

**Course Descriptor**

Religious Education  **World Religions 3101/3106**

 September 2016

**Level of Instruction**

Senior High

**Curriculum Overview:**

World Religions 3101 is a study of the living belief systems: Aboriginal Spirituality, Early Religions (Zoroastrianism, Jainism, Taoism, Confucianism and Shinto), Hinduism, and Buddhism. World Religions 3101 is not a prerequisite for World Religions 3106. Students may choose to complete one or both courses.

World Religions 3106 is a study of the living belief systems: Judaism, Christianity, Islam, Sikhism, Religion Today (various topics and reference to Baha'i). World Religions 3101 is not a prerequisite for World Religions 3106. Students may choose to complete one or both courses.

**Curriculum Documents**

* World Religions 3101/3106 Curriculum Guide
* Framework for Religious Education (2002)

**Authorized Resources**

* *Exploring World Religions: The Canadian Perspective (Teacher Guide and Student Text)*

**Note:**

1. All evidence of learning shall be considered when determining a student’s final grade. Averaging shall not be used as a sole indicator of a student’s level of attainment of the course outcomes.
2. Homework and student behavior (except where specified in Provincial documents) shall not be given a value for assessment.
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
* Formal and informal observations (anecdotal records, checklists, etc.)
* Written responses (learning logs, journals, blogs, etc.)
* Projects (long and short term)
* Research (brochures, flyers, posters, essays, graphic organizers)
* Student presentations (seminars, speeches, debates, discussions)
* Peer assessments
* Self-assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
* Conferencing (questioning, ongoing records, checklists, etc.)
* Digital evidence (web page, blog, PowerPoint, Prezi, interactive whiteboard)
* Portfolios
* Individual and group participation (demonstrations, interviews, questioning, role play, drama)
* Work samples (investigations, learning logs, journals, blogs)

**Assessment and Evaluation Plan:**

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| --- | --- |
| Assignments/Projects | 80% |
| Quizzes/Tests | 20% |

**Themes/Units:**

World Religions 3101

* Introduction and Overview
* Aboriginal Spirituality
* Early Religions: Zoroastrianism, Jainism, Taoism
* Confucianism and Shinto
* Hinduism
* Buddhism

World Religions 3106

* Introduction and Overview
* Judaism
* Christianity
* Islam
* Sikhism
* Religion Today: various topics and reference to Baha’i

**Resource Links:**

**World Religions Curriculum Guide 3101/3106**  [**http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/rel\_ed3101\_31**](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/rel_ed3101_3106.pdf)**0**  [**6.pd**](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/rel_ed3101_3106.pdf)**f**

**Professional Learning Site, Department of Education**

<https://www.k12pl.nl.ca>