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| | **Course Outline** |

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| School Name:                    KEEWAYTINOOK  INTERNET HIGH SCHOOL<br>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:   HRF3O |

Teacher's Name:     Jesse De France

Developed by:       Melissa Black           Date:  September 2018

Revision Date:       September 2021

Developed from:
Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities.* Toronto ON: Queen's Printer for Ontario.

Text:             None

Prerequisite:       None

Credits:         One

Length:         110 hours

Principal's Name:    Angela Batsford-Mermans

Principal's Approval:   *Angela Batsford-Mermans*

Approval Date:      September 8, 2021

# 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

**Research and Inquiry Skills**
- Exploring: explore topics related to world religions and belief traditions, and formulate questions to guide their research;
- Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science and humanities research and inquiry methods;
- Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- 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.

**Commonalities, Concepts, and Contexts**
- Commonalities: demonstrate an understanding of the commonalities among various world religions and belief traditions that coexist within a diverse society;
- 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;
- Global and Local Contexts: demonstrate an understanding of global and local contexts in which world religions and belief traditions function.

**Community within Sacred and Secular Contexts**
- Historical Contexts: demonstrate an understanding of the historical contexts that have shaped particular religions and belief traditions;
- 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;
- 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.

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

**Sacred Stories and Writings**
- 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;
- 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.

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

# Course Content

| Unit | Length |
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| 1. Introducing World Religions, and Common Elements | 13 hours |
| 2. First Nation Belief Systems | 13 hours |
| 3. Focus on Islam | 13 hours |
| 4. Buddhism | 13 hours |
| 5. Regional Religions and Religious Life in Today's World | 58 hours |
| Total | 110 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, including people in their communities.

**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

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Online lessons
- Guided research

- Brainstorming
- Research projects
- Videos highlighting scriptural interpretation and human stories
- Case studies
- Analysing information
- Charting
- Collaborative and cooperative learning
- Debates
- Independent study
- Interviews
- Issues based analysis
- Mind-mapping
- Note taking
- Presentations
- Problem-solving strategies and models
- Reflective writing
- Report writing

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## *Evaluation*

The final grade will be determined as follows (Ontario Ministry of Education, 2010):
- 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 percent 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 (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

| Type of Assessment | Category | Details | Weighting (%) |
|---|---|---|---|
| Term Work (70%) | Knowledge/ Understanding | Knowledge of content<br>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)<br>Use of processing skills<br>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<br>Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms | 19 |

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| | Application | Application of knowledge and concepts in familiar contexts<br>Transfer of knowledge and skills to new contexts<br>Making connections within and between various contexts. | | 19 |
| Final Evaluation (30%) | Culminating Activity (15%) | 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. | K/U | 3 |
| | | | T | 4 |
| | | | C | 4 |
| | | | A | 4 |
| | Exam (15%) | 60 minutes testing on key concepts and applications of skills learned in the course. | K/U | 3 |
| | | | T | 4 |
| | | | C | 4 |
| | | | A | 4 |
| | | | **TOTAL** | **100** |

# *Assessment/Evaluation Strategies*

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning, *as* learning and assessment *of* learning is obtained and collected through a variety of means. 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.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

# *Resources*

Government of Canada. (1993). Native spirituality guide.
https://publications.gc.ca/collections/Collection/JS62-80-1998E.pdf

Government of Canada. (2013). Canadian social trends.
https://publications.gc.ca/site/eng/9.505001/publication.html

IslamicCentreHalifax. (2010, Mar. 9). *Canadian First Nations Muslim Sister Denise talks about racism and profilling* [Video]. YouTube. https://www.youtube.com/watch?v=tIF7tmdXIto

Ontario Ministry of Education. (n.d.). *Indigenous education strategy.*
http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities.* http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements.* http://edu.gov.on.ca/eng/document/policy/os/index.html

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf

# *Program Planning*

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.