



PORT CREDIT S.S. COURSE OVERVIEW



World Religions and Belief Traditions: Perspectives, Issues and Challenges

DEPARTMENT: Social Science

COURSE CODE: HRT3M0

TEXTBOOK: Kerhahan, D., Lawley, P., Ellsworth, J. & Goodland, S. (2001) *Exploring World Religions* Don Mills: Oxford University Press.

TEXTBOOK REPLACEMENT COST: \$115

PREREQUISITE: none

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.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ Exploring: explore topics related to world religions and belief traditions, and formulate questions to guide their research;
- ✓ Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- ✓ Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- ✓ 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.
- ✓ Why Study World Religions and Belief Traditions?: demonstrate an understanding of various reasons for the study of world religions and belief traditions;
- ✓ 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;
- ✓ Approaches: demonstrate an understanding and assess the strengths and weaknesses of various approaches to the study of world religions and belief traditions.
- ✓ Functions of Human Belief Traditions: explain some of the ways people use religions and belief traditions to meet human needs;
- ✓ The Search for Meaning: analyse ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning.
- ✓ Tenets, Practices, and Teachings: outline the central tenets, practices, and teachings of various religions and belief traditions;
- ✓ Sacred Writings and Oral Teachings: analyse the role of sacred writings and oral teachings in various religions & belief traditions;
- ✓ Prescribed Roles and Influential Figures: analyse how individuals with specific roles have influenced the development of various religions and belief traditions.
- ✓ 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;
- ✓ 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.
- ✓ Cultural Contexts: identify and analyse ways in which various religions and belief traditions are embodied in cultural forms;
- ✓ Social Contexts: analyse the interaction between society and various religions and belief traditions;
- ✓ Social Challenges: demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society;
- ✓ Religion, Civil Society, and Popular Culture: describe and analyse ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture.

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed and act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks	

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- * **Responsibility**
- * **Collaboration**
- * **Organization**
- * **Initiative**
- * **Independent Work**
- * **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____