

## Sir John A. Macdonald Collegiate Institute (2022-2023)

<b>Course Name</b>	World Religions and Belief Traditions: Perspectives, Issues, and Challenges	<b>Grade</b>	11
<b>Course Code</b>	HRT3M	<b>Credit Value</b>	1.0
<b>Prerequisite</b>	None	<b>Type of Course</b>	M (mixed)
<b>Textbook</b>	<i>World Religions: A Voyage of Discovery</i> (2003; 2nd ed.) by Jeffrey Brodd (\$26.25 replacement cost if lost or damaged)	<b>Teacher</b>	Ms. Stavrou

### Course Description:

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Strand / Category	Definition	Weighting
Knowledge and Understanding (K/U)	Subject-specific content acquired in each grade / course (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Inquiry (I)	The use of critical and creative thinking skills and / or processes	25%
Communication (C)	The conveying of meaning and expression through various forms	25%
Application (A)	The use of knowledge and skills to make connections within and between various contexts	25%

### Units of Study:

1. Introduction to Religion & Indigenous Spirituality
2. Ancient & Eastern Belief Systems
3. Hinduism & Buddhism
4. Religions Arising from the Middle East in the Abrahamic Tradition
5. New Age Religions

### Assessment and Evaluation Strategies:

The following is a list of potential assessment and evaluation strategies to be used within the course; the list is not exhaustive and is subject to change based on circumstance and the release of Ontario Ministry of Education profile.

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| <ul style="list-style-type: none"> <li>● Quizzes, Quests, Tests</li> <li>● Position Paper / Essay</li> <li>● Research Project / Task</li> <li>● Research Activities / Reports</li> </ul> | <ul style="list-style-type: none"> <li>● Case Studies</li> <li>● Class Activities</li> <li>● Debates</li> <li>● Multimedia Presentations</li> </ul> | <ul style="list-style-type: none"> <li>● Visual Organizers</li> <li>● Oral Presentations</li> <li>● Exam</li> </ul> |
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Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

## Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4 / L4+ L4 LL4 / L4-	90 – 100 84 – 89 80 – 83	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3 / L3+ L3 LL3 / L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2 / L2+ L2 LL2 / L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1 / L1+ L1 LL1 / L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

### Calculation of Final Mark:

- 70% for evaluations conducted throughout the course and class work
- 30% for the culminating activity and final exam

## Ontario Ministry of Education HRT3M1 Curriculum:

Strand	Overall Expectations
A. Research and Inquiry Skills	<ul style="list-style-type: none"> <li>● <i>A1. Exploring:</i> explore topics related to world religions and belief traditions, and formulate questions to guide their research</li> <li>● <i>A2. Investigating:</i> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods</li> <li>● <i>A3. Processing Information:</i> assess, record, analyze, and synthesize information gathered through research and inquiry</li> <li>● <i>A4. Communicating and Reflecting:</i> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills</li> </ul>
B. Approach to the study of the Sacred	<ul style="list-style-type: none"> <li>● <i>B1. Why Study World Religions and Belief Traditions?:</i> demonstrate an understanding of various reasons for the study of world religions and belief traditions</li> <li>● <i>B2. Terms and Concepts in the Study of the Sacred:</i> demonstrate an understanding of terms and concepts related to the study of world religions and belief traditions</li> <li>● <i>B3. Approaches:</i> demonstrate an understanding and assess the strengths and weaknesses of various approaches to the study of world religions and belief traditions</li> </ul>
C. Religious and Spiritual Impulse	<ul style="list-style-type: none"> <li>● <i>C1. Function of Human Belief Traditions:</i> explain some of the ways people use religions and belief traditions to meet human needs</li> <li>● <i>C2. The Search for Meaning:</i> analyze ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning</li> </ul>
D. Sacred Teachings and Principles	<ul style="list-style-type: none"> <li>● <i>D1. Tenets, Practices, and Teachings:</i> outline the central tenets, practices, and teachings of various religions and belief traditions</li> <li>● <i>D2. Sacred Writings and Oral Teachings:</i> analyze the role of sacred writings and oral teachings in various religions and belief traditions</li> <li>● <i>D3. Prescribed Roles and Influential Figures:</i> analyze how individuals with specific roles have influenced the development of various religions and belief traditions</li> </ul>

E. Rites and Observances	<ul style="list-style-type: none"> <li>● <i>E1. Daily Living as Sacred Reality</i>: demonstrate an understanding of the type of daily observances associated with various religions and belief traditions and of the role of these observances in the lives of adherents</li> <li>● <i>E2. Rites and Rituals</i>: demonstrate an understanding of the ways in which rituals and rites reflect the understandings and principles of various religions and belief traditions</li> </ul>
F. Social and Cultural Contexts	<ul style="list-style-type: none"> <li>● <i>F1. Cultural Contexts</i>: identify and analyze ways in which various religions and belief traditions are embodied in cultural forms</li> <li>● <i>F2. Social Contexts</i>: analyze the interaction between society and various religions and belief traditions</li> <li>● <i>F3. Social Challenges</i>: demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society</li> <li>● <i>F4. Religion, Civil Society, and Popular Culture</i>: describe and analyze ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture</li> </ul>

**\*\*\* ACADEMIC HONESTY \*\*\***

**Cheating**

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student’s homework;
- Using another student’s work on a test or any other evaluation;
- Bringing unauthorized notes or notations into an evaluation;
- Asking for or giving someone an answer during an evaluation;
- Unauthorized use of electronic media to obtain answers during an evaluation; and
- Presenting assignments that have been completed by someone else as one’s own.

**Plagiarism**

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work (*Growing Success*, 2010, p.151). It can take many forms, including the following:

- Submitting an essay/assignment written by someone else (e.g., buying an essay online, downloading an essay from a website, having someone else complete one’s assignment, or copying or using work including homework done by another student);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- Copying and pasting from the internet or other electronic sites without citing the source; and
- Omitting quotation marks for direct quotations even if the sources have been cited.

**Responsibility**

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

- Seek clarification from teachers about actions that constitute plagiarism;
- Seek remediation when their research skills are deficient;
- Understand the penalties for academic dishonesty and plagiarism; and
- Ensure that all their work is original and that they cite sources accurately and consistently.

**CONSEQUENCES OF ACADEMIC DISHONESTY**

It is the intention of the TDSB to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

**Investigation**

- When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved;
- The teacher will determine if plagiarism/cheating has occurred; and
- The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dis-honesty.

## **Communication**

If the teacher confirms plagiarism/cheating has occurred:

- The teacher will inform the principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences;
- The teacher will inform the student of the consequences of this instance of plagiarism/cheating; and
- The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that plagiarism/cheating has occurred and the consequences of this action.

## **Minimum Consequences for Plagiarism/ Cheating**

- A mark of zero may be awarded for the assignment in question, as the student has not demonstrated skills required to meet achievement of the course/curriculum expectations;
- Or, in the professional judgment of the teacher/principal, they may provide an opportunity at another time for the student to demonstrate evidence of skills;
- And, depending on the nature of the offense and in discussion with the principal/vice-principal, the student's other teachers may be alerted; and,
- A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

*This document is subject to change.*