

## World Religions 3101/06 Course Description

### 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.

### Authorized Learning Resources:

Framework for Religious Education (2002)  
World Religions 3101/3106 Curriculum Guide  
Exploring World Religions: The Canadian Perspective (Teacher Guide and Student Text)

### 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

## 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/l\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/l_IL.pdf).

[http://www.esdnl.ca/about/policies/esd/regulations/l\\_IL\\_1L.pdf](http://www.esdnl.ca/about/policies/esd/regulations/l_IL_1L.pdf)

## Assessment and Evaluation Plan:

Assignments/Projects	70%
Quizzes/Tests	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 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)
  - 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)
  - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
  - 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:

**World Religions Curriculum Guide 3101/3106**

[http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/rel\\_ed3101\\_310](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/rel_ed3101_310)

