

LOCALLY DEVELOPED COURSE OUTLINE

Religions of the World35-3

Religions of the World35-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2016	08/31/2020	Acquired	Reauthorization	G12
35-5	125.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G12

Course Description

A study of the major religions of the world helps the student grasp the meaning of the words attributed to Edith Stein, "When you seek truth, you seek God, whether you know it or not." Christ's disciples are called to live out the Great Commandment to love God and one's neighbor as oneself. In this course they will explore the Catholic faith in comparison with other faiths. Through their study they will learn the importance the Church assigns to ecumenism and inter-faith relations and develop an understanding of the tenets and practices that are core to many of the world's faith practices.

As an academic discipline this course seeks to inform students about the other religion: as a religious endeavour, it seeks to bring students into an ever-deepening relationship with God and God's creation. Religions of the World 35 provides students with new information, new understanding, and an opportunity to question their present systems of meaning with research, discussion, reflection and other activities as core for this course.

The pedagogy for this course includes many components that support the Alberta Education Framework:

- 1) The integrative approach to teaching Religions of the World involves many factors including encounters with other religious worldviews and cultures and histories of different peoples because the ultimate questions of life can be explored only in a variety of interconnected disciplines.
- 2) The integrative approach to Religions of the World recognizes that literacy plays a vital role in all learning experiences including the study of world religions and promotes the students' abilities to comprehend and compose spoken, written and visual/technological texts which allow them to participate fully, critically, and effectively in society.
- 3) This course also incorporates the use of computer technologies to complete authentic projects by facilitating students' ability to master sophisticated, globally-generated knowledge. As students explore issues in this course they must be enabled and engaged to examine content with an open mind, respond to the information critically and creatively, and make informed decisions.
- 4) Religions of the World 35 encourages respect and sensitivity to various cultures, religions, and global views and provides opportunities for students to reconfigure and deepen their core beliefs and convictions and consolidate aspects of their identity.
- 5) Students will use an inquiry-based approach to critically analyze information related to significant issues dealing with religion, to develop decision-making skills including the capacity to make judgements, and to consider multiple religious and cultural perspectives in our diverse Canadian and global societies.

- 6) Multiple perspectives is a critical component of Religions of the World 35. The course will provide materials and strategies that reflect accurately and fully the reality of Canada's

religious diversity so that it might foster an understanding of multiple perspectives.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Religions of the World 35 studies each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, Each religion is not studied as a stand-alone, objectively neutral entity but as a relational entity in our increasingly interdependent world; that is, a religion living in dialogue with other religions and philosophies.

In the Catholic tradition, the relation to other religions has two governing approaches. These two approaches are identified as proclamation and dialogue. Part of the new way of proclamation is entering into dialogue with other religions. The first aim of this dialogue is not conversion, but mutual understanding and a common search for truth. “Dialogue is a two-way communication. It implies speaking and listening, giving and receiving, for mutual growth and enrichment. “It includes witness to one’s own faith as well as openness to that of the other.” (Pontifical Council for Interreligious Dialogue)

Student Need (formerly: Rationale)

Religions of the World 35 is presented as a Catholic Encounter with other religion of the world. It provides students with information about the beliefs and practices of Christian denominations and non-Christian religions, but it approaches these traditions from the perspective of one who is a faithful member of the Catholic Church. At the same time, it takes into consideration that students are on a personal journey of faith It recognizes that they are at different places in their journey and that some students may not be Catholic. The course provides students with a lens through which to approach, analyze and respect the beliefs and practices of other Christian denominations and other religions as well as the knowledge and understanding necessary for exploring the efforts of religious leaders to bring unity and oneness of purpose to a world marked by cultural and religious diversity.

Scope and Sequence (formerly: Learner Outcomes)

Religions of the World 35 complements the Religious Studies 15/25/35 courses already in place in Alberta's Catholic high schools. It is intended to be taken after Religious Studies 15 and either before, after or concurrently with Religious Studies 25. There will be no absolute pre-requisite required for this course as individual students enter into their Religious Studies with varying levels of pre-study and personal experience and knowledge of their faith. Religions of the World 35 is considered by the ACSTA to be part of the Religious education requirements for high school students.

While all of the Religions of the World 35 general learner outcomes must be covered not all content in the recommended text is needed to meet them. Some flexibility is offered to teachers in teaching specific learner outcomes according to the needs of their school and district. Most teachers will teach only one of the Eastern religions because of time constraints but they may wish to condense another section of the course so as to be able to at least touch on two of the Eastern faiths. The major sections of this course are:

- Religions of the World and Religious Pluralism
- Who are Catholics?
- The Story of Canadian Aboriginal Spirituality
- The Story of Judaism
- The Story of Islam
- The Story of Hinduism
- The Story of Buddhism
- The Story of Sikhism
- Modernity and Religion
- Living Faith Today

Guiding Questions (formerly: General Outcomes)

- 1 Students will be nurtured in the Catholic faith as they deepen their understanding that all religions are a communal search for truth and relationship with the Divine.**
- 2 Students will grow in understanding of the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.**
- 3 Students will compare the importance of sacred space, worship and prayer within various religious traditions.**
- 4 Students will demonstrate an understanding of moral norms as a natural expression of faith that shapes human behaviour.**
- 5 Students will participate in a variety of prayer ritual experiences.**
- 6 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.**
- 7 Students will grow in the ability to respond to the challenges of living in societies with religious pluralism, identifying movements, trends and beliefs within modern times and their impact on religion**
- 8 Students will recognize proclamation and dialogue as two dimensions of the Catholic Church's evangelizing mission**
- 9 Students will acknowledge the need to respect peoples of all religions and cultures, accepting interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division.**
- 10 Students will develop the knowledge and skills necessary for research and effectively communicating their findings**
- 11 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will be nurtured in the Catholic faith as they deepen their understanding that all religions are a communal search for truth and relationship with the Divine.	35-3 35-5
1.1 Who Are Catholics? Students will acknowledge the origins of Catholicism, a religion rooted in the life of Jesus and Jewish tradition.	X X
2 Students will grow in understanding of the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.	35-3 35-5
2.1 Who Are Catholics? Students will recognize the power of rituals to initiate people into a religion and form them into a people	X X
2.2 Who Are Catholics? Students will briefly identify the sacraments as seven central Catholic rituals	X X
2.3 Who Are Catholics? Students will review the composition of the liturgical year	X X
2.4 Who Are Catholics? Students will list the core Catholic beliefs in the Scriptures and the Creed	X X
2.5 The Story of Canadian Aboriginal Spirituality - Students will appreciate the history of these spiritual traditions	X X
2.6 The Story of Canadian Aboriginal Spirituality - Students will demonstrate respect for the history and long spiritual traditions of Aboriginal peoples	X X
2.7 The Story of Judaism - Students will learn about the impact of key events that shaped Judaism over the past three centuries	X X
2.8 The Story of Judaism - Students will understand the development of the Christian movement within Judaism through the person of Jesus, and the gradual separation of Christians and Jews into two related yet distinct faith traditions	X X

2.9 The Story of Judaism - Students will learn about the stories, beliefs, and teachings of Judaism as revealed in its sacred texts	X	X
2.10 The Story of Islam - Students will acknowledge that Islam, like Judaism and Christianity traces its roots back to Abraham	X	X
2.11 The Story of Hinduism - Students will examine the historical development of Hinduism over three historical periods	X	X
2.12 The Story of Buddhism - Students will learn about the life and founder of Buddhism, Siddhartha Gautama and Buddhist rituals and festivals	X	X
2.13 The Story of Sikhism - Students will examine the rituals, symbols, prayers, worship, and festivals through which Sikhs express their faith and mark key moments in life	X	X
2.14 The Story of Sikhism - Students will consider the Outcome of God and the importance of scripture in Sikhism	X	X
2.15 The Story of Sikhism - Students will reflect on Sikh family life in Canada	X	X

3 Students will compare the importance of sacred space, worship and prayer within various religious traditions.	35-3	35-5
3.1 The Story of Canadian Aboriginal Spirituality - Students will describe some Aboriginal sacred practices and rituals	X	X
3.2 The Story of Judaism - Students will recognize the rituals that shape, celebrate, and reflect the Jewish faith and the synagogue as a place of worship	X	X
3.3 The Story of Judaism - Students will recognize the Jewish home as the center of prayer, hospitality, and religious formation	X	X
3.4 The Story of Islam - Students will recognize that Muslims adore the one God: submit wholeheartedly to even His inscrutable decrees, just as Abraham, with whom the faith of Islam takes pleasure in linking itself, submitted to God	X	X
3.5 The Story of Hinduism - Students will describe the rituals (festivals and life milestones) that mark time for a Hindu	X	X

3.6 The Story of Hinduism - Students will learn about the symbols and deities of Hinduism and the practice of daily puja	X X
3.7 The Story of Hinduism - Students will understand the key beliefs of Hinduism: karma, dharma, samara, moksha, Brahman, maya and atman	X X
3.8 The Story of Buddhism - Students will recognize the central beliefs of Buddhism: the Three Jewels, the Four Noble Truths and the Noble Eightfold Path	X X
3.9 The Story of Sikhism appreciate the gurdwara as a communal centre for outreach and spiritual growth	X X

4 Students will demonstrate an understanding of moral norms as a natural expression of faith that shapes human behaviour.	35-3 35-5
4.1 The Story of Canadian Aboriginal Spirituality - Students will identify the spiritual beliefs and moral principles which guide family life	X X
4.2 The Story of Canadian Aboriginal Spirituality - Students will learn about contemporary religious efforts for reconciliation and renewal	X X
4.3 The Story of Judaism - Students will describe the laws of the Torah and Talmud that govern moral life	X X
4.4 The Story of Judaism - Students will develop an understanding of the importance of ongoing interreligious dialogue between Catholics and Jews	X X
4.5 The Story of Islam - Students will recognize that Islam is one of the fastest growing religions in Canada and only Christianity has more followers worldwide	X X
4.6 The Story of Hinduism - Students will appreciate the structures and paths of Hindu religion	X X
4.7 The Story of Buddhism - Students will describe Buddhist morality: the Five Precepts and Buddhist values	X X
4.8 The Story of Buddhism - Students will compare family life and daily life for Buddhists to their own life	X X
4.9 The Story of Sikhism - Students will examine the Sikh code of moral conduct emphasizing social justice and equality	X X

5 Students will participate in a variety of prayer ritual experiences.	35-3 35-5
5.1 The Story of Canadian Aboriginal Spirituality - Students will demonstrate respect for the sacredness of the practices and rituals of Aboriginal spiritual traditions, including prayer and ceremonies	X X
5.2 The Story of Judaism - Students will understand that Christians and Jews share a common heritage, thus a relationship different from its relationship with other religions	X X
5.3 Living Faith Today - Students will create/participate in a prayer celebration that focuses on peace and dialogue in our inter-religious world	X X

6 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.	35-3 35-5
6.1 Religions of the World and Religious Pluralism - Students will demonstrate that All Christians are called to participate in the mission of Jesus Christ: to bring truth and God's salvation to the world so that all might be one	X X
6.2 Modernity and Religion - Students will examine the human search for meaning and purpose within contemporary culture	X X
6.3 Living Faith Today - Students will demonstrate ways of being involved in interreligious dialogue: 1)The dialogue of theological exchange; 2) The dialogue of religious experience; 3)The dialogue of everyday life; 4)The dialogue of action.	X X

7 Students will grow in the ability to respond to the challenges of living in societies with religious pluralism, identifying movements, trends and beliefs within modern times and their impact on religion	35-3 35-5
7.1 The Story of Canadian Aboriginal Spirituality - Students will understand the contemporary efforts for reconciliation and renewal	X X

7.2 The Story of Hinduism - Students will learn about how Catholics and Hindus have committed themselves to meeting regularly to discuss matters of common concern; for example, human improvement, peace, ecological responsibility, social and economic development	X X
7.3 The Story of Buddhism - Students will learn about Catholics and Buddhists shared deep concern for healing the earth	X X
7.4 The Story of Sikhism - Students will understand that Sikhism professes and bases human relationships on a belief in the equality of all persons	X X
7.5 Modernity and Religion - Students will learn about movements, trends, and beliefs in modern times as they relate to religion, including secularism, rationalism, exploration, trade, migration and globalization, atheism and agnosticism, humanism, and secular humanism	X X
7.6 Modernity and Religion - Students will demonstrate respect for the nature of religious responses to secular humanism	X X
7.7 Modernity and Religion - Students will reflect on the origins and basic beliefs of secularism and what it means to live in a secular world	X X
7.8 Modernity and Religion - Students will study the beliefs and arguments of secular humanism	X X
7.9 Modernity and Religion - Students will study how the role of religion in Canada has changed	X X

8 Students will recognize proclamation and dialogue as two dimensions of the Catholic Church's evangelizing mission	35-3 35-5
8.1 Religions of the World and Religious Pluralism - Students will learn about the Catholic Church's position on interreligious dialogue	X X
8.2 Religions of the World and Religious Pluralism - Students will describe the principles for the study of world religions and the four ways of participating in interreligious dialogue	X X

8.3 Religions of the World and Religious Pluralism - Students will learn that all are called to catholic unity with God, a unity reflected in the Trinity	X X
8.4 The Story of Sikhism - Students will demonstrate respect for Sikhism's belief in the existence of only one God on whom they depend	X X

9 Students will acknowledge the need to respect peoples of all religions and cultures, accepting interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division.	35-3 35-5
9.1 The Story of Judaism - Students will keep in mind the permanent covenantal relationship God has with the Jews and their share in God's plan of salvation	X X
9.2 The Story of Hinduism - Students will demonstrate respect for the knowledge that despite the many differences in Catholic and Hindu worldviews, each in its own ways strives to discover the Truth and to find answers to the great questions about life that provoke unrest in the human heart	X X
9.3 Living Faith Today - Students will learn about the dialogue of theological exchange, religious experience, everyday life and the dialogue of action	X X
9.4 Living Faith Today - Students will learn about the challenge of living faith in a multi-religious world	X X

10 Students will develop the knowledge and skills necessary for research and effectively communicating their findings	35-3 35-5
10.1 Students will access information from a variety of sources such as databases, maps, graphs, multimedia, email, software and the internet to experience both cognitive and social development and an improved attitude toward learning	X X
10.2 Students will demonstrate their understanding of course content using a variety of media including computer-assisted and multi-media presentations	X X

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11 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.	35-3 35-5
11.1 Religions of the World and Religious Pluralism - Students will acknowledge the challenges of living in societies with religious pluralism	X X
11.2 Religions of the World and Religious Pluralism - Students will view dialogue as a new way for believers of different world religions to live together	X X
11.3 Religions of the World and Religious Pluralism - Students will appreciate the need to respect all religions and cultures and the good that is found in them	X X
11.4 The Story of Islam - Students will understand that while Muslims do not recognize Jesus as both human and divine, he is considered a revered prophet who plays a special role in what has happened and what is to come	X X
11.5 The Story of Hinduism - Students will describe the contributions of Gandhi to interreligious dialogue	X X
11.6 The Story of Buddhism - Students will understand the relationship between the Catholic Church and Buddhism	X X
11.7 The Story of Sikhism - Students will understand that although Catholics and Sikhs have many beliefs that separate them, they share a common concern for peace and the care of both the environment and the poor	X X
11.8 Living Faith Today - Students will discuss what it means to be human and the human search for God	X X

Facilities or Equipment

Facility

Religions of the World 35 can be taught in any standard high school classroom.

Facilities:

Equipment

Religions of the World 35 does not require any special equipment beyond what is typically found in a high school classroom.

Learning and Teaching Resources

Recommended Resource:

World Religions: A Canadian Catholic Perspective.

Toronto, Ontario: Novalis/Nelson, 2011

Student Text and Teacher Resource Manual

Adapted Guide for *World Religions: A Canadian Catholic Perspective*

The Religions of the World Program is resource based. Teachers are encouraged to use a variety of reference sources to assist in the delivery of the content. The outline for the course provides reference pages to specific approved resources. In addition, teachers choose to provide additional resources that address the content covered from a Catholic perspective.

Sensitive or Controversial Content

Any sensitive or controversial issues that may arise in Religions of the World 35 will be addressed with the guidance of the understandings and teachings of the Catholic Church.

Issue Management Strategy

Health and Safety

There are no health and safety risks anticipated for or associated with Religions of the World 35.

Risk Management Strategy

Statement of Overlap with Existing Programs

Religions of the World 35 does not overlap significantly with existing Alberta Government programs of study. Although there is a World Religion 30 course, the content does not address the specific Catholic approach to teaching about world religions which Religions of the World 35 addresses.

Student Assessment

The recommended resource for Religions of the World 35 provides numerous and varied strategies and tools designed to enable students to demonstrate the full extent of their learning and to allow teachers to accurately assess and evaluate student achievement. The resource's rubrics and other assessment tools for Assessment **for**, **as** and **of** learning provide students and teachers with information to judge growth and achievement in the course.

Differentiated instruction and active learning may be required to address the diversity of interests, abilities and needs as well as to engage all students. As a result, not all students have to be doing the same thing or using the same learning resources at a given time. Given this differentiated instruction, assessment tasks should provide students with choice in the ways that they can demonstrate achievement of specific learning expectations. Literacy development activities are embedded into the recommended resource for this course which will be greatly facilitated by regular assessment and the provision of timely formative feedback to students

Course Approval Implementation and Evaluation

The respective Administration of the school, the teacher of the course and the Associate Superintendent of Inclusive Learning.

The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

