

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Social Sciences and Humanities

Ministry of Education Course Title: World Religions and Belief
Traditions in Daily Life

Grade Level: 11

Ministry Course Code: HRF30

Teacher's Name: Melissa Black

Developed by: Melissa Black

Date: September 2018

Developed from: The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, Revised 2013

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 13, 2018

Course Description/Rationale

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

Overall Curriculum Expectations

A. RESEARCH AND INQUIRY SKILLS

- A1. Exploring: explore topics related to world religions and belief traditions, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science and humanities research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B. COMMONALITIES, CONCEPTS, AND CONTEXTS

- B1. Commonalities: demonstrate an understanding of the commonalities among various world religions and belief traditions that coexist within a diverse society;
- B2. Terms and Concepts: define and appropriately use terms and concepts related to world religions and belief traditions, examining their meaning in the context of various beliefs;
- B3. Global and Local Contexts: demonstrate an understanding of global and local contexts in which world religions and belief traditions function.

C. COMMUNITY WITHIN SACRED AND SECULAR CONTEXTS

- C1. Historical Contexts: demonstrate an understanding of the historical contexts that have shaped particular religions and belief traditions;
- C2. Community Beliefs and Practices: demonstrate an understanding of various ways in which adherents of particular world religions and belief traditions relate to their own and other communities;
- C3. Belief Traditions and Popular Culture: demonstrate an understanding of ways in which various world religions and belief traditions are interpreted and adapted within popular culture.

D. ACTIONS

- D1. Festivals, Celebrations, and Commemorations: demonstrate an understanding of the role and significance of festivals, celebrations, and commemorations in various world religions and belief traditions;
- D2. Rites of Passage: describe the role and significance of rites of passage in various world religions and belief traditions;
- D3. Daily Observances: describe and explain the function and significance of the daily observances practised by followers of various world religions and belief traditions.

E. SACRED STORIES AND WRITINGS

- E1. Role of Sacred Writings, Oral Teachings, and Stories: demonstrate an understanding of the role of sacred writings, oral teachings, and stories in various world religions and belief traditions;
- E2. Influence of Sacred Writings, Oral Teachings, and Stories: demonstrate an understanding of the influence of sacred writings, oral teachings, and stories on the development of belief and action.

F. DIMENSIONS OF THE SACRED

- F1. Sacred Time: demonstrate an understanding of how concepts of time influence the teachings and practices of various world religions and belief traditions;
- F2. Sacred Place: demonstrate an understanding of how concepts of place influence the teachings and practices of various world religions and belief traditions.

Course Content

<i>Unit</i>	<i>Length</i>
Introducing World Religions, and common elements.	16.25 hours
First Nation Belief Systems	16.25 hours
Focus on Islam	16.25 hours
Buddhism	16.25 hours
Regional Religions and Religious Life in Today's World	54.75 hours
Total	113.75 hours

Unit Descriptions

Unit 1 - Introducing World Religions

In this introductory unit, student learn the general concept of religion and faith and develop a vocabulary necessary for the study of world religions. Students examine the part religion plays in daily life for many people.

Unit 2 – First Nation Belief Systems

Students learn the difference between belief systems and religions through an examination of First Nation belief systems. Contemporary problems such as cultural appropriation and the dangers this may pose are examined.

Unit 3 - Focus on Islam

The first quarter of this unit will focus on the history of Islam and learning specific vocabulary specific to the study of Islam. Students will progress through the unit examining issues in Islam society within a post-September 11th North America often presented through videos created by Muslims, including a video on racism presented by a First Nation woman who converted to Islam.

Unit 4 - Buddhism

Students conclude their study of Buddhism with a short, yet formal, essay which reflects the more academic nature of the unit. Within the unit, students are provided with options for research including video, pictorial, and written narratives from Buddhists from a variety of backgrounds and countries.

Unit 5 - Regional Religions and Religious Life in Today's World

In this unit students will learn about some of the various faiths which are of lesser prominence (in terms of population/membership) internationally. Students will also examine their reactions towards different religions and explain how they can practice religious tolerance when encountering religious discrimination, particularly when outside of their often remote and religiously homogenous locations.

Teaching/Learning Strategies

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teacher will use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEPs. The teacher must be cognizant of the needs of ESL/ELD students and make the appropriate adjustments to teaching/learning strategies. A variety of strategies involving a range of sectors within the local community are recommended throughout the course. Practical experiences, simulations, and application of knowledge and theories related to individuals and families provide students with opportunities to apply their understandings to their families, the broader community, and society in general.

As is the nature of this course, there will be a great deal of comparative analysis done between the various faiths. Students will be taught through a variety of means that include online lessons and instruction, guided research, brainstorming, research project, vocabulary, and videos highlighting both scriptural interpretation and human stories. A variety of teaching/learning strategies are encouraged to meet the different learning styles of students that enable them to meet the course expectations and to set the stage for adult learning. Some examples of strategies that could be used in this course include: analysing information, brainstorming, case studies, charting, collaborative/co-operative learning, debates, independent study, interviews, issues based analysis, mind-mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing.

Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010.

Type of Assessment	Category	Details	Weighting (%)	
Term Work (70%)	Knowledge/ Understanding	-Knowledge of content -Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	13	
	Thinking	-Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) -Use of processing skills -Use of critical/creative thinking processes	19	
	Communication	-Expression and organization of ideas and information in oral, written, and visual forms -Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms	19	
	Application	-Application of knowledge and concepts in familiar contexts -Transfer of knowledge and skills to new contexts -Making connections within and between various contexts.	19	
Final Assessment (30%)	Culminating Activity	Students will develop an action plan for a local, national, or global issue of importance to them. They will research background information and outline an appropriate set of actions they could take to address this issue.	Knowledge/ Understanding	3
			Thinking	4
			Communication	4
			Application	4
	Final Exam	60 minutes testing on key concepts and applications of skills learned in the course.	Knowledge/ Understanding	3
			Thinking	4
			Communication	4
			Application	4
Total			100	

Assessment/Evaluation Strategies

The nature of the expectations in this course allows for students to apply the knowledge and skills that they gain throughout the course. A student's overall success is dictated by their growth within specific areas of the course. Student success is linked to three different sources – observations, conversations, and student products. Some examples of strategies are multimedia presentations, short answer, formal essay, research projects, and reflections of student observations, and analysis of information. There will be an extended focus on the conversation element of evaluation, as the material encourages free dialogue. The course will be using the following assessment tools: checklists, marking schemes, and rubrics. By using different sources we are able to validate the evaluations strategies we utilize in the course, and accommodate different learning styles.

Resources

Canadian Social Trends (2012). In *Government of Canada - Department of Statistics Canada*. Retrieved 2017, from <http://publications.gc.ca/site/eng/9.505001/publication.html>

Islamic Centre Halifax (2010) *Racism Hurts Us All: Canadian First Nations Muslim Sister Denise Talks about Racism and Profiling*.
<https://www.youtube.com/watch?v=tIF7tmdXlto>

Ontario Ministry of Education. (2016) *Kindergarten to Grade 12: Policy and Program Requirements*. Toronto, ON
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Ontario Ministry of Education. (2016) *Social Sciences and Humanities: The Ontario Curriculum, Grades 9 to 12, 2013 (Revised)*. Toronto, ON

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12*. Toronto, ON

RCMP Native Spirituality Guide <http://www.rcmp-grc.gc.ca/en/native-spirituality-guide>

Religious Symbol Dictionary - Alternative Religions (2002).
<https://www.thoughtco.com/alternative-religion-4133148>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with instruction/activity via the internet. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resources in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunity has been provided for readers to apply ideas encountered in their reading to their lives as an individual and as a member of a First Nation community.