

## Religious Education Course Description

**Level of Instruction:** Grades 7-9

### Curriculum Overview:

The Intermediate Religious Education curriculum takes a non-confessional approach. Various religions are included in this program and beliefs, doctrines, practices and history of each are covered with sensitivity and respect. The curriculum creates a context for students to recognize the diversity of religion and how it has influenced and continues to influence individuals and society. It enables and encourages students to grow spiritually and morally into informed, caring and contributing members of society. Students develop an appreciation for their own beliefs and values, and the beliefs and values of others. They acquire an understanding of the contribution that religions make to human life.

### Authorized Learning Resources:

#### Grades 7, 8, and 9

- Framework Document for Religious Education (2002)
- Intermediate Religious Education Curriculum Guide (2002)

#### Grade 7

- Expressions of Faith (with teacher's guide)

#### Grade 8

- Who Am I? (with teacher's edition)
- Who Am I? (dramatized audio CD)

#### Grade 9

- My Place in the World (with teacher's edition)

### 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>

### Assessment and Evaluation Plan for Religious Education 7-9:

Performance Assessment  
Tests/Quizzes

70%  
30%

**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, etc.)
  - Student presentations (seminars, speeches, debates, discussions, etc.)
  - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts, etc.)
  - Peer assessments
  - 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,
  - Tests and quizzes

**Resource Links:**

Religious Education Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/index.html#guide>