

2017-2018

WORLD RELIGIONS

HRT3M1

Grade 11

University/College

Course of Study



School: As-Sadiq Islamic School

Principal: Mr. Marcello D'Agostino

Social Sciences & Humanities Department

Course Developer: Mrs. Insiyah Panju

Course development date: May 31st 2017

AS-SADIQ ISLAMIC SCHOOL
Course of Study – Grade 11 World Religions (University/College) – HRT3M

Course Title:	World Religions: Beliefs, Issues, and Religious Traditions
Course Code:	HRT3M1
Course Type:	University/College Preparation
Grade:	11
Credit Value:	1
Prerequisites:	None
Co requisites:	None
Course Developer:	Mrs. Insiyah Panju
Date:	May 31 st 2017
Curriculum Policy Document:	Ministry of Education, <i>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12</i> , 2013, Revised.

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

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.

Overview of the course:

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

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

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

(Social Sciences and Humanities Grades 9 to 12, 2013, p. 356-367)

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

Outline of Course Content

Unit Title	Unit Description	Approximate Time
Unit 1: We Encounter Mystery	An introduction to religious belief as the human response to the unknown and a sense of the Divine. An awareness of Aboriginal Spirituality and African Religions as a response to mystery.	15 Hours
Unit 2: We Listen - Judaism	The Jewish story—God’s intervention in our history Jewish worship and family life Jewish persecution (Night) Early Christianity – 30-500 AD Contemporary expression	20 Hours
Unit 3: We Believe - Christianity	Christ from 1000-1600 AD The Great Schism and the Reformation Orthodox and Protestant denominations Sacramentality in the Church The Church from 1900-the present Secularism Sects and Cults	20 hours
Unit 4: We Surrender - Islam	History of Islam Muslim Sects 5 Pillars Islam’s expressions—beliefs and practices Contemporary expression and challenges	20 Hours
Unit 5: The Search – Eastern Religions	The various paths of salvation found in Hinduism The “Three Jewels” of Buddhism An independent study of Sikhism Daoism, Confucianism, Shinto, Chinese Religions	35 Hours
Total		110 Hours

Teaching & Learning Strategies

Students are exposed to a variety of religions throughout the course to develop an understanding of the contemporary interplay between religion and society. Students will develop analytical and research skills explore historical influences, belief systems, traditions, rituals, sacred texts, contemporary expressions, social/ethical/ philosophical issues, and current day challenges.

A wide variety of instructional strategies are used to provide vast and rich learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- Activating Prior Knowledge
- Modeled, shared and guided instruction
- Think- Pair- Share
- Independent research
- Group Discussion
- Cooperative Group Learning
- Accountable Talk
- Independent Application & Consolidation
- Inquiry Based Learning
- Reflection

Strategies for Assessment & Evaluation of Student Performance

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality (Growing Success, 2010, p. 22).

The Achievement Chart for Social Sciences and Humanities

According to the Growing Success document, the achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers.

It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

AS-SADIQ ISLAMIC SCHOOL
Course of Study – Grade 11 World Religions (University/College) – HRT3M

The purpose of the achievement chart is to: provide a common framework that encompasses all curriculum expectations for all courses outlined in this document; guide the development of quality assessment tasks and tools (including rubrics); help teachers to plan instruction for learning; assist teachers in providing meaningful feedback to students; provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. (Growing Success, 2010, p. 23)

AS-SADIQ ISLAMIC SCHOOL
Course of Study – Grade 11 World Religions (University/College) – HRT3M

Assessment/Evaluation Strategies

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conference • Essay • Research Paper • Reflection • Demonstration • Quiz • Test • Exam • Observation • Question & Answer • Group Discussion • Seminar • Self-Assessment • Case Study • Jigsaw • Socratic Presentation • Focus Groups • Debates • Concept Mapping • Media Presentations 	<ul style="list-style-type: none"> • Checklists • Exemplars • Rubrics • Self & Peer Assessment • Anecdotal Notes

Level of Achievement			
Level 1	Level 2	Level 3	Level 4
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.	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.	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.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(Growing Success, 2010, p. 18)

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

As per the Growing Success (2010) document, the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Level	Percentage
4+	95 – 100
4	87 – 94
4	80 – 86
3+	77 - 79
3	73 – 76
3-	70 – 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 -56
1-	50 – 52

(Growing Success, 2010, p. 40)

Achievement Chart: Social Sciences & Humanities, Grades 9-12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions, safe practices and procedures, use of technologies)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, processes; relationship between theory and action)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing researching, selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analyzing, detecting point of view, and bias, interpreting, evaluating, synthesizing, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

Achievement Chart: Social Science & Humanities, Grades 9-12 cont'd

Communication - The conveying of meaning and expression through various forms				
	The student:			
Organization and expression of ideas, information, and understandings in oral, visual and/or written forms (e.g. oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, younger children, community members) and purposes (e.g. to inform, instruct, persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., research conventions such as surveys, documentation conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, processes, methodologies, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, future; environmental, personal, social, religious, personal, social, religious, cultural, socio-economic contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

(Social Sciences and Humanities Grades 9 to 12, 2013, p. 28-29)

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

Credit Earned

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 11 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success, 2010, p. 42)

Learning Skills & Work Habits

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning (p. 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark. Teachers report achievement on the five Learning Skills using letter symbols:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

Responsibility

- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits classwork, homework and assignments according to agreed upon timelines.
- Takes responsibility for and manages own behaviour

Organization

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.

Independent Work

- Independently monitors, assesses and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

Collaboration

- Accepts various roles an equitable share of work in a group.
- Responds positively to the ideas, opinions, values and traditions of others.
- Builds healthy peer relationships through personal and media assisted interactions.
- Works with other to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources and expertise and promotes critical thinking to solve problems and decisions.

Initiative

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

Self-Regulation

- Sets own individual goals and monitors progress towards achieving them.
- Seeks Clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs and interests.
- Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

Student Evaluation Criteria

Term – 70%	Final- 30%	Final Report Card Grade- 100%								
<p><u>Term Breakdown</u> Performance Standards Categories</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Unit Tests</td> <td style="width: 30%;">20%</td> </tr> <tr> <td>Quizzes</td> <td>10%</td> </tr> <tr> <td>Assignments</td> <td>25%</td> </tr> <tr> <td>Participation</td> <td>15%</td> </tr> </table>	Unit Tests	20%	Quizzes	10%	Assignments	25%	Participation	15%	<p><u>Final Evaluation Breakdown</u></p> <p>Independent Study Project- 10 % Final Exam 20%</p>	<p>Term Total 70% + Final Total 30%</p> <p>=====</p> <p>Report Card Mark</p>
Unit Tests	20%									
Quizzes	10%									
Assignments	25%									
Participation	15%									
<p>Success Criteria Categories KTCA-Term Evaluation:</p> <p>Knowledge/understanding-30% Thinking/Inquiry-30% Communication-20% Application-20%</p>	<p>Success Criteria Categories KTCA-Final Evaluation:</p> <p>Knowledge/understanding-30% Thinking/Inquiry-30% Communication-20% Application-20%</p>									

Considerations for Program Planning:

The Role of Technology in the Curriculum:

The use of information technology will assist and enrich students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

English as a Second Language (ESL):

Appropriate accommodations in teaching, learning, and evaluation strategies will be made to assist ESL students in achieving an equitable learning experience.

Students with Special Needs:

Appropriate accommodations in teaching, learning, and evaluation strategies will be made to assist students with special needs in achieving an equitable and inclusive learning experience. Such accommodations include but are not limited to differentiated instruction and Universal Design for Learning.

AS-SADIQ ISLAMIC SCHOOL

Course of Study – Grade 11 World Religions (University/College) – HRT3M

Healthy Relationships:

To foster a safe and positive learning environment, healthy relationships are promoted between and amongst teachers and students. As topics within the social sciences may be sensitive in nature, all interactions and discussions are conducted with integrity, respect, care and trust. There is no tolerance for any form of harassment or inappropriate behaviour. Open dialogue and communication are encouraged to help deepen understandings and overcome barriers.

Equity and Inclusiveness:

A cohesive learning community is an essential component of student success. Inclusivity is promoted by creating an environment where diversity is valued and students are treated equitably with regards to teaching, learning, and evaluation strategies.

Literacy and Inquiry/Research Skills

The development and refinement of literacy, inquiry/research, analytical, and critical thinking skills are essential for student learning and are a strong component of the social sciences. Students will engage in various activities, projects, discussions, and presentations to enhance their skills in oral, visual, written, and forms.

Critical Thinking

Students will have several opportunities to develop higher order thinking skills including critical thinking. Learning to question and analyze critically is an essential component to develop deeper understandings and complexity of thought and perspective. It assists in identifying issues, uncovering bias, and developing new ways of thinking.

Policies and Procedures:

See Code of Conduct in Course Calendar for policies on student attendance, student responsibility, and plagiarism.

Course Materials & Resources

Hopfe, L. M., Woodward, M. R., Hendrickson, B. (2014). *Religions of the World*, 13th Edition. New York: Pearson.

Resources

Ontario Ministry of Education, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, 2010.

Ontario Ministry of Education, *The Ontario Curriculum Social Sciences and Humanities, Grades 9 to 12*, 2013, Revised.