

World Religions and Belief Traditions: Perspectives, Issues, and Challenges HRT3M

Grade 11, University/College Preparation: Credit Value 1.0

Social Sciences Department • Malvern C.I. • Toronto District School Board

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Course Content

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.

Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, pg. 356. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Prerequisite None.

Resource Materials

- Individual subject binder, loose leaf paper and writing utensils
- *Exploring World Religions: The Canadian Perspective* (2001), Oxford University Press.

Major Units

Unit 1: Introduction to the Study of the Sacred – including Indigenous Spirituality
Unit 2: Eastern Religions – including Hinduism and Buddhism
Unit 3: Western Religions – including Judaism, Christianity, and Islam
Unit 4: Religions and Belief in Society

Overall Goals / Expectations **Research and Inquiry Skills**

Throughout this course, students will:

- explore topics related to world religions and belief traditions, and formulate questions to guide their research ;
- create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- assess, record, analyse, and synthesize information gathered through research and inquiry;
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Overall Goals / Expectations Throughout this course, students will:

Approaches to the Study of the Sacred

- demonstrate an understanding of various reasons for the study of world religions and belief traditions;

- demonstrate an understanding of terms and concepts related to the study of world religions and belief traditions;
- demonstrate an understanding and assess the strengths and weaknesses of various approaches to the study of world religions and belief traditions.

Religious and Spiritual Impulse

- explain some of the ways people use religions and belief traditions to meet human needs;
- analyse ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning.

Sacred Teachings and Principles

- outline the central tenets, practices, and teachings of various religions and belief traditions;
- analyse the role of sacred writings and oral teachings in various religions and belief traditions;
- analyse how individuals with specific roles have influenced the development of various religions and belief traditions.

Rites and Observance

- 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;
- demonstrate an understanding of the ways in which rituals and rites reflect the understandings and principles of various religions and belief traditions.

Social and Cultural Contexts

- identify and analyse ways in which various religions and belief traditions are embodied in cultural forms;
- analyse the interaction between society and various religions and belief traditions;
- demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society;
- describe and analyse ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture.

Assessment, Evaluation and Reporting

- Strategies**
- Students will be evaluated on content and skills throughout the year
 - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
 - quizzes and tests, written responses and analyses, individual and group projects, individual and group presentations and a formal research essay
 - Students will be assessed before engaging in unit culminating activities and will be given notice of timelines, due dates, expectations and marking schemes.

Achievement Category Weightings	Knowledge / Understanding	Thinking	Communication	Application
	25%	25%	25%	25%

- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student’s grades will most likely change when his/her entire work is evaluated at the end of the course.

Course Work 80%	<ul style="list-style-type: none"> ● 80% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations. ● Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.
Course-Culminating Activities 20%	<ul style="list-style-type: none"> ● 20% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations will be weighted as follows: <ul style="list-style-type: none"> - Final essay, 10% - Final test, 10%
Learning Skills	<ul style="list-style-type: none"> ● Students will also be assessed for development in a variety of learning skills: <ul style="list-style-type: none"> Responsibility Organization Independent Work Collaboration Initiative Self-Regulation ● Learning skills play a critical role in the achievement of curriculum expectations and student success. ● Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement. ● Academic Integrity: See School Evaluation Policy ● Attendance is crucial for satisfactory achievement. Regular attendance and active participation are expected. Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible.
Rules for Tests, Quizzes, and Assignments	<ul style="list-style-type: none"> ● Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there will be consequences for not completing assignments or for submitting them late. ● All assignments are expected to be handed in on their assigned due dates. In some cases, an ultimate due date will be assigned. Extenuating circumstances should be discussed with the teacher in advance of due dates. Extensions may be negotiated in certain unforeseeable situations. Work may not be accepted after the ultimate due date, at the discretion of the teacher, particularly where the overall expectation can be met elsewhere in the course. End of reporting period "catch-up" assignments are often not possible.
Rules for Tests, Quizzes, and Assignments (continued)	<ul style="list-style-type: none"> ● Should serious illness or extenuating circumstances (<i>i.e.</i>: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible. <p><u>Missed Quiz/Test Policy:</u></p> <ul style="list-style-type: none"> ● <u>Foreseeable absences:</u> It is the student's responsibility to inform their teacher in advance for any foreseeable absences (ex. specialist appointment, field trip, extracurricular activity, etc.). It is the student's responsibility to make alternate arrangements with their teacher <i>prior</i> to missing the quiz/test. Failure to do this may result in a mark of zero.

- **Unforeseeable absences:** If a student is absent for a quiz/test, the student should return to school with either a medical note (ex. for illness) or a dated and signed note from a parent/guardian with an explanation (ex. for a family emergency)
- A student will only be allowed to write a test/quiz if it has not yet been marked and returned to other students. The student should approach the teacher upon their return to school and before the next class to discuss a make-up test/quiz, which may occur upon the student's return to class, depending on the circumstances.

Late Assignments:

- The teacher will assign due dates for assignments, classwork, and presentations. Students are expected to submit their work on or before the assigned due date.
- If the student is absent from class due to a foreseeable reason, it is the responsibility of the student to deliver the assignment *prior* to the due date/time or make an arrangement with the teacher to submit it on the due date/time.
- If the student cannot complete the assignment on time due to an unforeseeable reason, the student should follow the same rules outlined for a missed quiz/test.
- If the assignment is late, the teacher at their discretion may choose to deduct a small percentage from the mark for every day that the work is late. Once the assignment has been marked and returned to the class, outstanding assignments may no longer be accepted and can result in a mark of zero.
- **Note:** The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in the Ministry of Education Policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (page 43).
- **The teacher will use their professional judgment to determine what other strategies, as outlined in *Growing Success*, may be used to help prevent and/or address late and missed assignments.**

Plagiarism Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it's detected that a student plagiarized a paper either by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult your student agenda.

Communication

Consultation Students, parents and guardians are asked to contact the course instructor using the information below.
Office Location: Music Office (3rd floor, Room 312A)
Phone: 416-393-1480 ext. 20075
Email: laura.norris@tdsb.on.ca

Help Extra help is available by contacting the course instructor directly.
