

## LOCALLY DEVELOPED COURSE OUTLINE

Religions of the World (2021)35-3

Religions of the World (2021)35-5

Submitted By:

**The Edmonton Catholic Separate School Division**

Submitted On:

**Feb. 17, 2021**

## 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	09/01/2021	08/31/2025	Developed	Authorization	G12
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G12

## Course Description

The correct name of this course is Religious Studies: Religions of the World 35. (May appear in LDCOMS as "world religions" which is already the name of the provincial course. Attempts will be made to correct the course name in LDCOMS.)

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." In this course, students consider the Catholic faith in comparison with other faith traditions and practices. Through their study, students 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 major religions of the world; as a religious endeavour, it seeks to bring students into an ever-deepening relationship with God and God's creation. Religious Studies: Religions of the World 35 provides students with new information, new understandings, and an opportunity to question their present systems of meaning with research, discussion, reflection and other activities as core for this course.

Facilitating the sharing of multiple perspectives is a critical component of this course. 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. The integrative approach to teaching Religions of the World involves many factors including encounters with other religious worldviews, cultures and histories of different peoples because the ultimate questions of life can be explored only in a variety of interconnected disciplines. Over twenty percent of the course is concerned with learning about the teachings, traditions and practices of a number of different world religions in comparison with the Catholic faith.

School boards offering Religious Studies: Religions of the World 35 are required to notify parents of the content of these courses in accordance with the Education Act: Section 50.1:

A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

## **Course Prerequisites**

Religions of the World 35, as a religious studies course, does not have prerequisites to allow for students who enter the school in Grade 12 to enrol in this course with their peers.

## **Sequence Introduction (formerly: Philosophy)**

Religions of the World 35 studies each presented 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, 1)

## **Student Need (formerly: Rationale)**

Religions of the World 35 is presented as a Catholic encounter with other religions 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 practicing Catholics.

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.

It is expected that 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

## **Scope and Sequence (formerly: Learner Outcomes)**

Throughout the course, Religious Studies: Religions of the World 35 students will:

- learn about the Catholic approach to ecumenical and interreligious dialogue
  - (WR) approach, analyze, and respect the beliefs and practices of various Christian denominations and other world religions (specifically Canadian Aboriginal Spirituality, Judaism, Islam, and Eastern religions)
  - (WR) explore the efforts of religious leaders to bring unity and oneness of purpose to the world
  - (WR) develop an understanding of how to best respond to the challenges of living in societies with religious pluralism
  - (WR) recognize the correlation between religious moral precepts and social responsibility
- (WR) indicates the comparative study of other major world religions.

## **Guiding Questions (formerly: General Outcomes)**

- 1 Does the Catholic Church teach that all religions are a communal search for truth and relationship with the Divine?**
- 2 What are the historical developments, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions?**
- 3 What is the importance of sacred space, worship and prayer within various religious traditions?**
- 4 Are moral norms a natural expression of faith and how do they shape human behavior?**
- 5 What various prayer ritual experiences exist?**
- 6 What is the nature of interreligious dialogue and why is it necessary for peace and justice?**
- 7 How can individuals respond to the challenges of living in societies with religious pluralism and identify movements, trends and beliefs within modern times and their impact on religion?**
- 8 What role do proclamation and dialogue play in the Catholic Church's evangelizing mission?**
- 9 How can individuals demonstrate the need to respect peoples of all religions and cultures and accept interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division?**
- 10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 Does the Catholic Church teach that all religions are a communal search for truth and relationship with the Divine?</b>	35-3 35-5
1.1 1.1. Students recognize the origins of Catholicism, a religion rooted in the life of Jesus and Jewish tradition.	X X
1.2 1.2. Student discuss what it means to be human and the human search for God	X X

<b>2 What are the historical developments, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions?</b>	35-3 35-5
2.1 Students recognize the power of rituals to initiate people into a religion and form them into a people	X X
2.2 Students identify the Sacraments as seven central Catholic rituals	X X
2.3 Students review the composition of the Catholic liturgical year	X X
2.4 Students list the core Catholic beliefs in the Scriptures and the Creed	X X
2.5 Students study the history of Canadian Aboriginal spiritual traditions	X X
2.6 Students demonstrate respect for the history and long spiritual traditions of Aboriginal peoples	X X
2.7 Students learn about the impact of key events that shaped Judaism over the past three centuries	X X
2.8 Students study 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 Students learn about the stories, beliefs, and teachings of Judaism as revealed in its sacred texts	X X
2.10 Students identify that Islam, like Judaism and Christianity traces its roots back to Abraham	X X
2.11 Students study the historical development of Hinduism over three historical periods (see NOTE: in Outcome 2.16)	X X
2.12 Students learn about the life and founder of Buddhism, Siddhartha Gautama, and Buddhist rituals and festivals (see NOTE: in Outcome 2.16)	X X
2.13 Students study the rituals, symbols, prayers, worship, and festivals through which Sikhs express their faith and mark key moments in life (see NOTE: in Outcome 2.16)	X X
2.14 Students consider the Outcome of God and the importance of scripture in Sikhism (see NOTE: in Outcome 2.16)	X X
2.15 Students reflect on Sikh family life in Canada (see NOTE: in Outcome 2.16)	X X
2.16 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.	X X

<b>3 What is the importance of sacred space, worship and prayer within various religious traditions?</b>	<b>35-3 35-5</b>
3.1 Students describe some Aboriginal sacred practices and rituals	X X
3.2 Students recognize the rituals that shape, celebrate, and reflect the Jewish faith and the synagogue as a place of worship	X X
3.3 Students recognize the Jewish home as the center of prayer, hospitality, and religious formation	X X
3.4 Students 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 Students describe the rituals (festivals and life milestones) that mark time for a Hindu (see NOTE: in Outcome 3.10)	X X
3.6 Students learn about the symbols and deities of Hinduism and the practice of daily puja (see NOTE: in Outcome 3.10)	X X
3.7 Students learn the key beliefs of Hinduism: karma, dharma, samara, moksha, Brahman, maya and atman (see NOTE: in Outcome 3.10)	X X
3.8 Students recognize the central beliefs of Buddhism: the Three Jewels, the Four Noble Truths and the Noble Eightfold Path (see NOTE: in Outcome 3.10)	X X
3.9 Students recognize the gurdwara as a Sikh communal center for outreach and spiritual growth (see NOTE: in Outcome 3.10)	X X
3.10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (3.5-3.7), Buddhism (3.8), or Sikhism (3.9)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 3.5-3.9 must be addressed	X X

<b>4 Are moral norms a natural expression of faith and how do they shape human behavior?</b>	<b>35-3 35-5</b>
4.1 Students identify the spiritual beliefs and moral principles which guide Canadian Aboriginal family life	X X
4.2 Students learn about contemporary religious efforts for reconciliation and renewal with Canada's Aboriginal peoples	X X
4.3 Students describe the laws of the Torah and Talmud that govern Jewish moral life	X X
4.4 Students recognize the importance of ongoing interreligious dialogue between Catholics and Jews	X X
4.5 Students recognize that Islam is one of the fastest growing religions in Canada and that currently only the Christian religion has more followers worldwide	X X
4.6 Students describe the structures and paths of Hindu religion (see NOTE: in Outcome 4.11)	X X

4.7 Students describe Buddhist morality: the Five Precepts and Buddhist values (see NOTE: in Outcome 4.11)	X X
4.8 Students compare family life and daily life for Buddhists to their own life (see NOTE: in Outcome 4.11)	X X
4.9 Students describe the Sikh code of moral conduct emphasizing social justice and equality (see NOTE: in Outcome 4.11)	X X
4.10 Students demonstrate respect for Sikhism's belief in the existence of only one God on whom they depend (see NOTE: in Outcome 4.11)	X X
4.11 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (4.6), Buddhism (4.7-4.8), or Sikhism (4.9-4.10)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 4.6-4.10 must be addressed	X X

<b>5 What various prayer ritual experiences exist?</b>	<b>35-3 35-5</b>
5.1 Students demonstrate respect for the sacredness of the practices and rituals of Aboriginal spiritual traditions, including prayer and ceremonies	X X
5.2 Students recognize that Christians and Jews share a common heritage, thus share a relationship different from their relationship with other religions	X X
5.3 5.3. Students create and participate in a prayer celebration that focuses on peace and dialogue in our inter-religious world	X X

<b>6 What is the nature of interreligious dialogue and why is it necessary for peace and justice?</b>	<b>35-3 35-5</b>
6.1 Students learn 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 Students analyze the human search for meaning and purpose within contemporary culture	X X

6.3 Students 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
6.4 Students recognize dialogue as a new way for believers of different world religions to live together	X X

<b>7 How can individuals respond to the challenges of living in societies with religious pluralism and identify movements, trends and beliefs within modern times and their impact on religion?</b>	35-3 35-5
7.1 Students study the contemporary efforts for reconciliation and renewal with and among Canada's Aboriginal peoples	X X
7.2 Students 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. (see NOTE: in Outcome 7.11)	X X
7.3 Students learn about Catholics and Buddhists shared deep concern for healing the earth (see NOTE: in Outcome 7.11)	X X
7.4 Students learn that Sikhism professes and bases human relationships on a belief in the equality of all persons (see NOTE: in Outcome 7.11)	X X
7.5 Students 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 Students demonstrate respect for the nature of religious responses to secular humanism	X X
7.7 Students reflect on the origins and basic beliefs of secularism and what it means to live in a secular world	X X
7.8 Students study the beliefs and arguments of secular humanism	X X
7.9 Students recognize the challenges of living in societies with religious pluralism	X X

7.10 Students study how the role of religion in Canada has changed	X X
7.11 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (7.2), Buddhism (7.3), or Sikhism (7.4)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 7.2-7.4 must be addressed	X X

<b>8 What role do proclamation and dialogue play in the Catholic Church's evangelizing mission?</b>	<b>35-3 35-5</b>
8.1 Students learn about the Catholic Church's position on interreligious dialogue	X X
8.2 Students describe the principles for the study of world religions and the four ways of participating in interreligious dialogue	X X
8.3 Students learn that all are called to catholic unity with God, a unity reflected in the Trinity	X X

<b>9 How can individuals demonstrate the need to respect peoples of all religions and cultures and accept interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division?</b>	<b>35-3 35-5</b>
9.1 Students learn about the dialogue of theological exchange, religious experience, everyday life and the dialogue of action	X X
9.2 Students learn about the challenge of living faith in a multi-religious world	X X
9.3 Students recognize the need to respect all religions and cultures and the good that is found in them	X X
9.4 Students explain the permanent covenantal relationship God has with the Jews and their share in God's plan of salvation	X X
9.5 Students learn 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

9.6 Students 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 (see NOTE: in Outcome 9.10)	X X
9.7 Students describe the contributions of Gandhi to interreligious dialogue (see NOTE: n Outcome 9.10)	X X
9.8 Students explain the relationship between the Catholic Church and Buddhism (see NOTE: in Outcome 9.10)	X X
9.9 Students recognize 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 (see NOTE: in Outcome 9.10)	X X
9.10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (9.6-9.7), Buddhism (9.8), or Sikhism (9.9)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 9.6-9.9 must be addressed	X X

<b>10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.</b>	35-3 35-5
---	-----------

## Facilities or Equipment

### Facility

*no required facilities specified*

Facilities:

## **Equipment**

no directly related health and safety risks

## **Learning and Teaching Resources**

no required resources specified

## **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.*

*School boards offering Religious Studies: Religions of the World 35 are required to notify parents of the content of these courses in accordance with the Education Act: Section 50.1:*

*A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.*

## **Issue Management Strategy**

## **Health and Safety**

*no directly related health and safety risks*

## **Risk Management Strategy**

no directly related health and safety risks

## **Statement of Overlap with Existing Programs**

Overlap has been charted for the following courses: Religious Ethics 20, Religious Meanings 20, World Religions 30, and Religious Studies (Roman Catholic) 15/25/35. Overlap with Religious Studies courses specific to other religions and Christian or Catholic denominations would not be possible as the same basic topics are taught in each course series but within each specific faith.

NOTE: (Outcomes from *Religious Studies: Religions of the World 35* are indicated by italics)  
\*\*\*\*\*

Course:

**Religious Ethics 20** (5 content themes in total)

5. How certain specific contemporary issues affect the adolescent

*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*

There is no significant overlap between *Religious Studies: Religion of the World 35* and Religious Ethics 20. The focus of *Religious Studies: Religion of the World 35* is to study each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, a perspective which is not part of the government course Religious Ethics 20.

\*\*\*\*\*

Course:

**Religious Meanings 20** (8 content themes in total)

3. Ways in which humankind searches for meaning in life

*1. Students are educated in the Catholic faith as they recognize that all religions are a communal search for truth and relationship with the Divine.*

8. Faith must manifest itself through action

*4. Students interpret moral norms as a natural expression of faith that shapes human behaviour.*

There is no significant overlap between *Religious Studies: Religion of the World 35* and Religious Meanings 20. The focus of *Religious Studies: Religion of the World 35* is to study each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, a perspective which is not part of the government course Religious Meanings 20.

\*\*\*\*\*

Course:

**World Religions 30** (5 General Outcomes in total)

2. Development of religion

*2. Students identify the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.*

3. Faith is the core element of religion

*1. Students are educated in the Catholic faith as they recognize that all religions are a communal search for truth and relationship with the Divine.*

*4. Students interpret moral norms as a natural expression of faith that shapes human behaviour.*

5. Basic beliefs and practices of the major religions of the world

*2. Students identify the historical development, central beliefs and practices, prayer rituals,*

*symbols, sacred writings, family traditions and moral guidelines associated with various religions.*

*3. Students compare the importance of sacred space, worship and prayer within various religious traditions.*

*Religious Studies: Religions of the World 35 does not overlap significantly with existing Alberta Government programs of study, including World Religions 30. The content does not address the specific Catholic approach to teaching about world religions and the importance of interreligious dialogue in contemporary society which Religious Studies: Religions of the World 35 addresses.*

\*\*\*\*\*

Course:

Religious Studies (RC) 15/25/35 (24 general outcomes in total)

1. Students identify what creation stories from a variety of World Religions and Church teachings reveal about what it means to be human.
3. Students learn how the signs, symbols, and rituals of various World Religions and Canada's FNMI communities influence culture.
4. Students study the impact that God's self-revelation had on Hebrew culture and rituals, as well as the impact that faith in Christ, and the God who Jesus reveals, should have upon culture.
11. Students study salvation doctrine of other World Religions.
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.*
9. Students study the history of Judaism as a foundation of Christianity while demonstrating respect, empathy and compassion for the history of the Jewish people. (25)
9. *Students will acknowledge the need to respect peoples of all religions and cultures, accepting inter-religious dialogue as an opportunity to be enriched by each other and not as a cause for division.*
22. Students investigate how other World Religions approach current moral issues. (35)
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*

Religious Studies (Roman Catholic) 15/25/35 has 20% of each course for the teaching of world religions, and the Religions of the World 35 course deals with world religions only and in a much deeper way.

## Student Assessment

*no identified student assessments*

## **Course Approval Implementation and Evaluation**

*no specific processes*

