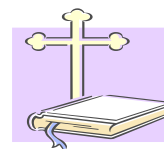




## Cardinal Leger Secondary School Religion Department



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<b>Course Name:</b>	Faith and Culture	<b>Ministry Guidelines:</b> Religious Education, 2016
<b>Course Code:</b>	HRT3M1	
<b>Level:</b>	University/College	
<b>Teacher:</b>		<b>Room:</b>
<b>Textbook:</b>	World Religions and Belief Traditions	<b>Replacement Cost:</b> \$75.00
		<b>Number:</b>

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### **Course Overview:**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. 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. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

### **Curriculum Strands and Overall Expectations:**

**SCRIPTURE:** Overall Expectations

**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 examine the core teachings found in each one.

**SC2. Understanding Sacred Texts:** Analyse 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:** Express the messianic worldview/ economy of salvation, the foundational experiences and notions of the divine for the Abrahamic religious traditions and any other locally appropriate religious tradition.

**PF2. Faith Seeking Understanding:** Explore key figures, 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:** Differentiate 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 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.

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



## Cardinal Leger Secondary School Religion Department

**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 dialogue 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:** distinguish rites of passage and the relationship between the stages in the life of a believer and their commitments.

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

### **Research and Inquiry:**

**RI. Exploring:** Explore topics related to scripture and living the Catholic faith in the contemporary world, and formulate questions to guide their research.

**R2. Investigating:** Create research plans, and locate and select bible passages and other 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.



## Cardinal Leger Secondary School

### Religion Department

#### 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	20%
Culminating Task	10%
<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.