**Eastern
Course**

Newfoundland & Labrador
English School District

**Region
Descriptor**

Religious Education
Ethics and Philosophy 2101
September 2014

Level of Instruction

Senior High

Curriculum Overview:

This course introduces students to foundational precepts of philosophy and the interdependence of ethical behaviour and philosophical and religious thought. 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 and Philosophy 2101 introduces students to foundational precepts of philosophy and the interdependence of ethical behaviour and philosophical and religious thought. While the foundations of philosophy are explored, the focus of the course is to reflect on how to think rather than on what to. This religious education curriculum aims to foster critical thinking as students examine and investigate problems and conflicts, individually, locally and globally.

Authorized Learning Resources:

- Framework Document for Religious Education (2002)
- Religious Education 2101 Curriculum Guide (2010 Interim
- Edition)
- Philosophy: Questions & Theories (Student and Teacher resources, McGraw-Hill 2003)
- The Dream Weaver (supplementary) by Jack Bowen (Pearson –Longman Imprint 2008)
- What if … Collected Thought Experiments in Philosophy (supplementary) by Peg Tittle (Pearson- Longman Imprint 2005)

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/I_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,

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.

Performance Assessment   100%

Resource Links:

Religious Education Curriculum Guide
http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/religion/2101/2010_EP_2101_Interim_Guide.pdf