

**Level of Instruction**

Senior High

**Curriculum Overview:**

In this course students discuss the concepts of social justice and social activism and the role ethics may play in social justice issues. Students examine the roots and influences, including religious and spiritual, of social activism and responses to social justice issues. The Newfoundland and Labrador religious education curriculum is shaped by a vision of enabling and encouraging students to grow religiously, spiritually and morally into informed, caring and contributing members of society, who appreciate their own beliefs and values, and the beliefs and values of others, and who understand the contribution that Christianity and other religions make to human life.

Ethics & Social Justice 2106 introduces students to the concept of social justice, social activism and the role ethics may play in discussing social justice and social activism. Students examine the roots and influences (including religious and spiritual backgrounds) of social activism and responses to social justice issues. Students are provided opportunities to explore social activists who act from a position of faith as well as those who feel compelled to act regardless of faith adherence.

**Authorized Learning Resources:**

Framework Document for Religious Education (2002)  
Religious Education 2106 Curriculum Guide (2010 Interim Edition)  
Ethics & Social Justice: Selected Readings (2010) Department of Education

**Themes/Topics:**

Students will be expected to:

Examine the historical impact of religion on beliefs, cultures and traditions.  
Develop an understanding of the beliefs, principles and practices of Christianity and other living belief systems.  
Examine the meaning and relevance of sacred texts.  
Demonstrate an appreciation for personal search, commitment and meaning in life.  
Examine moral and ethical issues and teachings.  
Develop an appreciation for the connectedness of all creation.  
Demonstrate an understanding of the relationship between religion and science.  
Examine the influence of religion on contemporary issues and events.

## **Assessment:**

Assessment in this course is governed by the Assessment and Evaluation Policy of the former Eastern School District.

[http://www.esdnl.ca/about/policies/esd/IL\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/IL_IL.pdf)

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

### **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 behaviour (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 white board)  
Portfolios  
Individual and group participation (demonstrations, interviews, questioning, role play, drama)  
Work samples (investigations, learning logs, journals, blogs, etc.)

### **Assessment and Evaluation Plan:**

Evaluation in religious education is concerned with the development of the whole person in the cognitive, psychomotor, and affective domains. The affective domain deals with feelings and emotions and is exemplified through students' attitudes, interests, value systems and appreciations. In planning for assessment the key question is: "What is the student expected to accomplish?" The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate this. The student will be expected to demonstrate knowledge, skills and abilities.

The means can be multiple and varied: presentations, art work, dramatizing, charting or graphing information, locating and displaying information, demonstrating a skill, designing a product or a plan, drawing or representing a concept a process, or an idea. The choice of means will depend on available resources including time and the type of learners and their strengths.

**Evaluation:**

Performance Assessment 100%

**Resource Links:**

**Religious Education Curriculum Guide**

[http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/2106/2010\\_ESJ\\_2106\\_Interim\\_Guide.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/2106/2010_ESJ_2106_Interim_Guide.pdf)

**Professional Learning Site**

<http://www.k12pl.nl.ca/religious-education/ethics-social-justice-2106.html>