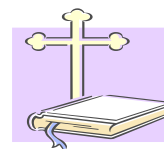




## Cardinal Leger Secondary School Religion Department



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<b>Course Name:</b>	Faith and Culture	<b>Ministry Guidelines:</b>	Religious Education, 2016
<b>Course Code:</b>	HRF3O1	<b>Room:</b>	
<b>Level:</b>	Open	<b>Replacement Cost:</b>	\$70.00
<b>Teacher:</b>		<b>Number:</b>	
<b>Textbook:</b>	World Religions and Belief Traditions in Daily Life		

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### Course Overview:

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualities', and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

### Curriculum Strands and Overall Expectations:

#### **Scripture**

**SC1. Core Teachings:** Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and explain the core teachings found in each one.

**SC2. Understanding Sacred Texts:** Discuss the key narratives and events in the sacred text/oral traditions of the above mentioned religious traditions to identify myth(s), authorship and the authority of the sacred texts/oral traditions.

**SC3. Sacred Texts and Contemporary Culture:** Identify the effects of secular interpretation, interreligious & ecumenical dialogue and social justice, (equity, diversity, peace) on the application of sacred texts to the lives of believers.

#### **Profession of Faith**

**PF1. Faith Foundations:** Explain what is meant by a messianic worldview, the foundational experiences and notions of the divine for the Abrahamic religious traditions and any other locally appropriate religious tradition.

**PF2. Faith Seeking Understanding:** Identify the major figures from the history, the meaning of discipleship, and the nature/role of community for the Abrahamic religious traditions and any other locally appropriate religious tradition.

**PF3. Faith Lived:** Distinguish the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition.

#### **Christian Moral Development**

**CM1. Foundations:** Demonstrate an understanding of the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities.



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**CM2. Seeking Understanding:** Explain the concept of sainthood/ holiness/righteousness, holy figures (historical and contemporary) and recognize authentic religion (as opposed to cults, extremism, false prophets).

**CM3: The Moral Life:** Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity) and explore models of advocacy of various faith groups in one's own community.

### **Prayer and Sacramental Life**

**PS1. Prayer:** Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition.

**PS2. Sacrament:** Examine the sacrament of the Eucharist as a call to unity (promoting ecumenical dialogue).

**PS3: Living out Prayer and Sacrament:** Explain the connection between prayer and spirituality.

### **Family Life**

**FL1. Living in Relationship:** Examine the role of social and religious norms, identify the challenges presented by the encounter of cultures, and explore how various religions promote the dignity of the person within intimate human relationships and within society.

**FL2: Growing in Commitment:** Identify and explain the purpose of the key rites of passage and the relationship between the stages in the life of a believer and their commitments.

**FL3. Created Sexual:** Discuss social norms and religious mores around sexuality and gender roles.

### **Research and Inquiry Skills**

**RI. Exploring:** Explore a topic related to a religious tradition and the topic as it correlates to the Catholic faith, and formulate questions to guide their research.

**R2. Investigating:** Create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods.

**R3. Processing Information:** Assess, record, analyse, and synthesize information gathered through research and inquiry.

**R4. 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.



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### Evaluation:

Evaluation will be based on unit tests, assignments, reflections, and group work.

<b>Term Work</b>	<b>70%</b>
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%
<b>Final Assessment</b>	<b>30%</b>
Formal Examination	15%
Culminating Task	15%
<b>Course Total</b>	<b>100%</b>

### Learning Skills and Work Habits

E= Excellent G=Good S=Satisfactory N= Needs Improvement

Responsibility	<ul style="list-style-type: none"> <li>• Fulfills responsibility and commitments.</li> <li>• Takes responsibility for and manages own behavior.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing tasks.</li> <li>• Establishes priorities and manages time</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time to complete tasks.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Builds healthy peer-to-peer relationships.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities.</li> <li>• Approaches new tasks with a positive attitude.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>• Sets own goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> </ul>

### Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a <b>mark of zero</b> applies.