking from Socratic session on the Golden Rule Journal entry
3. Secular and Religious Worldviews	75 min	CGE2a, DLV.03, CMV.03, CMV.04, CMV.06, CM1.03B	<i>Formative</i> - Observation of student learning during discussion Comments in journal <i>Summative</i> - Quiz	Categorize secular and religious worldviews Journal entry Quiz on terms
4. Images of God	75 min	CGE4b, PFV.01, PFV.02, PF1.2B, PF2.01B	<i>Formative</i> - Observation <i>Summative</i> - Rubric evaluating Face of God assignment	Actively listen to stories depicting images of God Note-taking from Socratic session on images of God Face of God assignment

5. Origins of Religious Awareness	75 min	CGE2b, PFV.01, PFV.02, PF1.2B, PF2.01B	<i>Formative</i> - Check for completion of homework	Deduce the meaning of archaeological artefacts which illustrate early belief systems Conduct a survey of others' religious beliefs
6. Awe and Mystery in Religion	75 min	CGE1h, CGE2b, RBV.01, RBV.02	<i>Formative</i> - Observation of learning through group work presentations	Watch video portraying a sense of mystery and awe Note-taking on the characteristics of tribal religions
7. Daily Life, Ritual and Worship	150 min	CGE1h, CGE5e, DLV.04, RBV.03, PFV.02, DL3.03, RB3.01, PF1.02B, PF2.01B	<i>Formative</i> - Check for completion of assigned questions Teacher observation of student's learning <i>Summative</i> - Quiz	Discuss habits and rituals in daily life Examine and report on rites of passages illustrated through pictures Journal entry Quiz on terms learned Group design and presentation of ritual
8. Beliefs (Creed) and Moral Code	75 min	CGE2b, CGE3b, RBV.02, CMV.01, CMV.02, RB2.01, CM1.01B, CM1.02B, CM3.01B, CM3.02B, PF3.02B	<i>Formative</i> - Moral code assessed through a rubric	Group consensus through simulation activity Pairs read myth and identify complementary beliefs and rules
9. Sacred Story	75 min	CGE5g, RBV.04, RB4.01, RB4.03, SC2.01B, SC3.04B	<i>Formative</i> - Sacred story assessed through a rubric	Discuss the significance of dreams Groups write example of a sacred story
10. Interfaith Prayer Service	75 min	CGE5a, CGE5e, ISV.03, PF2.01B	<i>Formative</i> - Assessment of preparation of collaborative group process	Student led Interfaith Prayer Service

Accommodation

Teachers should be aware of students who require accommodations to the mandated expectations for this course. *Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations* (5.4.4.1, p. 24) allows teachers to adapt the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Each activity has a list of suggested resources. The following coding will assist the teacher in making choices: T = Teacher Resource; K = Key Text, S = Student Resource

Activity 1: Multicultural Manners

Time: 75 minutes

Description

Students familiarize themselves with the significance of one another's names. They identify cultural restrictions in particular scenarios and appreciate the importance and value of keeping an open mind as they begin their study of world religions.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE2b - reads, understands and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Exploring Religious Beliefs, Profession of Faith

Overall Expectations

RBV.03 - relate the practices and rituals of religions to the lives of individuals;

PFV.01 - examine the human search for meaning and purpose within contemporary culture.

Specific Expectations

RB3.01 - explain the difference among ritual, habit and custom, using examples of all three;

PF1.02B - examine the human search for meaning and purpose within contemporary culture.

Planning Notes

There are numerous textbooks with accompanying teacher's manuals that will direct and support teachers with the concept of cultural restrictions and ways of interacting in a multicultural society. Teachers are encouraged to supplement and/or make amendments to the suggested activities, as they deem necessary. A dramatic presentation by students instead of written scenarios can be used.

Teaching/Learning Strategies

1. **Group Work** Students are randomly placed into groups of three or four. Depending on your class composition choose appropriate questions from the following list for each group. *What is your given name? (How do you pronounce it?) How do you spell it? What is your family name? (How do you pronounce it?) How do you spell it? Does your name have meaning? Does your family name have any religious significance? In your culture, how do people choose names to give their children? Can you tell me anything more about your name or about names in your culture? Were you named after someone? How did you come to be given your name?* Using these questions, the students learn about the origins of one another's names. During the upcoming week, students are expected to introduce a member of their peer group, correctly pronouncing his/her name and share with the class two interesting facts about the person's name. (15-20 minutes)
2. **Whole Class** The teacher reads a scenario dealing with cultural restrictions, (see Planning Notes). The students identify the cultural restriction and possible reasons why the behaviour read about can be seen as improper within that culture. (**Note:** Students should be made aware that restrictions can be life-affirming (restriction against incest) or dangerous (the belief that a woman's 'responsibility' is to 'keep house').
3. **Group Work** Students rearrange into their original group. Each student discusses and explains the reasons for restrictions within their own cultural experience. They also explain the reasons for the restriction. Choosing one of the restrictions, students create a written scenario illustrating a restriction from within their own cultural experience. (20 minutes)

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4. **Whole Class** Each group is responsible for presenting their written scenarios and leading subsequent class discussion as to possible reasons for the cultural restrictions. Students introduce peers (see Activity 1). In addition, students write out any five questions they wish to have answered in this course, i.e., about cultural or religious traditions. (30 minutes)

Assessment & Evaluation of Student Achievement

A performance assessment rubric pertaining to the group work measures achievement of the expectations RBV.03 and RB3.01. Completion of the homework addresses the expectations PFV.01 and PF1.02B.

Accommodations

Pair students with language or academic difficulties with students who are able to help with comprehension of case studies. Students capable of enrichment activities research and present various other religious restrictions and their impact on the individual's daily life.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Dresser, Norine. *Multicultural Manners: New Rules of Etiquette for a Changing Society*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-11819-2 (T) (contains numerous examples of appropriate and inappropriate responses to cultural differences)

National Conference for Community and Justice. *2001 Interfaith Calendar*. Chicago, Illinois: The National Conference for Community and Justice. 2000. (T)

Magida, Arthur. *How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*, Volume 1. Skylight Paths. 1999. ISBN 1893361012 (T)

Matlins, Stuart and Magida, Arthur. *How to be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*, Volume 2. Northstone Publishing. 1999. ISBN 1896836291 (T)

Trafford, Larry. *World Religions: People and Faith*. (Text and Teachers Manual). Toronto: Maxwell Macmillan Canada Inc., 1994. ISBN 0-02-954204-9 (T, K,)

Internet

The National Conference for Community and Justice - chicago@nccj.org

Multicultural Calendar (Creative Cultural Communications) - www.multiculturalcalendar.com

Activity 2: Stereotyping and Prejudice

Time: 75 minutes

Description

This activity identifies the various forms of prejudice and discrimination and particularly focuses on some of the reasons for religious discrimination. The teacher is instrumental in leading an examination of a commonality shared by the world's major religions, namely the concern for neighbour and the moral imperative to treat all people with respect and dignity.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Strand(s): Religion and Daily Life, Family Life

Overall Expectations

DLV.02 - explain the impact of prejudices associated with and misconceptions about, various religions, beliefs, and traditions;

DL3.05 - analyse the difficulties that individuals who follow particular religious practices in regard to dress, diet, or behaviour may encounter living in Canadian society;

FLV.01 - explore the meaning of self-image and self-esteem in the light of God's unconditional love for each person.

Specific Expectations

DL1.04 - analyse the influence of concepts of morality and ethics in various religious traditions;

FL1.02B - define the concepts of self-image and self-esteem.

Planning Notes

- Teachers prepare a worksheet where the students must identify examples of stereotyping, prejudice discrimination, multiculturalism, tolerance, cultural restriction, and ritual (e.g., assuming particular traits are always exhibited by a certain race; or teens are into crime; women are bad drivers; limiting job opportunities based on skin colour, etc.). Teachers also need to prepare pictures of various religious people, for a group activity (see T/L Strategy 4).
- Background reading for the teacher could include any of the materials found in the Resources section of this activity.
- The teacher also prepares students for a quiz on the terms learned in this activity, to be given in a later class.

Teaching/Learning Strategies

1. **Individual** Students complete a worksheet on identifying the concepts of prejudice in our world (see Planning Notes). (5 minutes)
2. **Whole Class** The teacher directs the class in a discussion of their choices on the worksheet. (10 minutes)
3. **Teacher-directed** The teacher then leads the class in a brainstorming session on the many forms that prejudice and stereotyping can take (e.g., religious, gender, beliefs, colour, ethnicity). The teacher continues questioning, *Why do you think religious people are often victims of prejudice and discrimination?* Explain how such prejudices impact on the individual, the family and/or society in general. (10 minutes)
4. **Group Work** The focus for the next session examines religious discrimination. Students arrange themselves in groups of 2-3. Using pictures of various religious people, students re-examine the question *Why do you think religious people are often victims of prejudice and discrimination?* Groups will also explain how such prejudices impact on the individual, the family and/or society in general. Pictures may include the following: an Islamic woman wearing a chador; a Sikh police officer wearing a turban; a Muslim in prayer; a Buddhist monk with shaved head; an Orthodox Jew in prayer; a Catholic nun in habit; An Aboriginal person holding an eagle feather. (15 minutes)
5. **Whole Class** Each group reports back to the class using one of the pictures as an aid in answering the question. (15 minutes)

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6. **Teacher-Directed** The teacher explains the Golden Rule as it is expressed in different religious experiences. A board/overhead note is given, defining the Golden Rule and any necessary terms to know (i.e., discrimination, prejudice, multiculturalism, tolerance, cultural restriction, and ritual). The teacher explains that accepting and experiencing God's unconditional love throughout our lives leads us to healthy respect of self and others. (20 minutes)
 7. **Individual** Students write a journal entry responding to the following: *World religions teach people to respect others and yet we still witness discrimination. In your opinion, what is the reason for this? How does self-esteem suffer as a result of prejudice and discrimination? How could believing that God loves unconditionally influence the way in which we see others or ourselves?*

Assessment & Evaluation of Student Achievement

The presentation will be assessed using a group process rubric that evaluates the expectation DLV.02. The journal questions address the expectations FLV.01 and DL1.04, DL3.05 and FL1.02B.

Accommodations

Pair students with language or academic difficulties with students who are able to help them with note taking, or photocopy the notes prior to the activity. Students may choose to record responses to the journal question. An enrichment activity could involve having students interview and videotape or tape record responses to the journal activity and present to the class.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Brody, Jeffrey and Michael Wilt. *World Religions: A Voyage of Discovery*. (Text and Teaching Manual). Winona, Minnesota: St. Mary's Press. 1998. (pp. 6-9) ISBN 0-88489-487-8 (T, S)

Dresser, Norine. *Multicultural Manners: New Rules of Etiquette for a Changing Society*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-11819-2 (T)

National Conference for Community and Justice. 2001 *Interfaith Calendar*. Chicago, Illinois: The National Conference for Community and Justice. 2000. (T)

Williams, Bernard, ed. *One World, Many Issues*. (Text and Teacher's Guide). Cheltenham, England: Stanley Thornes (Publishers) Ltd., 1997. (pp. 126-127) ISBN 0-7487-2981-X (T)

Internet

The National Conference for Community and Justice - chicago@nccj.org

Multicultural Calendar (Creative Cultural Communications) - www.multiculturalcalendar.com

Ontario Consultants on Religious Tolerance - <http://www.religioustolerance.org>

Religious tolerance - <http://www.religioustolerance.org/nataspir.htm>

Activity 3: Secular and Religious Worldview

Time: 75 minutes

Description

This activity will introduce students to the concepts of a religious and secular worldview. The assumptions of each of these worldviews are identified.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values.

Strand(s): Religion and Daily Life, Christian Moral Development

Overall Expectations

DLV.03 - explain how religious beliefs, or lack of them, can affect the ways in which individuals relate to others and address issues in daily life in Canada;

CMV.03 - explain how religion and culture can agree and disagree on moral issues;

CMV.04 - Recognize how secularism tends to promote cultures based on consumerism, individualism, and moral relativism;

CMV.06 - examine the media's relationship to religious worldviews from a moral perspective.

Specific Expectations

CM1.03B - define secularism and how it can lead to a culture of disbelief.

Planning Notes

A quiz is prepared on the terms learned in Activity 2.

The teacher discusses video clips that illustrate a religious and secular worldview. Examples could include clips from the movie *Footloose*, (the book burning) or from *Romero*, (the final sermon). Teachers must ensure they follow board/school policy about the use of copyright material. Topics such as environmentalism, racism, war or any other moral issue could be used. The characteristics of both a religious and secular worldview need to be prepared ahead of class time (e.g., *World Religions: People of Faith*, Larry Trafford pp. 27 and 29). Teachers also need to have available a reading concerning the dangers that can be associated with a secular worldview, (Trafford, pp. 32-35). They should also prepare relevant questions on the reading. (**Note:** Teacher should stress that not all aspects of secularism are dangerous.)

Teaching/Learning Strategies

1. **Whole Class** The teacher leads students in a discussion about religious people they know and why the student sees this person as religious, e.g., goes to church, reads from a Bible. The discussion could be directed to how others' views are different from those considered religious, e.g., don't see God as important. (15 minutes)
2. **Teacher-Directed/Whole Class** Students are given a worksheet with religious and secular assumptions (see Planning Notes), which they then categorize under the correct heading. The teacher ensures the class has the correct responses. (10 minutes)
3. **Whole Class** The teacher introduces two differing views of the same issue through videos (see Planning Notes). *Which of the two views would you consider religious and why? Which would you consider secular and why?* (25 minutes)
4. **Individual** Students read from selected text, (see Planning Notes) around the possible dangers of a secular worldview and answer related questions. (20 minutes)
5. **Journal Assignment** Watch a 1/2 hour program of your choice, recording any of the values being presented in the program and the commercials. Examine any four of the values and answer the following questions: *Identify the value as either religious or secular in nature. Explain how the value fits the assumptions of either a religious or secular worldview.* Be prepared to discuss your responses.
Alternatively students prepare a cartoon representing the values present in popular TV programs.

Assessment & Evaluation Student Achievement

The expectation DLV.03 is assessed through a general class discussion. Expectation CMV.03 is assessed through shared discussion of the video clips. The journal assignment questions address the intent of expectations CMV.04 and CMV.06.

Accommodations

Pair students with language or academic difficulties with students who are able to help with comprehension. An enrichment activity involves creating a scenario (written or video format), illustrating the religious and secular values.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Bibby, Reginald and Donald Posterski. *Teen Trends: A Nation in Motion*. Toronto: Stoddart Publishing Co. Ltd., 1992. ISBN 0-7737-5531-4 (T)

Trafford, Larry. *World Religions: People and Faith*. (Text and Teacher Manual). Toronto: Maxwell Macmillan Canada Inc., 1994. ISBN 0-02-954204-9 (T, K,) (pp. 32-35)

Williams, Bernard, ed. *One World, Many Issues*. (Text and Teacher's Guide). Cheltenham, England: Stanley Thornes (Publishers) Ltd., 1997. ISBN 0-7487-2981-X (T)

Internet

Development and Peace - <http://www.devp.org/testA/welcome.htm>

Activity 4: Images of God

Time: 75 minutes

Description

Using a creative depiction of the image of God (e.g., art, poetry or narrative forms), students reflect on the artist's view of God. The teacher facilitates a discussion around how and where people develop their personal images of God. A subsequent teacher-generated note is given to the students. A follow-up assignment encourages the creation of their images of God.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - demonstrates flexibility and adaptability.

Strand(s): Profession of Faith

Overall Expectations

PFV.01 - examine the human search for meaning and purpose within contemporary culture;

PFV.02 - recognize the spiritual dimension implicit in human experience and the created world.

Specific Expectations

PF1.02B - examine the human search for meaning and purpose with contemporary culture;

PF2.01B - recognize the spiritual dimension implicit in human experience and the created world.

Planning Notes

The teacher shares (a) creative piece(s) which illustrate(s) images of God, (see Resources for suggested children's stories, poetry, prose or art). Information pertaining to where people obtain their images of God is to be prepared in advance, i.e., culture, society, family, religious background, geographical location, personal experiences, revelation.

Teaching/Learning Strategies

1. **Individual** The teacher distributes handout on students' personal ideas of God, (e.g., Do you believe in God? What ideas of God have been passed to you? Who has passed these ideas to you? What are your ideas of God today? What ideas of God would you wish to pass on to your children? What reasons do other people give for their belief in God? What reasons are given why people reject the existence of God? (15 minutes)
2. **Whole Class** The teacher facilitates a discussion around the prepared questions listed above. (15 minutes)
3. **Teacher Directed** As the teacher reads from either a children's story, selected quotations, poetry, or provides examples of various artistic expressions. (see Planning Notes and Resources), students actively listen to extract the images of God found in the story. (10 minutes)
4. **Whole Class** The teacher facilitates a class discussion based on the questions below:
What images of God has the author presented in the piece? Have you ever thought of God in this way? Explain. What other images of God are portrayed in media, books you have read, society, your family, culture or other religions? (10 minutes)
5. **Teacher-Directed** In a Socratic manner, information on where people obtain their images of God is suggested by the teacher, (see Planning Notes). (15 minutes)
6. **Assignment** The Face of God Assignment - Think of all the different ideas of God that you have learned about thus far in our studies. Using some of these ideas and some of your own, create a reflective piece that illustrates the Face of God. You may use any of the following methods: a picture with an explanation; a poem on poster paper; a collage with an explanation; or a creative story. Whatever you choose, the final result should show what you believe God to be. (10 minutes to begin the Assignment which could be completed for homework)

Assessment & Evaluation of Student Achievement

Expectations PFV.01 and PFV.02 will be evaluated through class discussion of the children's story and the Face of God assignment. Performance rubrics may be found at any of the following websites:

- <http://www.proteacher.com/020061.shtml> or <http://www.elm.maine.edu/> or
- http://www.phschool.com/professional_development/professional_library/alternative_assessment

Accommodations

Written expectations may be adjusted for students requiring accommodations to program. The variety of options available in the Face of God assignment allows ample opportunity for students requiring enrichment activities to flourish.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

- Bunting, Eve. *December*. San Diego, CA: Harcourt Brace & Company. 1997. ISBN 0-15-201434-9 (T, S)
- Carden, John. *A World at Prayer: The New Ecumenical Prayer Cycle*. Mystic, Connecticut: Twenty Third Publications. 1990. ISBN 0-89622-4279 (T)
- Munsch, Robert. *Giant or Waiting for the Thursday Boat*. Annick Press. 1989. ISBN 1550370707 (T, S)
- Wood, Douglas. *Old Turtle*. Monarch Books of Canada. 1991 ISBN 0938586483 (T, S)
- Brenner, Barbara. *Voices (Poetry and Art from Around the World)*. Washington, D.C. National Geographic Society. 2000. ISBN 0-7922-7071-1 (T, S)
- Moyers, Bill. "Genesis (A Living Conversation)." Toronto. Doubleday. 1996. (selected quotations from Chapter 1, In God's Image, pp. 3 – 37). ISBN 0-385-48345-7 (T)

Internet

- Aboriginal Youth - <http://www.ayn.ca/link.asp?link=http://www.inac.gc.ca> (see Resources for additional websites)
- Native Storytelling - <http://www.civilization.ca/membrs/fph/storytel/introeng.html>
- Native Resources – <http://www.goodminds.com>

Activity 5: Origins of Religious Awareness

Time: 75 minutes

Description

Through the study of archaeological evidence, students examine the earliest signs of religious awareness. The teacher provides additional information about goddess worship and the changes in religious belief as a result of the move from hunter-gatherers to an agricultural society.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively.

Strand(s): Profession of Faith

Overall Expectations

- PFV.01 - examine the human search for meaning and purpose within contemporary culture;
- PFV.02 - recognize the spiritual dimension implicit in human experience and the created world.

Specific Expectations

- PF1.02B - examine the human search for meaning and purpose with contemporary culture;
- PF2.01B - recognize the spiritual dimension implicit in human experience and the created world.

Planning Notes

Preparation involves prior reading around the topic of the origins of religion. Suggested readings include *Great Religions of the World*, (Pastva), pp. 21-28, or *World Religions*, (Brodd), pp. 21-28. The lesson is enhanced through pictures and/or slides of prehistoric archaeological artefacts, (e.g., cave paintings, rock paintings, goddess statues, etc.)

Teaching/Learning Strategies

1. **Whole Class** The class uses deductive reasoning to determine what is happening when given an account of a Baptism from the perspective of the child's viewpoint. (You find yourself in a building surrounded by people. There are lights flickering everywhere. A stranger takes you and throws water

on you. As you scream, they wrap you in a blanket and you are finally given back to your Mom.) Questioning ensues: *What is happening? What would have you believe this?* The teacher explains that archaeologists ask such questions to determine the earliest historical experiences of religious awareness? (10 minutes)

2. **Whole Class** Archaeological evidence of early religious awareness is listed on the board, e.g., cave paintings, position of body, etc. (10 minutes)
3. **Group Work** Students are placed in groups of three to examine the archaeological evidence. From this evidence, they are to determine possible beliefs of early people. (15 minutes)
4. **Whole Class** Teacher lists findings pointing out correct information and clarifying misinformation on interpretations of evidence. Additional information is included about goddess worship and changes in religious belief as a result of the move from a hunting-gathering society to an agricultural society. Slides could be used to enhance the lesson. (See Planning Notes) (15 minutes)
5. **Individual/Whole Class** The teacher distributes a handout illustrating how encounters with the sacred and the world in which we live, helps us determine religious understanding, e.g., just as prehistoric peoples' understanding of the world was determined by geography, etc., our search for meaning is determined by current values. These values are both secular and religious in nature, i.e., reflected through consumerism, important stages in life, power, etc. Using the information from the handout, students determine positive and negative outcomes of our search for meaning. Positives could include community, hope, faith etc. Negatives could include greed, competition or disillusionment. Students' responses are then discussed. (20 minutes)
6. **Individual** Students are to conduct a survey. They survey at least five people of various ages, asking three questions and recording responses: 1. *What are your religious beliefs in God? the afterlife?* 2. *How did you come to these beliefs?* 3. *What do these religious beliefs offer you?* Students must be instructed to accept "no comment" as a valid answer to any question, and to respect the fact that people may choose not to respond at all.

Assessment & Evaluation of Student Achievement

The homework assignment addresses the expectations PFV.01 and PFV.02.

Accommodations

Pair students with language and academic difficulties with students who are able to help with comprehension. Students capable of enrichment activities are directed to seek out a variety of responses to the questions discussed, i.e., local clergy, professionals, ethics committee members at a local hospital, etc.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Brodd, Jeffrey and Michael Wilt. *World Religions: A Voyage of Discovery*. (Text and Teaching Manual). Winona, Minnesota: St. Mary's Press. 1998. ISBN 0-88489-487-8 (T, S)

Clemmons, Nancy. *Exploring The Religions of Our World*. Notre Dame, Indiana: Ave Maria Press. 1999. ISBN 0-87793-674-9 (T, S)

Smith, Huston. *The Illustrated World Religions*. New York: Harper San Francisco. 1994. ISBN 0-06-067453-9

Wilkins, Ronald J. *Religions of the World*. Dubuque, Iowa: 1995. ISBN 0-697-17796-3

Internet

Native Links Sources - <http://www.kstrom.net.isk/linkpage.html>

Archaeological Links - <http://www.skcldv.demon.co.uk/orion.htm>

Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples - <http://www.canadianarchaeology.com/ahc/eprinciples.html>

Aboriginal History - <http://www.gov.sk.ca/rsm/wedo/faq/a01-archaeology.php3>

Archaeological Links - http://www.parkscanada.gc.ca/aborig/main_e.htm

Canadian Museum of Civilization - <http://www.civilization.ca>

Activity 6: Awe and Mystery in Religion

Time: 75 minutes

Description

Through the use of video and class discussion students explore the connection between awe/mystery and religion. The characteristics of Aboriginal religions are outlined.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE2b - reads, understands and uses written materials effectively.

Strand(s): Exploring Religious Beliefs, Profession of Faith

Overall Expectations

RBV.01 - identify the origins of various religions;

RBV.02 - explain the nature of several significant beliefs from each of the religions studied.

Specific Expectations

RB2.02 - demonstrate an understanding of the perceived nature and role of the supernatural in various religions;

PF3.01B - articulate ways in which people search for the sacred in life.

Planning Notes

Teacher provides a video illustrating a sense of awe/wonder in our world, (e.g. *Reflections*, an astronaut's reflections on earth from the distance of space). Notes with information on the characteristics of Aboriginal religions should be prepared.

Prior readings could include texts and websites listed in Resources.

Teaching/Learning Strategies

1. **Whole Class** Students watch a video (see Planning Notes) illustrating the sense of awe that can lead people to reflect on mysteries in our world. Post-viewing questions include: *Where does the idea of mystery come from? Mystery and religion are intertwined. Describe their connection. In our world, when might people encounter a sense of awe? What are possible responses to this?* (20 minutes)
2. **Group Work** In pairs students answer questions dealing with the connection between mystery and religion. (10 minutes)
3. **Whole Class** Teacher draws answers together to formulate a note which illustrates that often when people encounter mystery, it leads them to a deeper connection with the supernatural. This of course helps religions develop (refer back to prehistoric understanding of the world). (20 minutes)
4. **Group Work** In groups of four, students list what they believe are major characteristics of the Catholic religion, (community, worship, priest, sacraments, etc.) (10 minutes)

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5. **Teacher/Whole Class** Teacher draws information from the groups and lists them on the board. The characteristics of Aboriginal religions are listed beside those of the Catholic religion. Definitions of new terms are given. Similarities and differences between the two religious worldviews are outlined. (15 minutes)
 6. **Individual** Using media, school, religion, etc. students list the images and information they have learned about Aboriginal peoples. This information should be listed on the board. As the students learn about Aboriginal spirituality, the information gathered can be discussed.

Assessment & Evaluation of Student Achievement

Both group work sessions address the intent of expectations RBV.01 and RBV.02.

Accommodations

Proper note taking is important to students, especially in this activity. Preparing photocopied notes in advance would benefit some students. As an enrichment activity students research and compile a binder with a variety of Aboriginal prayers to be read to the class (or perhaps illustrated) over the next few classes.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Brodd, Jeffrey and Michael Wilt. *World Religions: A Voyage of Discovery*. (Text). Winona, Minnesota: St. Mary's Press. 1998. ISBN 0-88489-487-8 (T) Chapter 2

Pastva, Sr. Loretta. *Great Religions of the World*. (Text). Winona, Minnesota: St. Mary's Press. 1986. ISBN 0-88489-175-5 (T) pp. 21-32

Wilkins, Ronald J. *Religions of the World*. Dubuque, Iowa: 1995. ISBN 0-697-17796-3 pp. 22-26

Internet

Native Links Sources - <http://www.kstrom.net.isk/linkpage.html>

Native Culture – <http://www.goodminds.com>

Native Links - www.nativeweb.org

Approach to Aboriginal Cultural Landscapes - http://www.parkscanada.gc.ca/aborig/main_e.htm

Canadian Museum of Civilization - <http://www.civilization.ca>

Activity 7: Daily Life, Ritual and Worship

Time: 150 minutes

Description

Session 1 clarifies the notions of habit and ritual through a class discussion. Students then investigate Aboriginal rituals and explore their meaning in relation to rites of passage.

Session 2 involves group preparation of worship ceremonies, employing the concepts of ritual and symbolic action and objects.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Strand(s): Religion and Daily Life, Profession of Faith, Exploring Festivals, Celebrations and Memorializations, Exploring the Milestones of Life

Overall Expectations

DLV.04 - analyse the role of practices and rituals in the daily lives of believers from various religious traditions;

RBV.03 - relate the practices and rituals of religions to the lives of individuals;

PFV.02 - recognize the spiritual dimension implicit in human experience and the created world;

MSV.02 - demonstrate an awareness of the rites of passage of the religions studied;

FCV.01 - evaluate the importance of celebration and memorialization of human experience.

Specific Expectations

DL3.03 - categorize daily rituals employed by various religions (e.g., regular prayer, fasting);

PF1.02B - examine the human search for meaning and purpose within contemporary culture;

RB3.01 - explain the difference between ritual, habit and custom, using examples of all three from various religions;

PF2.01B - recognize the spiritual dimension implicit in human experience and the created world.

Planning Notes

The teacher provides a variety of resources (some of which may be pictures) that are related to various rites of passage for Aboriginal peoples. Questions about rites of passage need to be formatted as a handout, (see Teacher/Learning Strategies, for questions). Teacher also prepares definitions of *rituals*, *religion*, *worship*, *rites of passage*, *symbol*, *faith* and *tradition*. A quiz on these terms should be prepared for a later class.

Teaching/Learning Strategies

(Session 1)

1. **Whole Class** The teacher initiates a discussion concerning the daily habits of teens, (e.g., preparing for school in the morning, lunch routines, work habits, school exam preparations), and how and why they become habits. The teacher emphasizes that these are daily habits and asks what are some annual rituals – rituals that mark the stages of life. Terms are introduced (see Planning Notes). (15 minutes)
2. **Individual Work** Materials are numbered and placed around the classroom. Students group the numbers under the correct rite of passage (see Planning Notes). They then choose one item for each rite of passage and answer the following questions: *Describe the ritual (what is happening). What is the purpose of the ritual? List the symbols used in the ritual. What effect is expected to happen to the participant?* (30 minutes)
3. **Group Work** In groups of three or four, students choose one of the rites of passage agreed upon by the group and complete the following questions: *Discuss your story/ritual. Name what these rituals have in common. Tell how these rituals are different from one another. Tell how these rituals compare with the rituals you use to mark this rite of passage.* (20 minutes)

Journal Students each complete the following questions: *List the rites of passage in your own life. Choose one of these rites. Write about the rituals surrounding this event in your life. List one religious event in your life. What rituals were used to celebrate this event? What symbols were used in this ritual?*

(Session 2)

1. **Individual** Students complete a prepared quiz on terms. (10 minutes)
2. **Teacher-Directed** Instructions are given for the activity on how the sacred can be expressed in culture. (5 minutes)
3. **Group Work** In groups of three or four students are given a description of one of the following groups, (see Trafford, teaching manual, chapter 1): *The City People, The Forest People, The Desert People, The Sea People, The Mountain People*. Each group completes the following:
 - i.) Re-name your *People*, ensuring it reflects your environment
 - ii.) Prepare a worship ceremony that includes objects/symbols important to these people, (to be used in the ceremony).
 - iii.) Prepare chant and simple dance which illustrates the beliefs and fears of your people. (**Note:** The ceremony will not include actions, words or symbols intended to bring harm to others,)
 - iv.) The ceremony should include a ritual reflecting some aspect of your People's beliefs. (60 minutes)Time should be allotted for these worship ceremonies to be presented over the next week.

Assessment & Evaluation Student Achievement

The expectations MSV.02, DLV.04 and DL3.03 will be evaluated through completion of the questions pertaining to rites of passage. Performance rubrics may be found at any of the following websites:

- <http://www.proteacher.com/020061.shtml> or <http://www.elm.maine.edu/> or
- http://www.phschool.com/professional_development/professional_library/alternative_assessment.

The journal questions address the expectation PF1.02B. The quiz addresses the expectation RB3.01. The group presentation addresses the intent of expectations RBV.03, PFV.02, and PFV.01B.

Accommodations

Pair students with language or academic difficulties with students who are able to help with comprehension of rites of passage questions and the worship ceremonies. The quiz could be modified (e.g., taped, scribed). Enrichment activities could include an investigation of ritual and worship in a particular Aboriginal community.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Brodd, Jeffrey and Michael Wilt. *World Religions: A Voyage of Discovery*. (Text and Teaching Manual). Winona, Minnesota: St. Mary's Press. 1998. ISBN 0-88489-487-8 (T) Chapter 2

Trafford, Larry. *World Religions: People and Faith*. (Text and Teacher's Manual). Toronto: Maxwell Macmillan Canada Inc., 1994. ISBN 0-02-954204-9 (T, K, S)

Internet

Native Links Sources - <http://www.kstrom.net.isk/linkpage.html>

Approach to Aboriginal Cultural Landscapes - http://www.parkscanada.gc.ca/aborig/main_e.htm

Native Storytelling - <http://www.civilization.ca/membrs/fph/storytel/introeng.html>

Canadian Museum of Civilization - <http://www.civilization.ca>

Native Resources – <http://www.goodminds.com>

Native Links - www.nativeweb.org

Activity 8: Beliefs (Creed) and Moral Code

Time: 75 minutes

Description

A simulation activity leads students to examine the meaning and development of moral code and creed.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good.

Strand(s): Exploring Religious Beliefs, Profession of Faith, Christian Moral Development

Overall Expectations

RBV.02 - explain the nature of several significant beliefs from each of the religions studied;

CMV.01 - demonstrate an understanding of the role morality plays in the human search for meaning;

CMV.02 - explore the importance of moral codes in daily living for people of faith.

Specific Expectations

RB2.01 - define the terms belief, faith, tradition, and ritual, and be able to relate these to the religions studied;

PF3.02B - analyse the significance of creed statements for religious traditions;

CM1.01B - demonstrate an understanding of the role morality plays in the human search for meaning and purpose;

CM1.02B - identify the importance of moral codes for religious living;

CM3.01B - recognize the importance of moral living in the human search for meaning and purpose;

CM3.02B - appreciate the role moral codes play in religious worldviews.

Planning Notes

Teacher prepares an example of a stranded group of people for a simulation activity, e.g., *Alive* by Piers Paul Ried or *Robinson Crusoe* by Daniel Defoe. A legend or myth should also be prepared, (e.g., Trafford, pp. 2-9) Definitions of moral code and creed should also be prepared.

Teaching/Learning Strategies

1. **Teacher-Directed** The teacher retells a story of a group of people who have survived a tragedy and are now lost. Teacher directs the class to imagine they are the survivors. (Include such parameters as: some are injured; there is a limited amount of food and little hope for early rescue; supplies such as clothing, blankets, etc., are minimal). Without teacher intervention, the students must decide, through group consensus, on 10 rules to live by. These rules are to be written on the board. (5 minutes)
2. **Whole Class** The students discuss their situation and arrive at the 10 rules they need in order to survive their environment. (15 minutes)
3. **Whole Class** Teacher asks the following questions to debrief: *Did everyone feel heard? Did you decide on a leader? If so, how? What criteria did you use to create rules (e.g., environment)? In retrospect, would you change any of the rules? Why? What would these rules tell us about what you believe?* (15 minutes)
4. **Group Work** In pairs, students read a legend of Aboriginal peoples. Based on the reading, list five beliefs. What rules might people have to follow as a result of these beliefs? Be specific and avoid negatives. These beliefs and rules are to be displayed on chart paper. (20 minutes)
5. **Teacher-Directed** Teacher receives charts and asks for clarification, if needed. Differences and common elements are noted. The terms moral code and creed are introduced and defined. Teacher explains how the rules we live by are influenced by our belief systems. (20 minutes)

Assessment & Evaluation of Student Achievement

Expectations RBV.02 and PF3.02B are met through students' study of Aboriginal peoples' legends. Expectations RB2.01 and RB3.01 are addressed through teacher notes and subsequent quiz. Expectations CMV.01 and CMV.02 are assessed through the student creation of the moral code of an Aboriginal group

Accommodations

Pair students with language or academic difficulties with students who are able to help with comprehension. Students capable of enrichment activities could research and present moral codes of various other Aboriginal peoples.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of their IEPs. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Trafford, Larry. *World Religions: People and Faith*. (Text and Teacher's Manual). Toronto: Maxwell Macmillan Canada Inc., 1994. ISBN 0-02-954204-9 (T, K, S) p. 2-9

Bruchac, Joseph. *The Native Stories from Keepers of the Earth*. Saskatoon. Fifth House Publishers. 1991. ISBN 0-92007-76-8 (T, S)

Read, Piers Paul. *Alive*. New York: J. B. Lippincott Co., 1974. ISBN 0-397-01001-X

Internet

Canadian Museum of Civilization - <http://www.civilization.ca>

Native Resources – <http://www.goodminds.com>

Native Links - www.nativeweb.org

Activity 9: Sacred Story

Time: 75 minutes

Description

Through the use of creative writing, students are exposed to the concept of sacred story.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Exploring Religious Beliefs, Scripture

Overall Expectations

RBV.04 - explain the difference between sacred writings and oral teachings, providing specific examples from various religions.

Specific Expectations

RB4.01 - explain the difference between sacred writings and oral teachings;

RB4.03 - describe the importance of sacred writings and oral teachings in the various religions studied;

SC2.01B - acknowledge the important role of sacred scriptures and writings in the formation of religious identity;

SC3.04B - evaluate the importance of sacred scripture/writings for moral decision making.

Planning Notes

Teacher prepares a reading of a vision quest, (e.g., Brodd, pp. 30-31).

Teaching/Learning Strategies

1. **Teacher-directed** Teacher asks the class to discuss what they believe about dreams. *Do they have meaning? How? Do they affect your waking life?* The concept of vision quest in Aboriginal tradition is explained, i.e., connection between spirit and natural world. Teacher reads a vision quest story, (see Planning Notes), and explains how vision quests fit into the group's sacred story. Clarification of the difference between sacred writings and sacred oral teachings is explained, (see Trafford, p 11).
2. **Group Work** Students assemble in their original worship ceremony groups (from Activity 7, Session 2). They reread the description of their People. They then write a sacred story that describes a spiritual encounter experienced by one of their ancestors. The sacred story should address: i.) *A description of the spiritual encounter* ii.) *Why the spirit has been revealed.* iii.) *Inclusion of the use of a totem that fits with the environment of your People* iv.) *A drawn picture of your People's totem.* (60 minutes)

Assessment & Evaluation of Student Achievement

Expectation RBV.04 is assessed through the creation of their sacred story.

Accommodations

Pair students with language or academic difficulties with students who are able to help with comprehension and written work. These students may choose to tape record their story. An enrichment activity involves recreating a vision quest that could be dramatized in class.

Ontario Secondary Schools Grades 9-12 Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Brodd, Jeffrey and Michael Wilt. *World Religions: A Voyage of Discovery*. (Text and Teaching Manual). Winona, Minnesota: St. Mary's Press. 1998. ISBN 0-88489-487-8 (T) Chapter 2

Bruchac, Joseph. *The Native Stories from Keepers of the Earth*. Saskatoon. Fifth House Publishers. 1991. ISBN 0-92007-76-8 (T, S)

Internet

Approach to Aboriginal Cultural Landscapes - http://www.parkscanada.gc.ca/aborig/main_e.htm

Native Storytelling - <http://www.civilization.ca/membris/fph/storytel/introeng.html>

Native Storytelling - http://www.adamsheritage.com/silent/silent_years.htm (Author has used information derived from archaeological excavations in an attempt to "put a little flesh on the past." Each story is available as text on-line, or told as a downloadable story in MP3 format.)

Canadian Museum of Civilization (storytelling) - <http://www.civilization.ca/membris/fph/storytel/introeng>
Native Resources – <http://www.goodminds.com>

Activity 10: Interfaith Prayer Service

Time: 150 minutes

Description

As a culminating activity, the students prepare and celebrate an interfaith prayer service that explores the spirituality implicit in the Aboriginal peoples' understanding of creation as well as the Christian concepts of stewardship and co-creation.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Strand(s): Exploring the Milestones or Life, Profession of Faith

Overall Expectations

ISV.03 - effectively communicate the results of individual or group research;

PFV. 02 - recognize the spiritual dimension implicit in human experience and the created world.

Specific Expectations

IS1.06 - effectively communicate the results of their research, using a variety of forms and methods (e.g., written reports or essays, oral presentations, group presentations);

PF2.01B - recognize the spiritual dimension implicit in human experience and the created world.

Planning Notes

The teacher reviews past assignments on moral code and sacred story, stressing the Aboriginal peoples' interdependence with the land. Contrast this with the secular worldview that often sees progress as development at the cost of the environment. As a result of continued land development, traditional Aboriginal ways of life have been slowly eroded (cite examples such as treatment of Innu of Davis Inlet). Traditionally, the concept of co-creation has been a part of Judeo-Christian theology; however, the idea of stewardship will be examined in light of contemporary Church teaching. The teacher extracts information on stewardship and co-creation for students, (see Resources for the Church's response to environmental issues).

The second session in this activity requires an appropriate space for the celebration of a student-created Interfaith Prayer Service.

Teaching/Learning Strategies

(Session One)

1. **Whole Class** Teacher facilitates class discussion around the following questions: *How are we depleting the earth's resources? How does this affect our environment? What are we doing to alleviate these problems?* (10 minutes)
2. **Individual Work** Teacher distributes prepared readings on Christian stewardship (see Planning Notes). Students identify the terms stewardship, co-creation and the historical response of the Church to environmental issues. (10 minutes)
3. **Group Work** In groups of three or four, students discuss the similarities and differences between Aboriginal and non-Aboriginal responses to creation. (10 minutes)
4. **Teacher-Directed** Teacher explains the purpose of the Interfaith Prayer Service. Students are expected to: i) Introduce the issue of environmental depletion; ii) Find music that enhances the prayerful atmosphere; iii) Create or find symbols which depict our connectedness and alienation from nature; iv) Create petitions reflecting the concerns of Aboriginal peoples; v) Through prayer, illustrate the Church's response to the environmental crisis (personal and communal) (40 minutes)

(Session Two)

Whole Class Final preparations and set-up for the Interfaith Prayer Service, (see Planning Notes).
(75 minutes)

Assessment & Evaluation of Student Achievement

Sample rubrics for collaborative group process is available at:

- http://www.phschool.com/professional_development/professional_library/alternative_assessment. This should be expanded to include the expectations for the activity listed above.

Accommodations

Since this assignment is one of the summative pieces for the course, individual accommodations for exceptional students will need to be made in consultation with the responsible Special Education Teacher.

Ontario Secondary Schools Grades 9-12, Program and Diploma Requirements, 1999, Modifying Curriculum Expectations (5.4.4.1, p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the students' IEPs. This applies also to students who have not been identified as exceptional but are receiving special education programs and services.

Resources

Print

Ahers, J. and Michel Wilt. *Christian Justice*. Winona, Minnesota: St. Mary's Press. 1995.

ISBN 0-88489-330-8 (T) Chapter 10

Bruchac, Joseph. *The Native Stories from Keepers of the Earth*. Saskatoon. Fifth House Publishers. 1991.

ISBN 0-92007-76-8. (T, S)

Carden, John. *A World at Prayer: The New Ecumenical Prayer Cycle*. Mystic, Connecticut: Twenty Third Publications. 1990. ISBN 0-89622-4279 (T)

Catechism of the Catholic Church. Ottawa: CCCB Publications Service, 1994.

(CCC § 2415 – 2417, 2456) (T)

Williams, Bernard, ed. *One World, Many Issues*. (Text and Teacher's Guide). Cheltenham, England: Stanley Thornes (Publishers) Ltd. 1997. ISBN 0-7487-2981-X (T) Chapter 4

Internet

Approach to Aboriginal Cultural Landscapes - http://www.parkscanada.gc.ca/aborig/main_e.htm

Native Links Sources - <http://www.kstrom.net.isk/linkpage.html>

Native Storytelling - <http://www.civilization.ca/membris/fph/storytel/introeng.html>

Canadian Museum of Civilization - <http://www.civilization.ca>

Native Links - www.nativeweb.org

Native Resource – <http://www.goodminds.com>