

# Section 2: Curriculum Design and Components

## Introduction

This section provides

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for Level II religious education
- suggestions for teaching approaches, learning tasks, and experiences, and assessment strategies and activities

## Curriculum Outcomes Framework

### Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. They are

- cross-curricular
- the foundation for all curriculum development
- found on pages 20-22

### General Curriculum Outcomes

General Curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in religious education. These statements

- contribute to the attainment of the essential graduation learnings
- are connected to the key-stage curriculum outcomes for religious education
- are found on page 23

### Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in religious education.

The key-stage outcomes

- contribute to the achievement of the general curriculum outcomes
- are found on pages 23-26

### **Specific Curriculum Outcomes**

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at a particular grade level in religious education. These outcomes

- contribute to the achievement of the key-stage outcomes
- are found on pages 27-43

## **Meeting the Essential Graduation Learnings Through Religious Education**

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today, and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

For graduates of the religious education program, the following connections to the Essential Graduation Learnings apply:

### **Aesthetic Expression**

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. Religious education will provide the opportunity for students to develop a growing appreciation for some of the great works of art, architecture, artifacts, literature, and music. In religious education classes students will be encouraged to express their views on religious and social topics through various avenues which would be classified as aesthetic expression. The religious education program will provide opportunities for students to experience and appreciate artistic works from various ages and cultures. Opportunity will be given for reflection, critical responses and expressions of appreciation.

### **Citizenship**

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context. Graduates will be able to show an awareness of the importance and contributions of various religions to the global community. In the religious education program, it will be recognized that there is often a relationship between people's actions and lifestyles and their religious beliefs.

Human rights, social justice, freedom of religion, and value systems will figure prominently in the religious education program. By considering various views on these topics, students will better understand what it means to live in a pluralistic multi-faith society.

### **Communication**

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively. Religious education requires students to consider many perspectives and beliefs on a wide range of topics. It also requires them to think critically about many current issues. Because of the very nature of the religious education program and the objectives for the courses in which students will be involved, various methods of communicating will be used, such as oral discussion, written responses, art work and the application of technology.

Some levels of discussion will be at an informal level while other discussions will be more formal in design. There will also be creative writing as well as response papers and research papers at particular grade levels. Many of the courses will encourage the use of media and other forms of modern technology as means of communicating.

The very nature of some of the topics discussed will require students to be precise and clear in their writing and in their oral presentation. Developing the skill of appropriate expression of thoughts and opinions and responding appropriately to others' thoughts and opinions will be an integral part of the religious education program.

### **Personal Development**

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle. Personal development is an area of great importance for the religious education program. Students will be in a position to be given information and be required to reflect on, and discuss, moral and ethical issues. Recognition will be given to the fact that students are collaborative as well as independent learners. However, this program will challenge them to see what it means to live in community with others while developing a personal system of beliefs by which to live.

### **Problem Solving**

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. An important component in the religious education program is the interpretation of information in a critical manner in order that students will be in a position to make informed decisions. The nature of many of the topics covered will require students to acquire knowledge on a given topic or issue and take a position. The problem solving process will take many

forms in religious education, including reading, discussion, debate, reflection, research, observation and media viewing.

### **Technological Competence**

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. There will be many opportunities for students to use a range of technologies in the religious education program and to reflect on and discuss the ethical issues around the use of much modern technology. Opportunities will be given for students to use computer and media technology in various areas of the program.

### **Spiritual and Moral Development**

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct. A vital component of the religious education program will be the spiritual and moral development of the individual. Development of values, morals, and ethics will be fostered in this program. Being able to express one's beliefs and values while having the ability to listen to and understand other people's beliefs and values contributes to an improved society. The art of expressing and defending appropriately one's own beliefs without degrading or negating those of others is an important part of personal development.

The program will help students understand the belief that they are an important part of an unfolding creation and to examine the influence of spirituality on human development. It will support the idea that each person must take responsibility for his/her actions and that a person's actions have direct and indirect effects on both the individual and the community as a whole. Key to the total program will be the recognition of the belief that the human being is a spiritual being whose life can encompass religious principles.

## General Curriculum Outcomes for Religious Education

**General Curriculum Outcomes** are statements which describe the contribution (K–XII) of a curriculum area to the Essential Graduation Learnings by defining what students are expected to know, value and be able to do as a result of completing the program in that curriculum area.

The General Curriculum Outcomes for religious education follow:

- GCO 1** Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.
- GCO 2** Students will be expected to develop an understanding of the beliefs, principles and practices of Christianity and other living belief systems.
- GCO 3** Students will be expected to examine the meaning and relevance of sacred texts.
- GCO 4** Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.
- GCO 5** Students will be expected to examine moral and ethical issues and teachings.
- GCO 6** Students will be expected to develop an appreciation for the connectedness of all creation.
- GCO 7** Students will be expected to demonstrate an understanding of the relationship between religion and science.
- GCO 8** Students will be expected to examine the influence of religion on contemporary issues and events.

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the grade levels, teachers will recognize the increase in expectations for students according to

- students' understanding of the processes of language learning
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students should know and be able to do in religious education by the end of grade 12. It should be noted that students work toward achieving these key-stage curriculum outcomes in grades K–9.

*Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- demonstrate an understanding of the historical development of living belief systems (e.g., Christianity, Islam, Hinduism).
- demonstrate an understanding of the lives and key teachings of religious founders (e.g., Jesus, Muhammad, Buddha).
- develop an understanding of the influence of living belief systems on family, community and society.
- examine, from an ethical perspective, social, political and economic forces that have shaped the past and present.
- demonstrate an understanding for, and an appreciation of, the ways in which various living belief systems have influenced the individual's world view.

*Students will be expected to develop an understanding of beliefs, principles and practices of Christianity and other living belief systems.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- critically examine the fundamental tenets of various religions.
- examine the diversity among Christian sub-traditions.
- assess the nature of relationships among various religions and interfaith dialogue.
- explore the nature of the relationship between the individual and God for various religions.
- critique the responses of various religions to stewardship and issues of social justice (e.g., Islam, Hinduism).

*Students will be expected to examine the meaning and relevance of sacred texts.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- evaluate the significance of sacred texts, both oral and written (e.g., Bible, Qur'an, Tipitaka).
- demonstrate an understanding of the meanings and relevance of sacred texts for adherents.
- examine the origins, organization and development of sacred texts (e.g., Biblical Canon, Qur'an).
- develop an appreciation for various interpretations of sacred texts (e.g., King James Version of the Bible, New Revised Standard Version of the Bible).
- develop a knowledge of key figures, events and themes from sacred writings.

*Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- demonstrate an appreciation of how adherents of living belief systems seek religious meaning and expression.
- examine the concept of commitment and its meaning in living belief systems.
- recognize that conflicts can arise between one's personal beliefs and the teachings of one's religion.
- understand the importance of spiritual growth.

*Students will be expected to examine moral and ethical issues and teachings.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- evaluate moral and ethical teachings from various belief systems (e.g., Christianity, Judaism, Buddhism).
- explore the implications of the acceptance of responsibility for their decisions and actions.
- evaluate society's influences on the moral and ethical decisions of individuals.
- develop an understanding of an approach to life based on religious principles and moral convictions.

*Students will be expected to develop an appreciation for the connectedness of all creation.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- deepen their appreciation for the mystery and beauty of creation and the interrelationship within it.
- demonstrate a commitment to, and respect for, the sacredness and dignity of human life and all creation.
- demonstrate an understanding that humanity must take a responsible stance through stewardship.
- critique the ways in which selected religions have viewed humanity's responsibility in creation (e.g., Judaeo/Christian concept of stewardship).

*Students will be expected to demonstrate an understanding of the relationship between religion and science.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- understand that religion and science address some of the fundamental questions of life and creation.
- examine the stance of selected world religions towards scientific interpretation (e.g., Christianity, Islam).
- develop an understanding of ethical issues related to scientific development and technological advances (e.g., Christianity and genetic engineering).

*Students will be expected to examine the influence of religion on contemporary issues and events.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- critique the relevance of organized religion for personal living as it relates to contemporary issues and events.
- demonstrate an understanding of the impact of various world religions on peace, social justice and respect for the sacredness and dignity of human life in relation to contemporary issues and events (e.g., peace issues, aboriginal rights, sexuality).