

Religious Education 4

Curriculum Guide 2015



Education and Early Childhood Development

Department of Education Mission Statement

By March 31, 2017, the Department of Education will have increased the ease of access and responsiveness of the provincial education system to improve opportunities for the people of Newfoundland and Labrador.

Table of Contents

Acknowledgements	iv
Section One: Newfoundland and Labrador Curriculum	
Outcomes Based Education.....	1
Context for Teaching and Learning	4
Inclusive Education.....	4
Literacy.....	10
Learning Skills for Generation Next.....	12
Assessment and Evaluation.....	15
Section Two: Curriculum Design	
Rationale.....	19
Curriculum Outcomes Framework	20
Course Overview.....	22
Suggested Yearly Plan	22
How to use a Four Column Layout.....	24
How to use a Strand Overview.....	26
Section Three: Specific Curriculum Outcomes	
Historical Concepts	27
Personal Concepts.....	45
Community and Environment Concepts.....	59
Appendices.....	70
References	81

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Section One: Newfoundland and Labrador Curriculum

Introduction

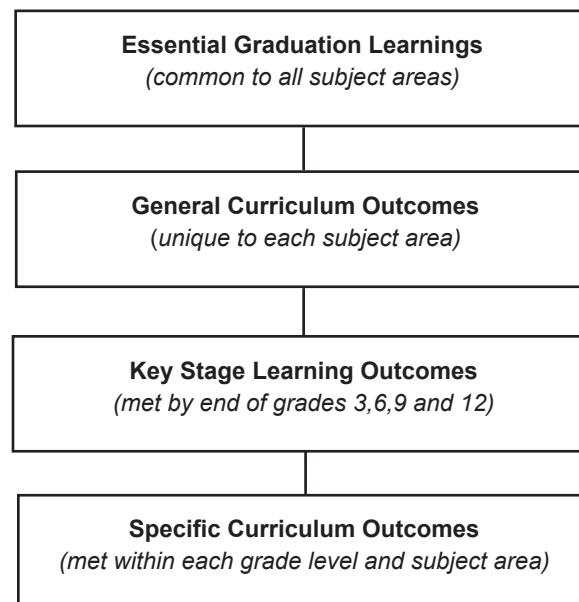
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

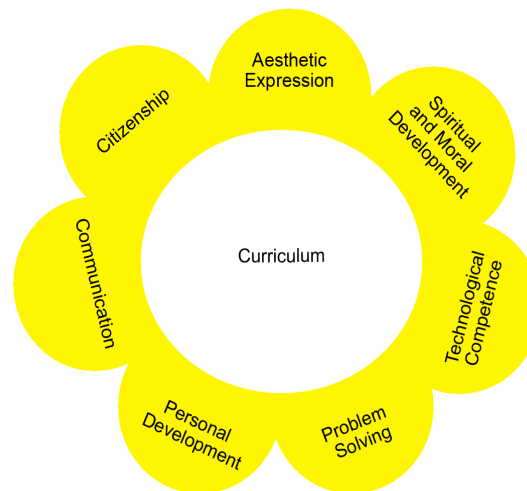
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication - Graduates will be able to think, learn, and communicate effectively by using listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols.

Problem Solving - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

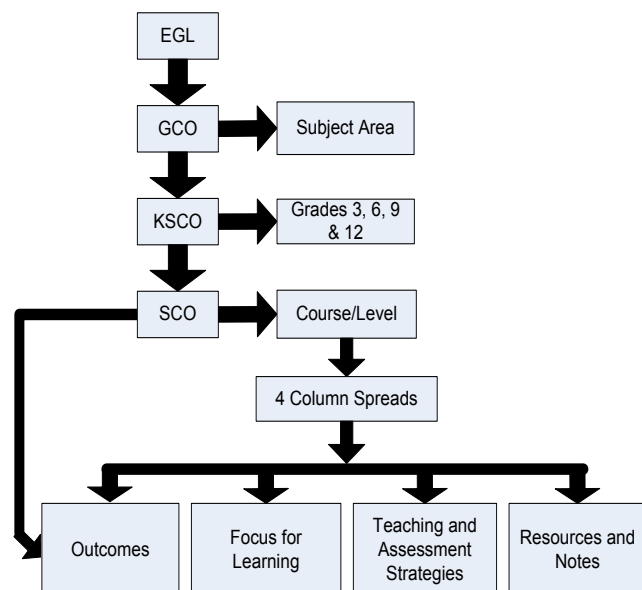
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

EGLs to Curriculum Guides



Context for Teaching and Learning

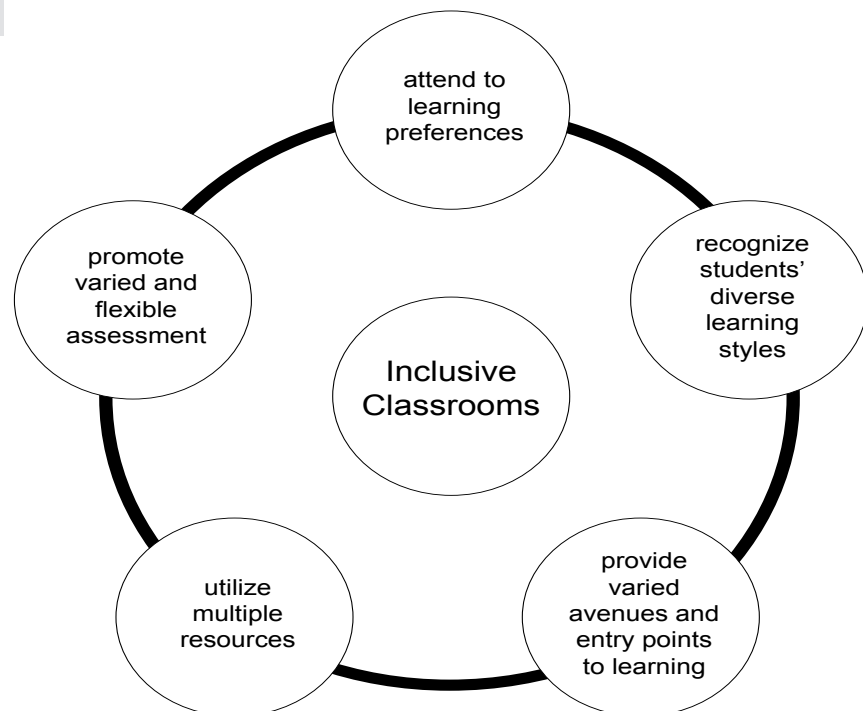
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate (The Centre for Inclusive Education, 2009).

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



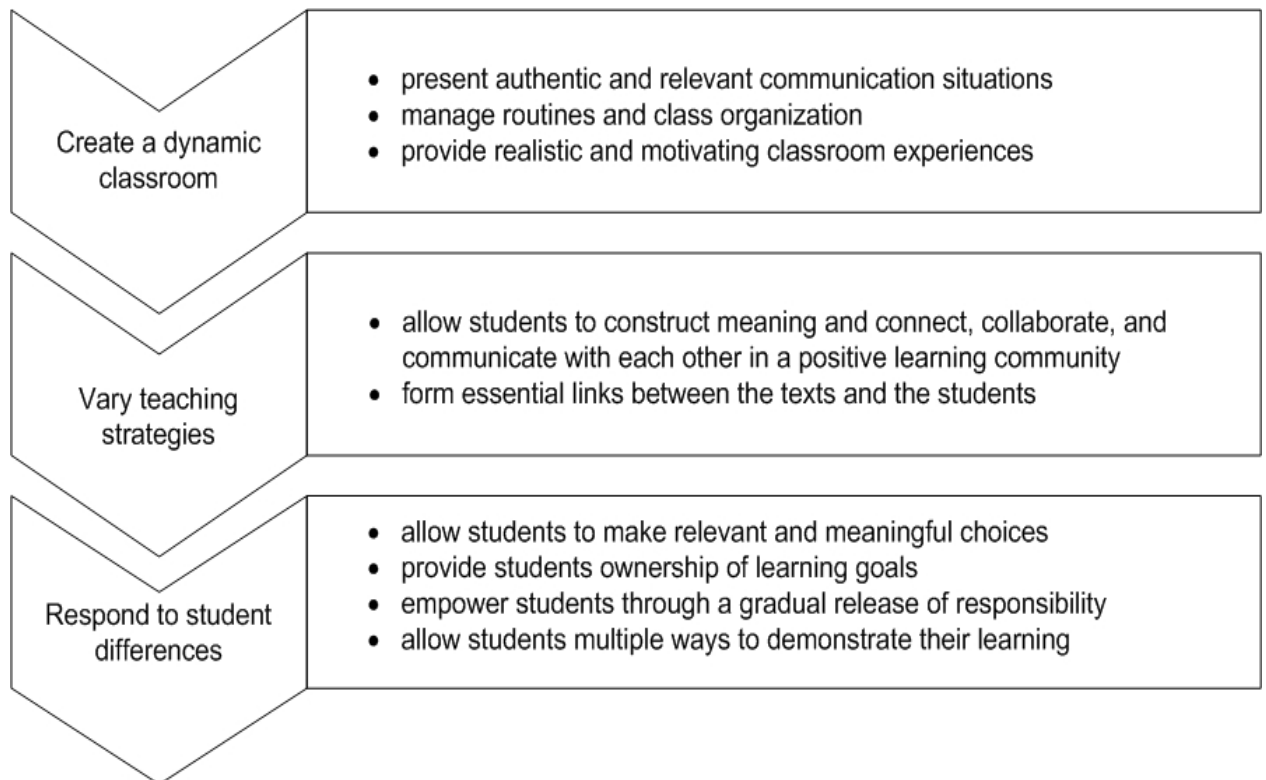
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning (Carol Ann Tomlinson).

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students With Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students Who are
Highly Able*

** includes gifted and
talented*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:

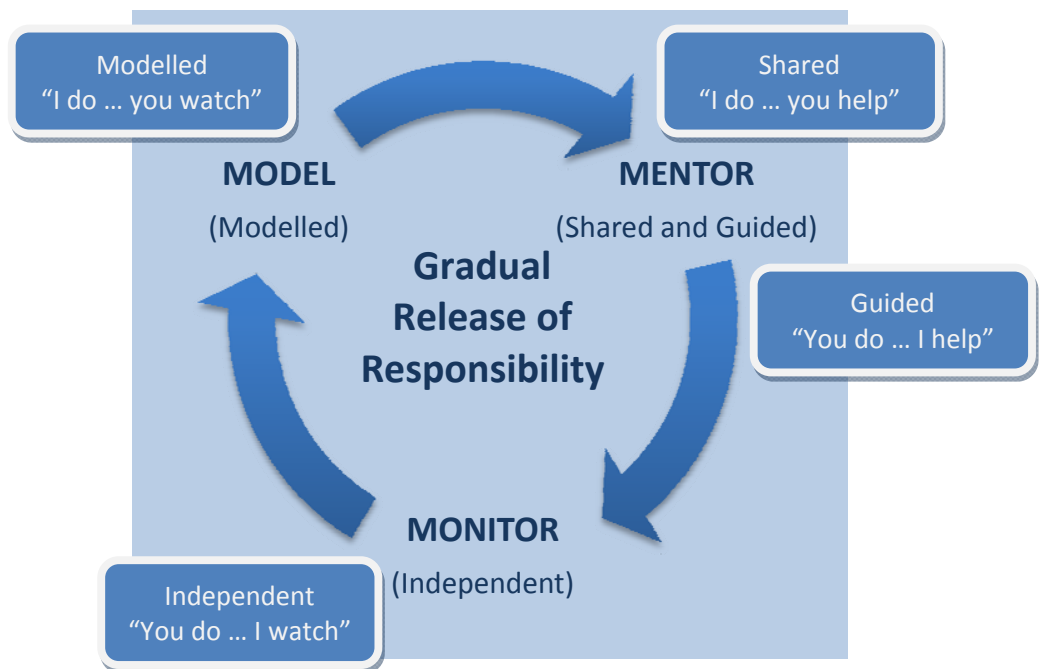
- independent study to increase depth of exploration in an area of particular interest .
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

UNESCO has proposed an operational definition which states, "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13).

Reading in the Content Areas

Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools (CAMET)*.

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information presented in a variety of ways including, but not limited to:

- | | | |
|---------------------|------------------|--------------------|
| • Books | • Documentaries | • Speeches |
| • Poems | • Movies | • Podcasts |
| • Songs | • Music videos | • Plays |
| • Video games | • Advertisements | • Web pages |
| • Magazine articles | • Blogs | • Online databases |

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – students are able to read, view, and understand texts without assistance
- Instructional level – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

Learning and Innovation Skills

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

Literacy Skills

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

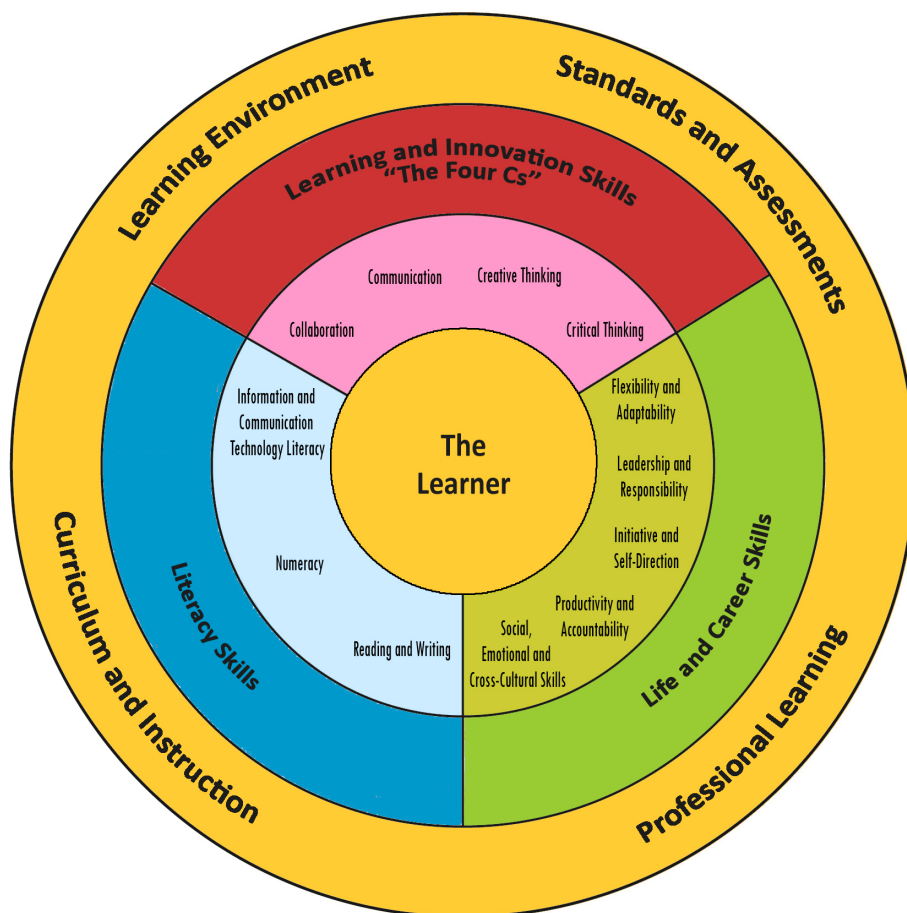
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

Life and Career Skills

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



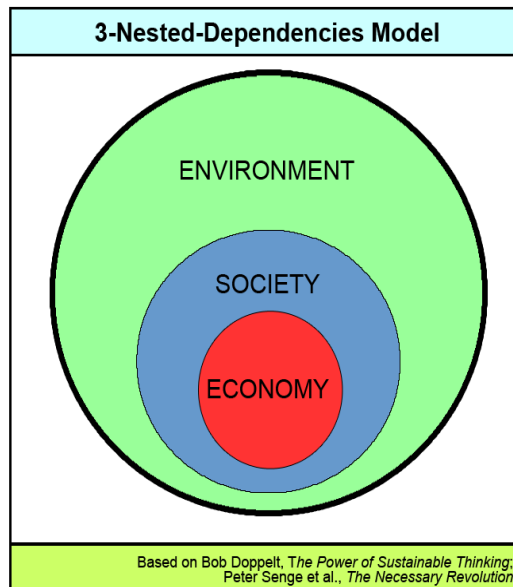
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 43).

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do

2. Assessment as Learning

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather

than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

Types of Assessment Tools:

- | | | |
|-----------------------------------|----------------------|--------------------|
| • Anecdotal Records | • Exemplars | • Projects |
| • Audio/video clips | • Graphic Organizers | • Questions |
| • Case Studies | • Journals | • Quizzes |
| • Checklists | • Literacy Profiles | • Role Plays |
| • Conferences | • Observations | • Rubrics |
| • Debates | • Podcasts | • Self Assessments |
| • Demonstrations | • Portfolios | • Tests |
| • Documentation using photographs | • Presentations | • Wikis |

Assessment Guidelines

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

Section Two

Rationale

The religious education curriculum focuses on exploring the similarities among religions and faith communities as well as the unique qualities each living belief system offers to its followers. Students investigate and consider a number of aspects of living belief systems. These include the

- influences of religion on local and global communities, including music, art, drama, literature, and architecture
- history, beliefs, traditions, and practices of living belief systems
- role of faith and belief as a part of an individual's spirituality

The religious education curriculum is shaped by a vision of enabling and encouraging students to grow religiously, spiritually, and morally. It is designed to promote students' ability to become informed, caring, and contributing members of society, who appreciate their own beliefs and values as well as the beliefs and values of others. They should come to appreciate the intrinsic worth of each religion for its followers.

The religious education program is included as part of the core curriculum in grades K-9 with optional courses available to senior high students. By the end of grade nine, students are expected to explore the beliefs of a variety of religions and faith communities represented in the province, including Aboriginal Spirituality (Innu, Inuit, Mi'kmaq), Bahá'í Faith, Buddhism, Christianity, Islam, Hinduism, Judaism, and Sikhism.

The religious education curriculum is organized in three strands with eight general curriculum outcomes:

- historical concepts
- personal concepts
- community and environment concepts

Curriculum Outcomes Framework

Below are the key stage 6 outcomes (KSCOs) aligned with the general curriculum outcomes (GCOs) for religious education. The general curriculum outcomes are common to all grades; the key stage outcomes summarize students' expected achievement at the end of each key stage. Further explanation of GCOs and KSCOs can be found on pages 13-31 of the *Foundation for the Province of Newfoundland and Labrador Religious Education Curriculum*. The specific curriculum outcomes for Grade 4 are presented in each strand overview, beginning on page 28.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Historical Concepts <i>Looking back: Where did it all begin?</i>	1. Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.	<ul style="list-style-type: none"> develop an understanding that throughout history people have been in relationship with the divine (e.g., animism, polytheism, monotheism) explore how religions are based on belief systems with distinct stories, symbols, and celebrations (e.g., Easter, the Khanda, Star of David) develop an appreciation of how society's morals and values are often rooted in religious teachings explore how religion is expressed through art, architecture, music, drama, and literature (e.g., Michelangelo, Handel's Messiah)
	2. Students will be expected to develop an understanding of the beliefs, principles, and practices of Christianity and other living belief systems.	<ul style="list-style-type: none"> explore what is meant by belief demonstrate a knowledge of basic beliefs of various religions demonstrate an understanding that religious principles are founded in religious texts, both oral and written (e.g., <i>Bible</i>, <i>Qur'an</i>, <i>Bhagavad Gita</i>) recognize that religious principles emerged from the life and teachings of founders, prophets, teachers, and leaders of various religions examine the importance of religious values in developing a code of living explore the importance of religious practices (e.g., rites of passage, confirmation, Bar Mitzvah)
	3. Students will be expected to examine the meaning and relevance of sacred texts.	<ul style="list-style-type: none"> demonstrate an understanding of the sources of sacred texts, both oral and written (e.g., <i>Bible</i>, <i>Qur'an</i>) demonstrate an appreciation of the importance placed on sacred texts by their adherents demonstrate a knowledge of important events and characters within sacred texts (e.g., Passover, Last Supper, Paul, Krishna)

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Personal Concepts</i> <i>Looking within: How does this affect me?</i>	4. Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning in life.	<ul style="list-style-type: none"> • recognize that people search for meaning in life • demonstrate an understanding of the meaning of commitment (e.g., discipleship) • explore the concept of commitment in various religions • explore how people's religious beliefs influence their daily lives
	5. Students will be expected to examine moral and ethical issues and teachings.	<ul style="list-style-type: none"> • identify moral and ethical teachings of various living belief systems • explore the processes by which people make moral and ethical decisions • develop an understanding that behaviour affects self and others • recognize that individuals must take responsibility for their actions
Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Community and Environment Concepts</i> <i>Making connections: How will this guide my actions?</i>	6. Students will be expected to develop an appreciation for the connectedness of all creation.	<ul style="list-style-type: none"> • consider the belief in the relationship of a creator with creation • demonstrate an understanding that all things in creation are connected • recognize that humanity is an integral part of creation • explore humanity's responsibility in creation (e.g., concept of stewardship in Aboriginal Spirituality)
	7. Students will be expected to demonstrate an understanding of the relationship between religion and science.	<ul style="list-style-type: none"> • explore the roles of science and religious belief in understanding the natural world
	8. Students will be expected to examine the influence of religion on contemporary issues and events.	<ul style="list-style-type: none"> • explore how religion affects issues facing humanity (e.g., environmental, social) • develop an awareness of social justice • develop an awareness of the response of various living belief systems to social justice issues (e.g., poverty, human rights) • develop a personal response to current issues

Course Overview

The Grade 4 religious education curriculum focuses on historical, personal, and community and environment concepts in Christianity, Islam, and Judaism. The curriculum intends to further develop students' understanding and personal connections initiated in K-3.

The religious education program is designed to engage Grade 4 students in discussions about the role of traditions and expressions of faith in the personal lives of followers and the wider communities in which they live. In doing so, students have the opportunity to expand their own ideas about problems, questions, and issues.

The course includes

- exploring the connections between religious belief, history, and culture in Christianity, Islam, and Judaism
- investigating the development of personal ideas, beliefs, and values in Christianity, Islam, and Judaism
- developing positive self-concepts, relationships with others, and respect for the environment and community

Suggested Yearly Plan

There is no one way to organize a year of instruction for students; many variables will influence teachers' choices for learning opportunities, including:

- *availability and accessibility of community resources*
- *collaboration opportunities with other teachers*
- *students' prior learning and interests*

The Elementary religious education curriculum includes a focus in each year on selected religions and living belief systems:

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Christianity • Islam • Judaism 	<ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Sikhism 	<ul style="list-style-type: none"> • Aboriginal Spirituality • Bahá'í Faith • Christianity • Islam

The suggested yearly plan divides instructional time into three time segments: beginning, middle, and late. Key concepts are threaded throughout the curriculum but a focus is suggested for each time segment. Sample Performance Indicators (PIs) are provided for each GCO; target dates (Wk) for these activities may help teachers pace curriculum instruction and enable students to meet all outcomes in religious education. Appendix A provides a list of selections from authorized resources which align with the suggested yearly plan.

	Beginning				Middle			Late																							
Month	September	October	November	December	January	February	March	April	May	June																					
Wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Focus	Historical concepts				Community and environment concepts			Personal concepts																							
PIs	GCO 2		GCO 8		GCOs 1, 4			GCOs 5, 6			GCO 3																				

Suggested Daily Plan The suggested daily plan uses a workshop model that will support a sustained block of time for delivering the curriculum as well as allowing for a focus on developing interdisciplinary literacy skills. Using a workshop model can support a gradual release of responsibility as students work towards independent learning activities.

<i>Workshop Model</i>	
Organization and Time	Teaching and Learning Context
<p style="text-align: center;">Whole Group</p> <ul style="list-style-type: none"> • 10% of class time • Teacher-guided 	<p>Opening: Learning focus or lesson goal (outcome)</p> <p>Teachers may:</p> <ul style="list-style-type: none"> • facilitate a shared activity for the whole group (e.g., think-pair-share, brainstorming, inside-outside circle, preview new vocabulary) • model an activity that students will do (e.g., expectations for discussion, sample project, sharing exemplars) • use a motivator or hook to activate students' prior learning (e.g., anecdote, artifact, game, quote, song, story, video, visuals) • use pre-assessment to gauge students' understanding of a new topic (e.g., KWL chart, entry card, thumbs up/thumbs down, voting) <p>Students are gathered together for explicit teaching.</p>
<p style="text-align: center;">Individual and/or Flexible groups</p> <ul style="list-style-type: none"> • 75% of class time • Student-directed and teacher-guided 	<p>During: student work time in flexible groups or individually</p> <p>Students may:</p> <ul style="list-style-type: none"> • participate in conversation or discussion to : <ul style="list-style-type: none"> - make connections (e.g., text-to-text, text-to-self, text-to-world) - respond to texts (e.g., journal, open-constructed response, videos, role play, illustration, art activities, debate, compare and contrast ideas) - engage in project planning and investigation • read to each other • read to self • write or create texts in response to learning activities <p>Teachers observe independent work and offer support only as necessary.</p> <p>Teachers may:</p> <ul style="list-style-type: none"> • conference with individual students • facilitate a read aloud or choral reading • facilitate discussions • guide or direct student work
<p style="text-align: center;">Whole Group</p> <ul style="list-style-type: none"> • 15% of class time • Teacher-directed 	<p>Closing: Group sharing and reflection time</p> <p>Teachers may facilitate:</p> <ul style="list-style-type: none"> • consolidation of ideas and learning (e.g., student reports on what they did, reflection activities) • debriefing activities (e.g., exit cards, questions to continue discussion)

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

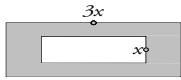
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning

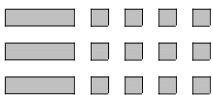
Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
<p>Outcomes</p> <p><i>Students will be expected to</i></p> <p>1.0 <i>model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</i></p> <p>1.2 <i>model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</i></p> <p>1.3 <i>apply a personal strategy for multiplication and division of a given polynomial expression</i></p>	<p>Focus for Learning</p> <p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <ol style="list-style-type: none"> $(6x^2 + 12x - 3) \div 3$ $(4x^2 - 12x) \div 4x$ <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense 9</i> Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: <ul style="list-style-type: none"> Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in Column two or three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

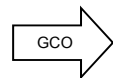
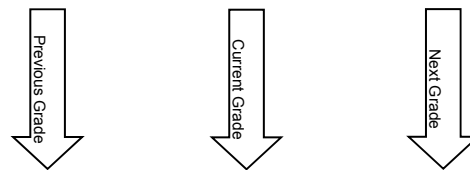
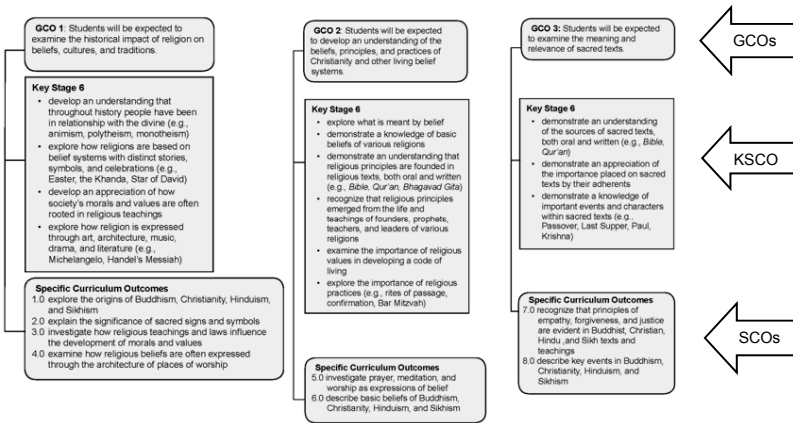
Suggestions for instruction and assessment are organized sequentially:

- **Activation** – suggestions that may be used to activate prior learning and establish a context for the instruction
- **Connection** – linking new information and experiences to existing knowledge inside or outside the curriculum area
- **Consolidation** – synthesizing and making new understandings
- **Extension** – suggestions that go beyond the scope of the outcome

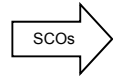
These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.



Grade 4	Grade 5	Grade 6
1.0 explore the origins of Judaism, Christianity, and Islam	1.0 explore the origins of Buddhism, Christianity, Hinduism, and Sikhism	1.0 explore the origins of Bahá'í Faith, Christianity, and Islam
2.0 explain the significance of religious celebrations	2.0 explain the significance of sacred signs and symbols	2.0 examine stories of creation and the afterlife in Aboriginal Spirituality, Christianity, and Islam
3.0 explore how teachings and laws of Christianity, Islam and Judaism influence the development of morals and values	3.0 investigate how religious teachings and laws influence the development of morals and values	3.0 compare the teachings and laws of Christianity and Islam
	4.0 examine how religious beliefs are often expressed through the architecture of places of worship	4.0 examine how religious beliefs are often expressed through art, music, drama, and dance

The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

Section Three:
Specific Curriculum Outcomes
Historical Concepts

Historical Concepts

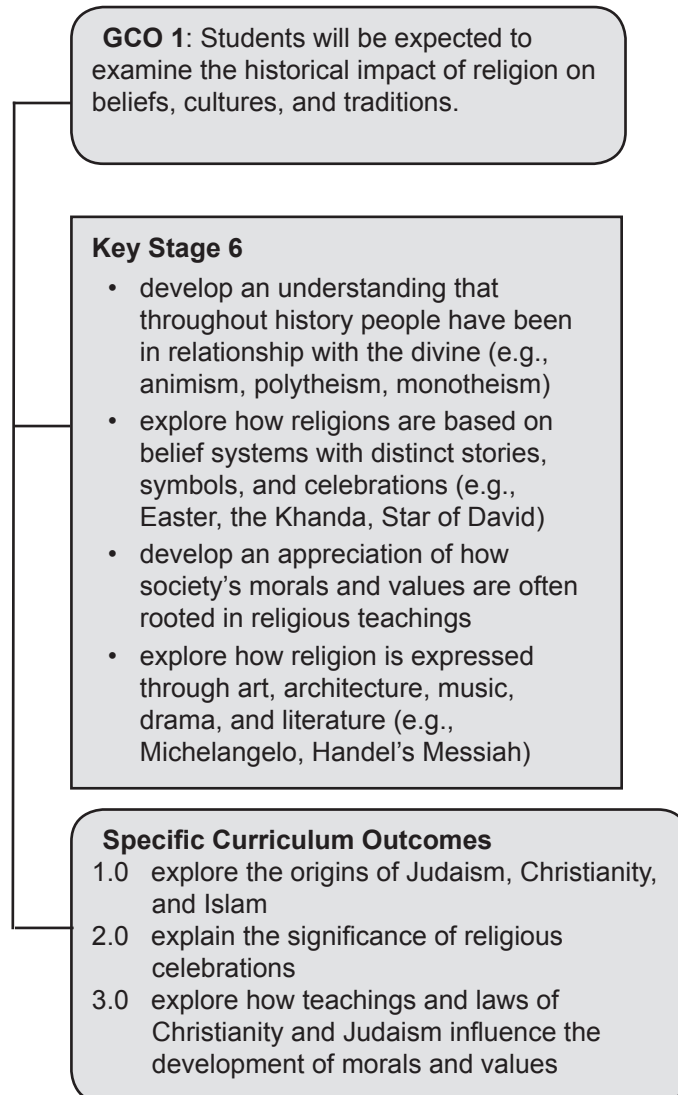
Focus

The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Historical Concepts (GCOs 1-3)** is looking back over time to explore the connections among religious beliefs, history, and culture. Students may ask questions, such as

- Where did Christianity begin?
- How has Islam changed over time?
- Does Judaism look the same all over the world?
- Does the *Torah* come in more than one language?
- What did Christians and Jews do during the Second World War?

Outcomes Framework



GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Key Stage 6

- explore what is meant by belief
- demonstrate a knowledge of basic beliefs of various religions
- demonstrate an understanding that religious principles are founded in religious texts, both oral and written (e.g., *Bible*, *Qur'an*, *Bhagavad Gita*)
- recognize that religious principles emerged from the life and teachings of founders, prophets, teachers, and leaders of various religions
- examine the importance of religious values in developing a code of living
- explore the importance of religious practices (e.g., rites of passage, confirmation, Bar Mitzvah)

Specific Curriculum Outcomes

- 4.0 explore what is meant by religion
- 5.0 explore the concept of belief
- 6.0 explore basic beliefs of Christianity, Islam, and Judaism
- 7.0 describe initiation ceremonies such as baptism, naming, dedication, and Bar/Bat Mitzvah

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Key Stage 6

- demonstrate an understanding of the sources of sacred texts, both oral and written (e.g., *Bible*, *Qur'an*)
- demonstrate an appreciation of the importance placed on sacred texts by their adherents
- demonstrate a knowledge of important events and characters within sacred texts (e.g., Passover, Last Supper, Paul, Krishna)

Specific Curriculum Outcomes

- 8.0 recognize that principles of sharing, caring, acceptance, respect, and justice are present in Christian and Jewish texts
- 9.0 identify key characters in Christianity, Islam, and Judaism

SCO Continuum

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Grade 3	Grade 4	Grade 5
1.1 recognize that living belief systems include stories/ accounts about significant individuals	1.0 explore the origins of Judaism, Christianity, and Islam	1.0 explore the origins of Buddhism, Christianity, Hinduism, and Sikhism
1.2 examine the impact that stories/accounts from selected living belief systems have on cultures and traditions	2.0 explain the significance of religious celebrations	2.0 explain the significance of sacred signs and symbols
	3.0 explore how teachings and laws of Christianity, Islam, and Judaism influence the development of morals and values	3.0 investigate how religious teachings and laws influence the development of morals and values
		4.0 examine how religious beliefs are often expressed through the architecture of places of worship

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Grade 3	Grade 4	Grade 5
2.1 identify individuals whose lives exemplify their religious beliefs and principles	4.0 explore what is meant by religion	5.0 investigate prayer, meditation, and worship as expressions of belief
2.2 explore how individuals' lives have exemplified their religious beliefs, principles and practices	5.0 explore the concept of belief	6.0 describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism
	6.0 explore basic beliefs of Christianity, Islam and Judaism	
	7.0 describe initiation ceremonies such as baptism, naming, dedication, and Bar/Bat Mitzvah	

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Grade 3	Grade 4	Grade 5
3.1 recognize the importance of selected individuals as they related to or are found in sacred texts	8.0 recognize the principles such as sharing, caring, acceptance, respect, and justice are evident in Jewish and Christian texts	7.0 recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings
	9.0 identify key characters in Christianity, Islam, and Judaism	8.0 describe key events in Buddhism, Christianity, Hinduism, and Sikhism

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Outcomes

Students will be expected to

- 1.0 explore the origins of Christianity, Islam, and Judaism
- 2.0 explain the significance of religious celebrations
- 3.0 explore how teachings and laws of Christianity and Judaism influence the development of morals and values

Focus for Learning

When addressing SCO 1.0 and SCO 3.0, it is important to engage students in discussion about how key figures shared the main teachings in Christianity, Islam, and Judaism. These teachings will allow students to become familiar with the origins of Christianity, Islam, and Judaism. In Grade 3, students focused on a number of key figures and religious leaders and may bring this prior learning to the discussion. There may be opportunities for students to meet other SCOs while engaged in activities associated with SCOs 1.0 and 3.0:

- SCO 9.0: identify key characters in Christianity, Islam, and Judaism (GCO 3)
- SCO 13.0: identify Christian, Muslim, and Jewish teachings concerning honesty, cheating, stealing, and bullying (GCO 5)

Appendix B provides a list of cross-references for specific curriculum outcomes as they appear in this guide.

A discussion of origins in SCO 1.0 may include

- stories about the founding of a religion
- information about important leaders
- significant details about the religion’s history, such as
 - how it developed over time
 - important events over the history of the religion
 - where in the world its followers live
 - its influence on culture in different countries

While SCO 2.0 focuses on societal and regional experiences, many Grade 4 students will most likely draw on personal experiences with these celebrations, such as gift-giving, celebrating with food, lighting candles, and the decoration of houses. Different societies celebrate these events in different ways – there are cultural traditions associated with these events that may have a limited basis in sacred text. How society recognizes religious holidays and events has had a historical impact on cultural traditions. Teachers should encourage students to be open to multiple interpretations of these activities, some secular or non-religious, and others based on religious texts and beliefs.

Teachers should make every effort to introduce discussions about celebrations at the time when they are occurring in the year.

Appendix D provides a time line of suggested Christian, Jewish, and Muslim events and holidays.

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use sacred texts and stories of Abraham and Sarah, Moses, Jesus, and Muhammad to help students become familiar with the origins of Christianity, Islam, and Judaism.

Students may

- Explore the origins of their own names, the name of their school, or the name of their community to develop an understanding of what is meant by “origins”.

Connection

Teachers may

- Develop with students a class list of expected behaviours for the classroom and/or the school:
 - Discuss how the class list and some laws of society may have been influenced by religious laws.
 - Connect expected behaviours to the vision for school community.
- Share children’s literature on religious origins or celebrations.

Students may

- Create a class mural depicting key figures and celebrations associated with the origins of Christianity, Islam, and Judaism
Teachers will need to be sensitive to students whose religious beliefs prevent them from depicting specific images. Muslims do not depict Muhammad’s face, for example.

Resources and Notes

Authorized

Appendices

- Appendix B: Sample Letter for Parents and Guardians
- Appendix C: Specific Curriculum Outcomes – Cross-references
- Appendix D: Sample Time Line of Christian, Jewish, and Muslim holidays and celebrations

Journeys

- Origins of Judaism: teacher resource (TR) 184
- Origins of Christianity TR192
- Origins of Islam TR196
- Ramadan: student resource (SR) 52, TR58
- The Friendship of Ruth SR87, TR88
- A Christian Festival of Light SR92, TR94
- A Special Preparation SR98, TR98
- Purim SR105, TR104
- The Golden Rule SR114, TR110
- Guidance from the Qur’an SR118, TR114
- Bringing It All Together SR123, TR120
- Ten Rules SR129, TR126
- Keeping a Promise SR134, TR138
- A Special Jewish Meal SR138, TR134
- The Meaning of Easter SR147, TR140

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Outcomes

Students will be expected to

- 1.0 explore the origins of Christianity, Islam, and Judaism*
- 2.0 explain the significance of religious celebrations*
- 3.0 explore how teachings and laws of Christianity and Judaism influence the development of morals and values*

Focus for Learning

In order to promote and support active self-reflection, students should be encouraged to use their personal experiences to

- respond to teacher-provided prompts
- respond to classroom learning activities
- pose, record, and investigate questions

Self-reflection activities can take many forms: comics or storyboards, drawings or sketches, idea boards, newspaper headlines, photos, written journals, etc. Teachers may need to provide some organizational tools (e.g., portfolio, binder, digital folder) to keep students' responses accessible and cumulative.

Sample Performance Indicator

Imagine you have been invited to an important religious event. Create a text from the perspective of someone who was there. (e.g., celebrations, such as Christmas, Hanukkah, or Ramadan; events such as, Hajj pilgrimage, birth of Jesus, presentation of the Ten Commandments, John baptizing Jesus, Seder meal during Passover, crucifixion of Jesus, Muhammad's hijrah) Texts could be news report, email, postcard, travel blog, email, puppet show, etc.

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Sample Teaching and Assessment Strategies**Consolidation**

Students may

- Contribute to a class photo album:
 - Include a photo of each student with a caption explaining the origin of his or her name.
 - Include a description and/or photo of an important celebration he or she attended.

Extension

Students may

- Compare Christian and Jewish teachings and laws with the UN Charter of Rights of the Child.

Resources and Notes**Suggested**

Children's literature

- *Rebecca's Journey Home* by Brynn Olenberg Sugarman – celebrations
- Heinemann Series (Blake Education): *Islam, Judaism and Christianity* – origins

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/hs.html>

- Mapping websites to explore significant religious places

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Outcomes

Students will be expected to

- 4.0 explore what is meant by religion
- 5.0 explore the concept of belief
- 6.0 explore basic beliefs of Christianity, Islam, and Judaism
- 7.0 describe initiation ceremonies such as baptism, naming, dedication, and Bar/Bat Mitzvah

Focus for Learning

SCO 4.0 focuses on an exploration of what the word “religion” means to students. Students should be encouraged to share a wide range of interpretations of what religion means. It is not the intent to create a label or a discrete definition but rather to build shared knowledge about characteristics of religion. It is important, however, that students understand that many religions have denominations or sub-traditions within them (e.g., Christianity and Roman Catholic or Islam and Sunni Muslims) and that not every follower of a religion believes exactly the same ideas or behaves in exactly the same way.

In meeting SCO 5.0, students will need to understand the distinction between beliefs which are religious and beliefs which are not. To help clarify the distinction, students will explore basic beliefs of Christianity, Islam, and Judaism (SCO 6.0). While engaged in activities associated with these SCOs, students will likely meet outcomes under GCO 1. Religious beliefs have influenced how society and culture have been shaped over time (i.e., laws, holidays, celebrations, conflicts over land).

The concept of initiation ceremonies was introduced in Kindergarten and Grade 1 religious education to engage students in a discussion about the feelings they have towards being part of a group(s). In meeting SCO 7.0, students are not expected to describe their own personal experiences; it is not assumed that all students belong to faith communities. The intent of SCO 7.0 is to provide opportunities for students to explore the personal feelings presented by individuals who **are** members of a faith community as they experience initiation ceremonies. Activities associated with SCO 7.0 may also help students meet other outcomes:

- SCO 3.0: explore how teachings and laws of Christianity and Judaism influence the development of morals and values (GCO 1)
- SCO 10.0: examine what it means to be committed to a cause, a belief system, or another person (GCO 4)
- SCO 11.0: recognize in Christianity, Islam, and Judaism the importance of keeping promises and taking responsibility (GCO 4)

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Explore with students what it means to be a part of a group, such as Boy Scouts, Girl Guides, sports teams, music groups, or other youth groups:
 - How is commitment important in being part of a group?
 - How do group members rely on each other?
 - How do group members share common goals, aims, or beliefs?
- Use an entry card to assess students' understanding of religion.
- Facilitate an inside-outside circle for students about beliefs in general. Students may share personal beliefs, such as
 - I believe my hockey team will win the Stanley Cup.
 - I believe my friends value the same things I do.
 - I believe aliens and UFOs are real.

Students may

- Brainstorm what it means to “believe”.
- Participate in small group discussions about their ideas about and experiences with religion.
- Develop working definitions or explanations of “religion” and “belief”.

Connection

Teachers may

- Invite guest speakers from different faiths in the community to talk to students about their beliefs.

Students may

- Create journal responses to express their ideas and feelings about their personal beliefs.
- Choose one of the Ten Commandments or the Five Pillars and describe it in their own words using a method or medium of their own choice.
- Discuss aspects of initiation ceremonies, such as
 - age and gender
 - expectations from other group or community members
 - privileges and responsibilities after initiation or joining the group

Resources and Notes

Authorized

Journeys

- Judaism: Basic Beliefs TR184
- Christianity: Basic Beliefs TR193
- Islam: Basic Beliefs TR197
- A New Journey SR8, TR16
- Seth's Fall SR16, TR22
- Who is Jesus? SR21, TR26
- The Five Pillars of Islam SR27, TR32
- The Birthday of the Christian Church SR32, TR38
- Celebrating and Giving Thanks SR38, TR44
- Sukkot SR43, TR48
- Hanukkah at Seth's House SR64, TR74
- A Christmas Pageant SR72, TR78

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Outcomes

Students will be expected to

- 4.0 explore what is meant by religion*
- 5.0 explore the concept of belief*
- 6.0 explore basic beliefs of Christianity, Islam, and Judaism*
- 7.0 describe initiation ceremonies such as baptism, naming, dedication, and Bar/Bat Mitzvah*

Focus for Learning

Sample Performance Indicator

Question Time: Interview someone older than you about religious or spiritual beliefs: a teenager, a parent, a teacher, a youth leader, a neighbour. You can make up your own interview questions or use some of the ones below

- What does religion mean? How do you define religion?
- What does believing in something mean to you?
- Why do you think some people believe in God?
- What does eternal life mean to you?
- What does praying mean?
- The following quote is from *(insert sacred text quote)*. What do you think the message is?
- Tell me what you know about religious initiation ceremonies.

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Use an exit card to assess changes or growth in students' understanding of religion and beliefs.

Students may

- Explore similarities between feelings of non-faith based group members and faith-based community members. Teachers may prompt students with questions, such as
 - How does it feel to be a part of choir, hockey team, volunteer group?
 - What beliefs do group members share? (e.g., working as a team, sportsmanship, listening to others, regular attendance, respect for others).
 - How might these feelings be similar to being part of a faith-based group?
 - How do group members react to negative experiences, such as being chosen last for a team or being stuck with a job or responsibility they don't like?

Extension

Students may

- Design a protocol for welcoming or initiating new students who come to the school. Consider ways in which new students are welcomed or made to feel part of the class and school community.

Resources and Notes

Suggested

Children's Literature

- *Rebecca's Journey Home* by Brynn Olenberg Sugarman – joining a faith community
- *Fly Away Home* by Eve Bunting – having faith and trust
- Heinemann Series (Blake Education): *Islam, Judaism and Christianity* – basic beliefs and ceremonies

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/hs.html>

- An overview on world religions

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Outcomes

Students will be expected to

- 8.0 recognize that principles of sharing, caring, acceptance, respect, and justice are present in Christian and Jewish texts
- 9.0 identify key characters in Christianity, Islam, and Judaism

Focus for Learning

To help students meet SCO 8.0 teachers are encouraged to include written texts as well as oral texts (e.g., chanting, songs, spoken word). This understanding of text can provide many opportunities to differentiate instruction and assessment for students. Exploring texts that reference key characters (e.g., Muhammad, Jesus, or Moses) will help students meet SCO 9.0 (GCO 3), as well as SCO 12.0 (GCO 4), which is not specific to texts and people.

In Grade 3 students were expected to recognize the importance of key characters and individuals in a variety of belief systems. In Grade 4, they need to recognize that characters associated with sacred texts are important because

- they are connected to significant religious events
- they have had an impact on the main teachings of Christianity, Judaism, and Islam

This is a slightly more abstract idea than students faced in Grade 3. The meaning and relevance of sacred texts for faith communities will be further examined in Grades 5 and 6.

Sufficient time should be given to the exploration of each character. The intention is to extend students' knowledge of each character's role and teachings in their respective belief systems.

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use an entrance card strategy (e.g., thumbs-up/thumbs-down, voting dot stickers on posted names) to pre-assess students' understanding of key religious individuals. A sample voting strategy might be

Red dots (100 points) – most familiar

Blue dots (50 points) – somewhat familiar

Green dots (25 points) – not familiar

- Use a KWL or RAN chart to assess students' prior knowledge of key individuals.
- Provide students with access to classroom library texts and other sources to explore key characters (e.g., online scavenger hunts, short video clips, webquests).

Connection

Teachers may

- Share children's literature that demonstrate caring, sharing, acceptance, respect, and justice.
- Use the school's code of conduct as an example of how sharing, caring, acceptance, respect, and justice may be demonstrated in their schools.
- Provide students with a bank of images to explore people, places, and activities from Christian, Jewish, and Muslim sacred texts.

Students may

- Examine songs or poetry that promote themes of sharing, caring, acceptance, respect, and justice.
- Participate in a jigsaw activity to share ideas from texts about specific key individuals.

Resources and Notes

Authorized

Journeys

- Abraham: The Patriarch TR184
- Moses and the Commandments TR 84
- The Life of Jesus and Paul, Apostle to the Gentiles TR192
- The Life of Muhammad TR196
- Joseph and His Brothers SR172, TR158
- Ruth's Bat Mitzvah SR179, TR162

Suggested

Children's Literature

- *Stories from the Bible* retold by Martin Waddell
- Heinemann Series (Blake Education): *Islam, Judaism and Christianity*

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/hs.html>

- Foldable© synagogue activity to explore the story of Esther
- Stories about Abraham, Paul, Mary

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Outcomes

Students will be expected to

8.0 recognize that principles of sharing, caring, acceptance, respect, and justice are present in Christian and Jewish texts

9.0 identify key characters in Christianity, Islam, and Judaism

Focus for Learning

Sample Performance Indicator

Jeopardy Game©: Create the content for a Jeopardy-type game about key characters in Christianity, Islam, or Judaism. Your information about the characters can be grouped in categories, such as:

- personal characteristics
- genealogy or family
- role in the origins of the religion
- teachings or examples about sharing, caring, acceptance, respect, or justice

When all the content has been created, play the game with your classmates.

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Students may

- Role play events associated with key characters.
- Reflect on a new idea they have learned from discussions about sacred texts (e.g., exit card, journal response).
- Contribute to a class newspaper about the contexts for the key individuals from sacred texts (e.g., articles, weather report, comics, classified ads, advice column).
- Create a Foldable© or other graphic organizer to briefly summarize details about a key character or individual (e.g., Esther).

Extension

Students may

- Write a song or poem about sharing, caring, acceptance, respect, or justice.

Section Three:
Specific Curriculum Outcomes
Personal Concepts

Personal Concepts

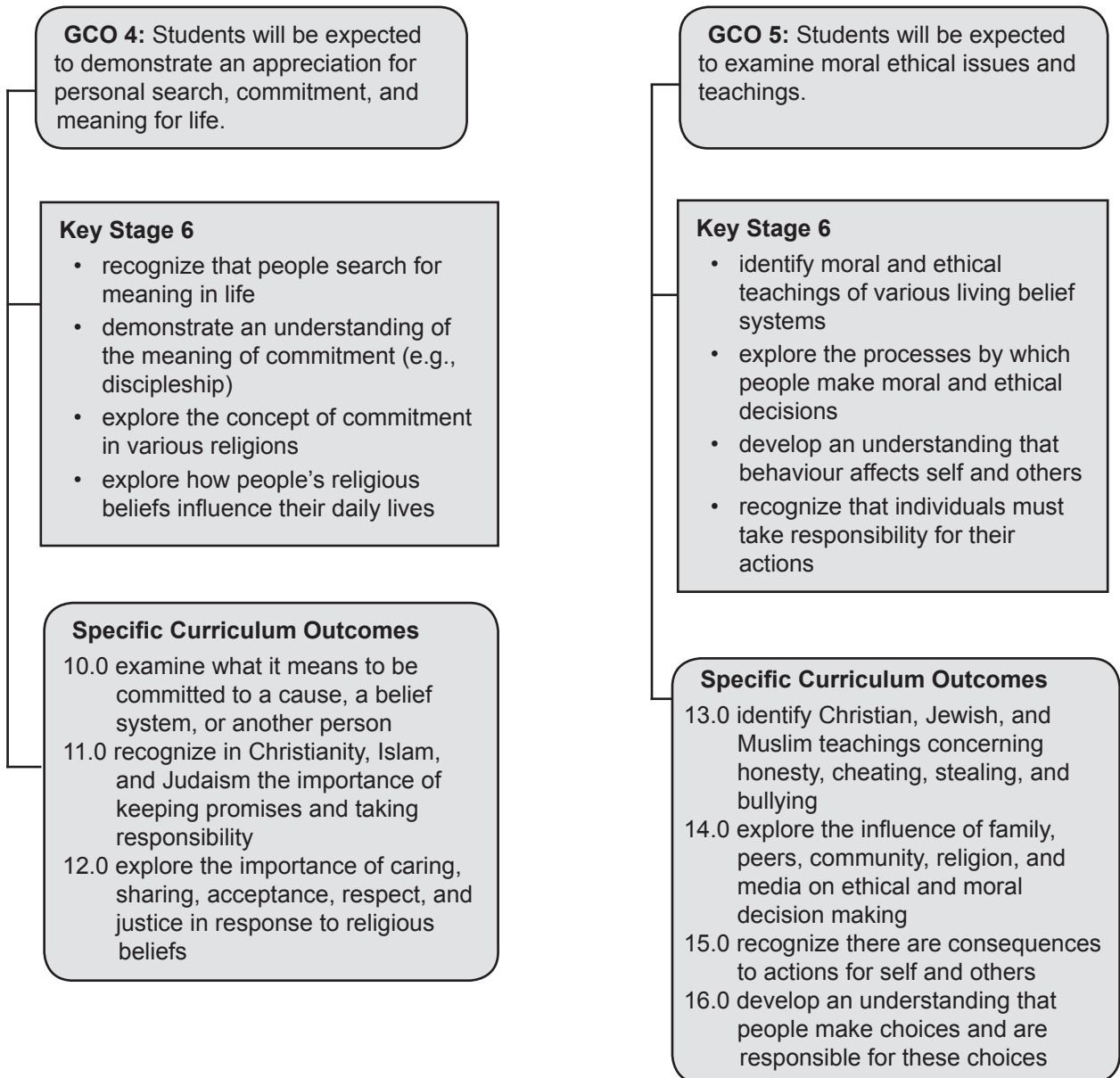
Focus

The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Personal Concepts (GCOs 4-5)** is looking inwards to reflect on personal ideas, beliefs and values. Grade 4 students explore the nature of belief in Christianity, Islam, and Judaism to expand their understanding of their own ideas about problems, questions, and issues. Students may ask questions, such as

- How do I know what is the “right” thing to do?
- How will this decision affect me?
- How might a Muslim make decisions about a problem?
- What are the rules of Christianity? How does a Christian follow them?
- What does the *Torah* teach Jews about right and wrong?
- Do some ideas about right and wrong change over time?
- Why should I care about this?

Outcomes Framework



SCO Continuum

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning for life.

Grade 3	Grade 4	Grade 5
4.1 demonstrate an understanding of what is meant by commitment	10.0 examine what it means to be committed to a cause, a belief system, or another person	9.0 explore how Buddhists, Christians, Hindus, and Sikhs search for meaning in life
4.2 investigate contributions made by people or groups as a result of their commitment to their religion, to another person(s) or to a cause	11.0 recognize in Christianity, Islam, and Judaism the importance of keeping promises and taking responsibility	10.0 recognize in Buddhism, Christianity, Hinduism, and Sikhism the importance of loyalty and trust
	12.0 explore the importance of caring, sharing, acceptance, respect, and justice in response to religious beliefs	11.0 explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs

GCO 5: Students will be expected to examine moral ethical issues and teachings.

Grade 3	Grade 4	Grade 5
5.1 explain how morals and values can affect an individual's actions	13.0 identify Christian, Muslim, and Jewish teachings concerning honesty, cheating, stealing, and bullying	12.0 identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect
	14.0 explore the influence of family, peers, community, religion, and media on ethical and moral decision making	13.0 discuss the influence of family, peers, community, religion, and media on ethical and moral decision making
	15.0 recognize there are consequences to actions for self and others	14.0 discuss the impact of one's actions on self and others
	16.0 develop an understanding that people make choices and are responsible for these choices	15.0 discuss how people make appropriate and inappropriate choices and are responsible for these choices

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning for life.

Outcomes

Students will be expected to

- 10.0 examine what it means to be committed to a cause, a belief system, or another person
- 11.0 recognize in Christianity, Islam, and Judaism the importance of keeping promises and taking responsibility
- 12.0 explore the importance of caring, sharing, acceptance, respect, and justice in response to religious beliefs

Focus for Learning

In Grade 3 religious education, students would have recognized examples of commitment in **other** people. When Grade 4 students are meeting SCO 10.0 they are expected to reflect on what commitment means to them personally. Outcomes 11.0 and 12.0 specify select characteristics associated with the concept of commitment:

- acceptance of others' beliefs and practices
- caring for those in need
- justice for everyone
- keeping promises
- respect for all
- sharing with others
- taking responsibility

In making a personal connection, students will likely discuss commitment characteristics shown by individuals because of their religious beliefs. This is a more abstract idea than was introduced in Grade 3 religious education.

There are a number of characters and stories that can be used to explore SCOs 10.0 and 11.0. Local and/or contemporary individuals can also be used as examples of ways to keep promises or take responsibility, such as Sadako and the Thousand Cranes, Terry Fox, Ruby Bridges, or Michael the Giant.

In discussing acceptance, respect, and justice in SCO 12.0, there should be an exploration of acceptance that is more than tolerance; celebrating others' unique qualities goes beyond tolerating others' ideas, beliefs, and practices. Showing respect includes appropriate behaviour, kind acts, and examples of empathy. While many Grade 4 students may be at the early stages of understanding what justice means, teachers can provide explanations that include concrete examples about equality, fairness, inclusionary practices, and individual needs. There may be opportunities for cross-curricular connections with outcomes in health and social studies.

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning for life.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide “what if/would” scenarios for students to discuss, such as
 - choices for a meal
 - choices to pack for a trip
 - choices to do in your spare time
- Model a think aloud to prioritize their own decisions based on value and commitment, such as
 - caring for a family member
 - donating toys, food, or clothing to a charity
 - stopping at the scene of an accident
 - taking a class to learn a new language or skill
 - volunteering

Connection

Teachers may

- Choose characters and stories from sacred texts and children’s literature that illustrate the characteristics of commitment.

Students may

- Brainstorm ideas that are important to them, such as family, friends, pets, groups or teams, chores, etc.
- Use a graphic organizer to connect important ideas to actions that demonstrate promises, responsibility, sharing, or commitment to those ideas (e.g., having a pet – putting out fresh water in a dish; being on a sports team – arriving on time for practice).

Resources and Notes

Authorized

Journeys

- Coming Into the Family of Faith SR48, TR52
- Caring for Animals SR60, TR66
- The Friendship of Ruth SR87, TR88
- A Special Preparation SR98, TR98
- The Golden Rule SR114, TR110
- Guidance from the Qur’an SR118, TR114
- Keeping a Promise SR134, TR130
- A Special Jewish Meal SR138, TR134
- Postcards from the Hajj SR158, TR146

Suggested

Many Friends, One World
(Grade 3 religious education)

- The Gift of Forgiveness: The Story of Ruby Bridges (79)
- A Marathon of Courage: The Story of Terry Fox (136)

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning for life.

Outcomes

Students will be expected to

10.0 examine what it means to be committed to a cause, a belief system or another person

11.0 recognize in Christianity, Islam, and Judaism the importance of keeping promises and taking responsibility

12.0 explore the importance of caring, sharing, acceptance, respect, and justice in response to religious beliefs

Focus for Learning

Activities associated with SCOs 10.0, 11.0 and 12.0 may also help students meet other outcomes:

- SCO 3.0: explore how teachings and laws of Christianity and Judaism influence the development of morals and values (GCO 1)
- SCO 7.0: describe initiation ceremonies such as baptism, naming, dedication, and Bar/Bat Mitzvah (GCO 2)
- SCO 8.0: recognize that principles of sharing, caring, acceptance, respect, and justice are present in Christian and Jewish texts (GCO 3)

Sample Performance Indicator

Who helps out in the community? Who are the volunteers and the leaders? Who reminds you of some of the teachings in Christianity, Judaism, or Islam? Make a list of people who are committed to being a part of the community, who show they care, and who take responsibility for their commitments. You might include people, such as coaches, teachers, town councillors, youth leaders, volunteer fire fighters, etc.

Choose one of the suggestions and write a thank you letter to the person explaining why you chose him or her and deliver it.

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning for life.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Introduce individuals from the community who have taken responsibility and kept promises based on their beliefs (e.g., Michael “The Giant” Andrew’s walk for diabetes).

Students may

- Create a contract or pledge to describe their commitment for one of their personally valued ideas identified in the **Connection** activity above (i.e., I will demonstrate my commitment to ____ by ____).

Extension

Students may

- Plan and carry out a school-based outreach project intended to meet the needs of people in the school (e.g., positive post-it campaign, you-are-special day, caught-you-doing-something-good activity, secret helpers).

Resources and Notes

Suggested

Children’s Literature

- *The Three Questions* by Jon Muth
- *The Golden Rule* by Ilene Cooper
- *Have You Filled a Bucket Today* by Carol McLeod

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/ps.html>

- Online resources on keeping promises and taking responsibility

GCO 5: Students will be expected to examine moral ethical issues and teachings.

Outcomes

Students will be expected to

- 13.0 identify Christian, Jewish, and Muslim teachings concerning honesty, cheating, stealing, and bullying
- 14.0 explore the influence of family, peers, community, religion, and media on ethical and moral decision making
- 15.0 recognize there are consequences to actions for self and others
- 16.0 develop an understanding that people make choices and are responsible for these choices

Focus for Learning

The key concepts in SCO 13.0 connect with SCO 3.0 (teachings and laws in GCO 1). Grade 4 students should begin to explore the idea that many of North American society's formalized morals and values have their basis in the teachings and laws of Christianity and Judaism. Teachers should be prepared to provide age-appropriate, concrete examples to provide a context for discussing honesty, cheating, stealing and bullying, such as

- telling the truth (being honest)
- telling lies or omitting to say the truth (being dishonest)
- ignoring or disobeying rules (cheating)
- taking credit for something that a person didn't create or own (cheating/stealing)
- taking things that a person doesn't own (stealing)
- physically attacking someone (bullying/physical abuse)
- ignoring or excluding someone (bullying/emotional or mental abuse)
- making fun of someone (bullying/emotional or mental abuse)

Examples may also include digital forms of honesty, cheating, stealing, and bullying.

In Grade 3, students were expected to explain how people's values affect their actions. In meeting SCOs 14.0, 15.0, and 16.0, Grade 4 students are expected to recognize that their decisions can be influenced by others and that they can, in turn, influence the decisions of others. The discussion about the influences of family, peers, community, religion, and media should be explored from both positive and negative perspectives. Students can engage in conversations about positive and negative influences on their decisions as well as the benefits and consequences of those decisions. Questions to prompt discussion may include

- What impact do my actions have on myself?
- How does what I do have an impact on others?
- What impact do role models have on my behaviour?
- How do I decide what is an appropriate choice in a situation?
- What might taking responsibility for my actions look like?
- How do I react when others don't take responsibility for their actions?
- How do I feel when others don't follow through on their commitments?

GCO 5: Students will be expected to examine moral ethical issues and teachings.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use an entry survey to establish a context for discussing positive and negative influences on decisions as well as benefits and consequences of decisions. Prompts in **Focus for Learning** may be beneficial for this activity.
- Provide examples of stereotypes in commercials and advertising to discuss the influence of media on decision making.
- Use children’s literature and other texts to examine how characters in stories respond in challenging situations.

Students may

- Brainstorm how traits, such as honesty, respect, caring, etc. could be used to set personal goals. A character ladder activity may facilitate this discussion.
- Gather examples of stereotypes in commercials and advertising as examples of prejudice, bias, or discrimination.

Connection

Teachers may

- Read and discuss passages from sacred texts that relate to honesty, cheating, stealing, respect, and bullying (Ten Commandments, the Golden Rule, The Five Pillars, etc).
- Provide students with a variety of “what if” scenarios with a moral or ethical dilemma. Ask students to consider “What would you do?” in situations, such as
 - someone needing help
 - someone taking something that doesn’t belong to them
 - someone finding money or a lost item
 - someone not taking responsibility for their actions

A carousel or graffiti wall strategy may facilitate this activity.

Resources and Notes

Authorized

Journeys

- Love of the Land SR165, TR152
- Joseph and His Brothers SR172, TR158
- It’s Not Fair SR185, TR168

Suggested

Children’s Literature

- *Voices in the Park* by Anthony Browne
- *Joseph the Dreamer* by Clyde Robert Bulla
- *The Tale of Tobias* by Jan Mark
- *The Golden Rule* by Ilene Cooper
- *Have You Filled a Bucket Today?* by Carol McCloud

GCO 5: Students will be expected to examine moral ethical issues and teachings.

Outcomes

Students will be expected to

- 13.0 identify Christian, Jewish, and Muslim teachings concerning honesty, cheating, stealing, and bullying*
- 14.0 explore the influence of family, peers, community, religion, and media on ethical and moral decision making*
- 15.0 recognize there are consequences to actions for self and others*
- 16.0 develop an understanding that people make choices and are responsible for these choices*

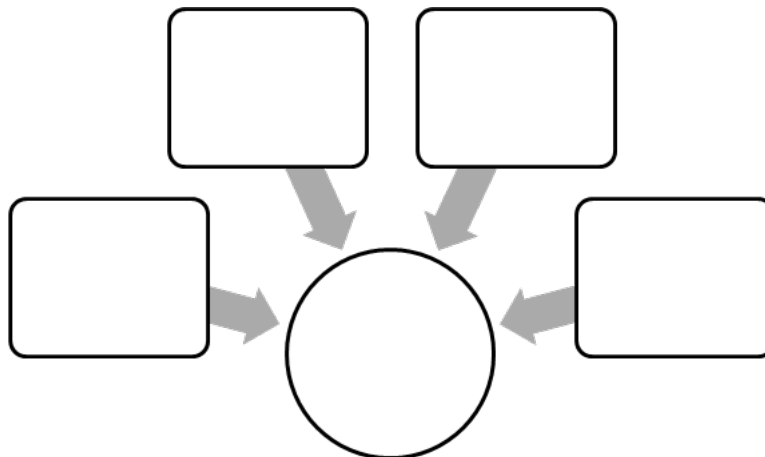
Focus for Learning

When students are meeting SCO 14.0, their comments and discussions may include references to prejudice and discrimination, including social justice issues:

- SCO 19.0: recognize different forms of discrimination (GCO 8)
- SCO 20.0: explore Christian and Jewish teachings regarding discrimination and prejudice (GCO 8)

Sample Performance Indicator

Map it Out: Create a graphic organizer that describes how other people or events influenced a decision you made or might make in the future. Imagine how a key religious individual might respond in part of your graphic (e.g., What would Jesus say?). Include an explanation of how you made your final decision and why you think your decision was appropriate. You can design your own graphic or you can use a template.



Note to teachers: This activity will likely help students meet outcomes in English language arts and health.

GCO 5: Students will be expected to examine moral ethical issues and teachings.

Sample Teaching and Assessment Strategies

Students may

- Compare selected Christian and Jewish laws, such as the Ten Commandments, the Mitzvot, or Jesus' teachings, with the laws of Canada and Newfoundland and Labrador. Online resources on human rights may also provide a context for discussion.
- Discuss decisions about responsible Internet use by asking questions, such as
 - Should I give my name on a website?
 - Should I open emails from people I don't know?
 - Should I allow an application to use a location finder on my iPod?

Consolidation

Students may

- Create "what if?" scenarios for other groups of students to role play (i.e., groups create scenarios which depict honesty, cheating, stealing, or bullying to challenge other groups to role play). The originators can explain why they chose that particular situation.
- After exploring sacred texts examples, re-evaluate their original responses to What if? scenarios: Would you do anything differently? Why?
- Complete an exit survey to reflect on their responses to the entry survey (positive and negative influences on their decisions as well as the benefits and consequences of those decisions).

Extension

Students may

- Create a user guide for online safety that explains the responsibilities associated with using the Internet, consequences for their actions, and how their behaviour contributes to digital citizenship.

Resources and Notes

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/ps.html>

- Sample commercials and advertising (stereotypes)
- Character ladder activity
- "What if ...?" scenarios
- Online resources on human rights and the rights of children specifically
- Sample Jewish laws
- Internet safety



Section Three:

Specific Curriculum Outcomes

Community and Environment Concepts

Community and Environment Concepts

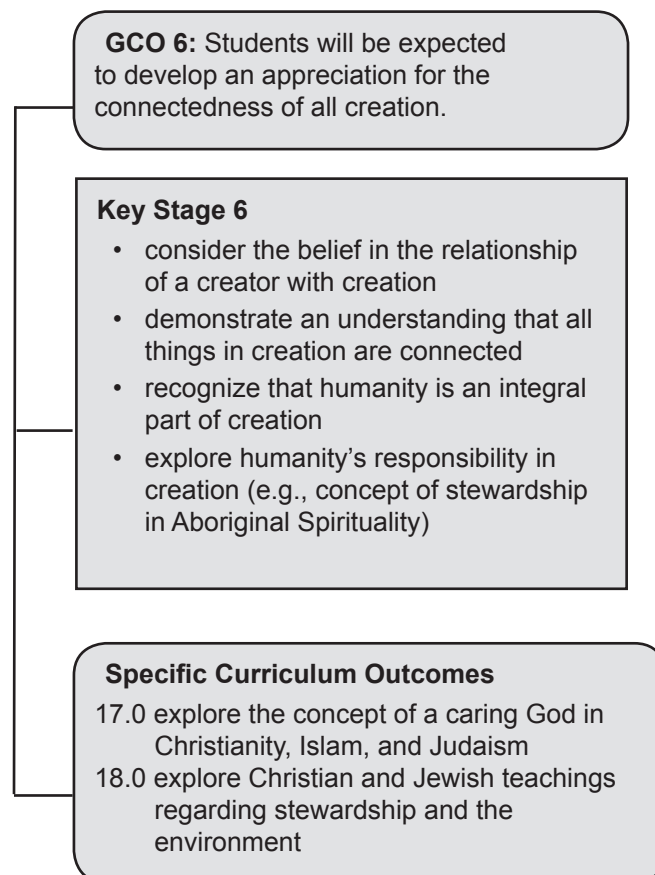
Focus

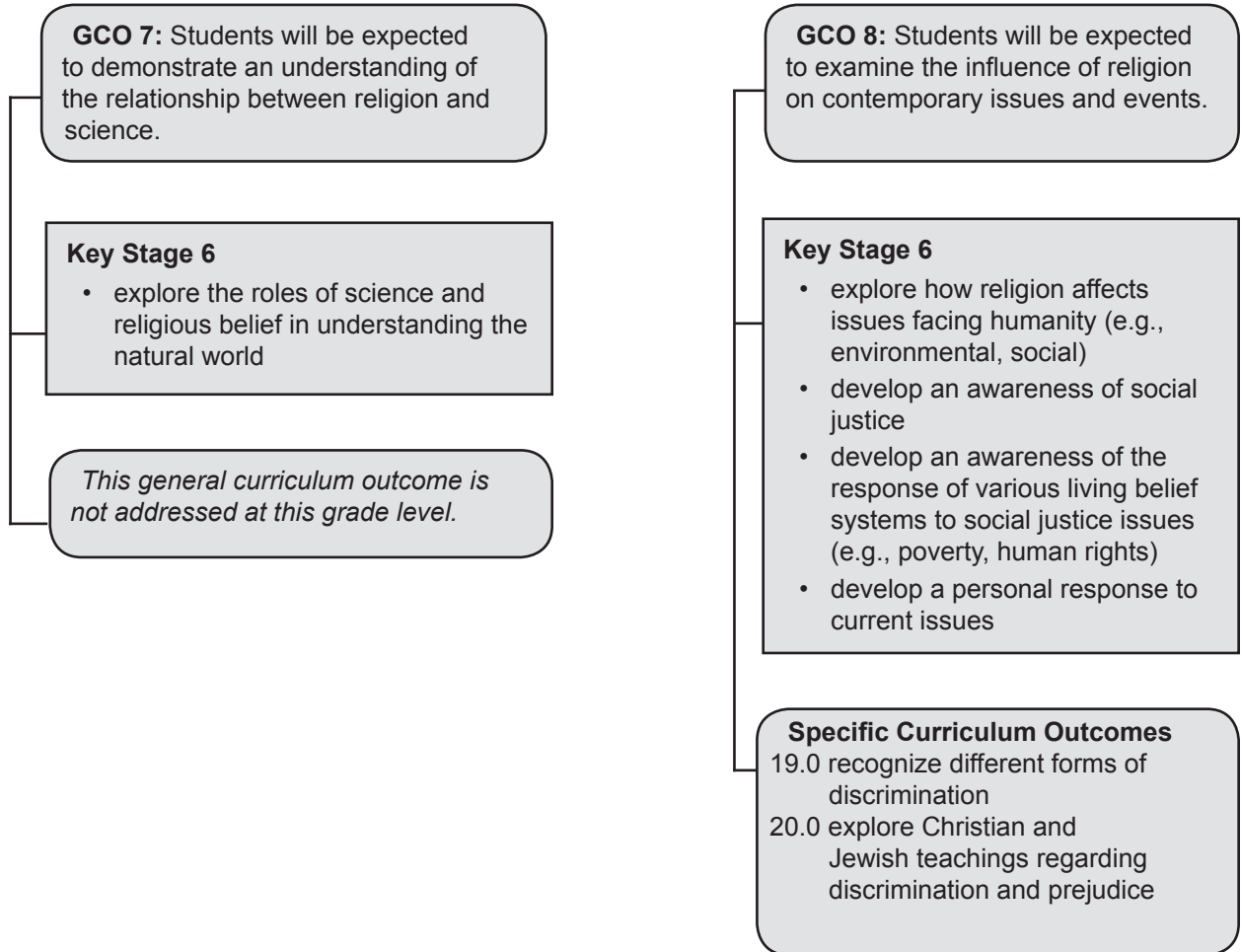
The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for Community and Environment Concepts (GCOs 6-8) is on making connections. Grade 4 students explore how Christians, Jews, and Muslims understand their place in the world and connections to other people. This exploration can help students to expand their understanding of their own place in the world. Students may ask questions, such as

- How will I act towards others?
- Why should I care about what happens in the world?
- How does what I do make a difference in the world?
- What does the *Qur'an* teach Muslims about their connection to others?

Outcomes Framework





SCO Continuum

GCO 6: Students will be expected to develop an appreciation for the connectedness of all creation.

Grade 3	Grade 4	Grade 5
6.1 recognize people whose actions, because of their religious or spiritual beliefs, reflect an appreciation for creation	17.0 explore the concept of a caring God in Christianity, Islam, and Judaism	16.0 explore Buddhist and Hindu beliefs in the connectedness of creation
6.2 demonstrate ways they can show they care for creation	18.0 explore Christian and Jewish teachings regarding stewardship and the environment	17.0 compare Christian and Hindu teachings regarding stewardship and the environment

GCO 7: Students will be expected to demonstrate an understanding of the relationship between religion and science.

Grade 3	Grade 4	Grade 5
7.1 explore how humanity and creation are impacted by science and technology	<i>This outcome is not met at this grade level.</i>	<i>This outcome is not met at this grade level.</i>

GCO 8: Students will be expected to examine the influence of religion on contemporary issues and events.

Grade 3	Grade 4	Grade 5
8.1 recognize how key individuals have responded to the needs of others because of their religious or spiritual beliefs	19.0 recognize different forms of discrimination	18.0 discuss teachings of Buddhism, Christianity, Hinduism, and Sikhism on contemporary human rights issues
	20.0 explore Christian and Jewish teachings regarding discrimination and prejudice	19.0 explore the concepts of social justice and injustice
		20.0 discuss personal views on social justice issues

GCO 6: Students will be expected to develop an appreciation for the connectedness of all creation.

Outcomes

Students will be expected to

- 17.0 explore the concept of a caring God in Christianity, Islam, and Judaism
- 18.0 explore Christian and Jewish teachings regarding stewardship and the environment

Focus for Learning

SCO 17.0 focuses on the concept of belief in a caring God in general and in Christian, Jewish, and Muslim faith communities in particular. The intent of the outcome is not focused on students' own personal beliefs. **Teachers will need to address the concept of a caring God with sensitivity.** Students are not expected to demonstrate how God cares for them; this would assume all students share a common belief system. Teachers are encouraged to ask students why many Christians, Jews, and Muslims believe in a caring God. For example, when a person joins a faith community they often feel God cares about them.

The word "creation" in the GCO should be interpreted as the environment and the earth's resource in general, not in the sense of "Creation" (Christian belief that God made the Earth in seven days). In this context, students should understand that stewardship (SCO 18.0) refers to actions and behaviours to take care of the earth. A steward is a person who is trusted to take good care of the earth's resources and the immediate environment.

In meeting this outcome, students should be given opportunities to talk about examples of stewardship in general first (i.e., everyone has a responsibility to take care of the earth). This foundation should also provide a context for exploring Christian and Jewish teachings about stewardship. Discussions and activities associated with SCO 18.0, may help students meet outcomes in health, science, or social studies as well.

Sample Performance Indicator

Who am I? Create a photo essay to describe who you are as an environmental steward. You can use photos of yourself, your family, and friends in situations from everyday life. Or you can use photos from magazines or from the Internet to build your essay. Choose how to present your essay, either in paper format or digitally.

GCO 6: Students will be expected to develop an appreciation for the connectedness of all creation.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students ways that they take care of their environment.
- Share with students music, poetry, or sacred texts that reflect a God who cares about creation (e.g., Psalm 8, 19, 139).

Connection

Students may

- Complete a place mat activity to make jot notes on examples of stewardship during listening or viewing activities (e.g., videos, music, read-alouds).
- Participate in a personal garbage monitoring activity to reflect on how much impact their garbage has on the environment. A personal garbage bag at school and tally sheet to track garbage at home may be used in this activity.

Consolidation

Students may

- Create a visual (e.g., painting, drawing, model) to represent their interpretation of images presented in the music, poems or sacred texts in **Activation** and **Connection**.

Extension

Students may

- Design and carry out a plan to care for the local environment, such as
 - create a media campaign about stewardship
 - help maintain a vegetable garden (at home or in your community, such as Little Green Thumbs program)
 - organize regular clean-up activities
 - plant and care for trees to beautify their school grounds

The plan should include an explanation of why it was chosen.

Resources and Notes

Authorized

Journeys

- Love of the Land SR165, TR152
- Ruth's Bat Mitzvah SR179, TR162
- Journey Into Summer SR191, TR172

Suggested

Children's Literature

- *The Boy From the Sun* by Duncan Weller
- *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff and Craig Hatkoff and Dr. Paula Kahumbu

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/ce.html>

- Music, poetry and sacred texts about a caring God
- Environmental stewardship organizations

GCO 8: Students will be expected to examine the influence of religion on contemporary issues and events.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>19.0 recognize different forms of discrimination</p> <p>20.0 explore Christian and Jewish teachings regarding discrimination and prejudice</p>	<p>Discrimination of any kind is not acceptable behaviour by most people. Students may find it challenging to recognize discrimination when it is part of their daily lives, such as</p> <ul style="list-style-type: none"> • academic performance • clothing brand names and labels • family structure • mental illness • owning the latest personal technology – games, videos, wireless devices • physical abilities or appearance <p>Students are not expected to discuss discrimination in ways beyond their understanding. However, teachers may use the examples above to encourage students to expand their understanding of forms of discrimination.</p> <p>Grade 4 students may recognize more explicit discrimination based on ethnicity, race, gender, or sexual orientation. Their discussions will likely include references to ethical issues and teachings, such as recognizing</p> <ul style="list-style-type: none"> • examples of stereotyping and prejudice in advertising and the media • the impact of one’s choices and their effect on others • instances of bullying <p>Activities and discussions associated with SCOs 19.0 and 20.0 may also help students meet other outcomes:</p> <ul style="list-style-type: none"> • SCO 3.0: explore how teachings and laws of Christianity and Judaism influence the development of morals and values (GCO 1) • SCO 13.0: identify Christian, Jewish, and Muslim teachings concerning honesty, cheating, stealing, and bullying (GCO 5) • SCO 15.0: recognize there are consequences to actions for self and others (GCO 5)

GCO 8: Students will be expected to examine the influence of religion on contemporary issues and events.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide explicit examples of discrimination based on ethnicity, race, or gender.
- Group students based on something trivial or insignificant, such as shirt colour or first letter of their first name. Grant privileges to some and not to others based on the grouping and ask students to share their feelings about the experience:
 - How did this experience make you feel?
 - How is the activity an example of discrimination?
 - What did you notice about the groups?
 - If we did this activity again, what would you change?
- Provide excerpts from Jewish and Christian texts about treating others with dignity and respect, such as
 - Deuteronomy 10:17
 - James 2:2-4
 - Leviticus 19:32-34
 - Matthew 7:12
 - 2 Timothy 2:24

Connection

Students may

- Brainstorm examples of discrimination and create a personal definition.
- Participate in Readers Theatre using a text about discrimination or prejudice (i.e., dramatically read aloud a text with minimum props, relying mainly on their voices and oral expression).
- Reflect on their class or school community rules to identify ones that require students to treat others with respect, dignity, and equality. Students' reflections will likely include comments and questions about how to avoid discrimination and prejudice.

Resources and Notes

Authorized

Journeys

- Daniel's Illness SR82, TR84
- The Golden Rule SR114, TR110
- Guidance from the Qur'an SR118, TR114

Suggested

Many Friends, One World
(Grade 3 religious education)

- One Small Life Matters: The Story of Hana's Suitcase (155)

Children's Literature

- *Hana's Suitcase* by Karen Levine
- *Across the Alley* by Richard Michelson
- *Sister Anne's Hands* by Marybeth Lorbiecki
- *The Paperbag Princess* by Robert Munsch
- *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

GCO 8: Students will be expected to examine the influence of religion on contemporary issues and events.

Outcomes

Students will be expected to

19.0 recognize different forms of discrimination

20.0 explore Christian and Jewish teachings regarding discrimination and prejudice

Focus for Learning

Sample Performance Indicator

Golden Rule Campaign: Create an awareness campaign to educate others about discrimination, prejudice, and treating all people equally. You can choose the format for your campaign, such as a brochure or pamphlet, buttons or badges, a digital slideshow, a commercial, or a poster.

GCO 8: Students will be expected to examine the influence of religion on contemporary issues and events.

Sample Teaching and Assessment Strategies**Consolidation**

Students may

- Identify and explain the message in a song, rap, or poem about prejudice or discrimination. Students may choose to write their own song or rap and perform for the class as well.

Extension

Students may

- Create a story (e.g., picture book, graphic story, short story) for students in Kindergarten to teach them about discrimination or prejudice.

Resources and Notes**Suggested**

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-4/links/ce.html>

- Interactive resource on prejudice
- Examples of racial discrimination
- Media examples to teach social justice
- Creating an awareness campaign

Appendices

Appendix A: Suggested Yearly Plan – Selected Authorized Resources.....	71
Appendix B: Sample Letter for Parents and Guardians	73
Appendix C: Specific Curriculum Outcomes – Cross-references	75
Appendix D: Sample Time Line	77

Appendix A

Suggested Yearly Plan – Selected Authorized Resources

The Suggested Yearly Plan in Section 2 of the curriculum guide includes recommendations for treatment of the core concepts in religious education: historical, personal, and community and environment. Several of the selections in the authorized resources may enable students to meet the outcomes associated with each of the core concepts. The following chart highlights these as a reference for teachers.

	Beginning				Middle			Late			
Month	September	October	November	December	January	February	March	April	May	June	
Wk											
Focus	Historical concepts				Community and environment concepts			Personal concepts			
Pls	GCO 2		GCO 8		GCOs 1, 4		GCOs 5, 6		GCO 3		
Faiths of Friends: Journeys	A New Journey Seth's Fall Who is Jesus? The Five Pillars of Islam The Birthday of the Christian Church Celebrating and Giving Thanks Sukkot Coming Into the Family of Faith Ramadan Caring for Animals Hanukkah at Seth's House A Christmas Pageant				Daniel's Illness The Friendship of Ruth A Christian Festival of Light A Special Preparation Purim The Golden Rule Guidance from the Qur'an Bringing It All Together Ten Rules Keeping a Promise A Special Jewish Meal The Meaning of Easter			Postcards from the Hajj Love of the Land Joseph and His Brothers Ruth's Bat Mitzvah It's Not Fair Journey Into Summer			

Appendix B

Sample Letter for Parents and Guardians

Teachers may find it beneficial to introduce parents and caregivers to the religious education curriculum. A sample letter is provided here that could be sent home or used during orientation/curriculum night.

Dear parent/caregiver:

In Religious Education this year your child will develop an understanding that all religions or belief systems have unique qualities that contribute to the larger community.

“In a world that is truly multi-cultural and multi-faith it is important that each person can value and celebrate his/her own faith (religious heritage or commitment) ... the individual should recognize that others have beliefs that they value and celebrate as well. Religious and denominational intolerance will be eliminated only when people are more understanding of the intrinsic worth of religious views and traditions that are not their own. An effective religious education program should give accurate information and demonstrate respect and celebration for all world faiths.” (*Foundation for the Province of Newfoundland and Labrador Religious Education Curriculum*, 3)

In Grade 4 your child will extend learning experiences begun in the Primary religious education program through an exploration of Christianity, Islam, and Judaism. Students will discuss these living belief systems within three strands of religious education:

- **Historical Concepts** – looking back over time to explore the connections between religious belief, history, and culture. Grade 4 students explore origins of Christian, Jewish, and Muslim beliefs and how these religions have developed over time.
- **Personal Concepts** – looking inwards to reflect on personal ideas, beliefs and values. Grade 4 students explore the nature of belief in Christianity, Islam, and Judaism to expand their understanding of their own ideas about problems, questions, and issues.
- **Community and Environment Concepts** – making connections. Grade 4 students explore how Christians, Jews, and Muslims understand their place in the world and connections to other people and the environment. This exploration can help students to expand their understanding of their own place in the world.

The religious education program is integrated with other subject areas, particularly art, health, language arts, music, science, and social studies. Further information about the religious education curriculum is available in the Program of Studies and in grade level curriculum guides available on the Provincial Government website: <http://www.ed.gov.nl.ca/edu/k12/curriculum/index.html>.

Regards,

Appendix C

Specific Curriculum Outcomes – Cross-references

In several instances throughout the curriculum guide, there are references among specific curriculum outcomes. The following chart summarizes the cross-references in the order in which they appear in the guide. This summary may provide teachers with a visual to support their understanding of how the core concepts are interrelated and build on each other throughout the curriculum.

Focus	Historical concepts: <i>looking back</i>	Personal concepts: <i>looking within</i>	Community and environment concepts: <i>making connections</i>
Outcomes	GCOs 1, 2, and 3 SCOs 1.0 – 9.0	GCOs 4 and 5 SCOs 10.0 – 16.0	GCOs 6 and 8 SCOs 17.0 – 20.0
References:	1.0, 3.0 – 9.0, 13.0 5.0, 6.0 – 1.0, 2.0, 3.0 8.0 – 9.0, 12.0	7.0 – 3.0, 10.0, 11.0 10.0, 11.0, 12.0 – 3.0, 7.0, 8.0 13.0 – 3.0 14.0 – 19.0, 20.0	19.0, 20.0 – 3.0, 13.0, 15.0

Appendix D

Sample Time Line

The following time line identifies suggested specific Christian, Jewish, and Muslim events, holidays, and celebrations. Teachers may choose to recognize these occurrences during the time in which they happen in the school year. Where a specific date applies, it is provided for the celebration; others change from year to year according to specific religious calendars.

Teachers are encouraged to be inclusive when recognizing specific holidays or religious events in their classes. The intent is to provide opportunities for students to be exposed to authentic examples of religious traditions and practices (e.g., live demonstrations, videos, books, interviews, or guest speakers).

Events, Holidays and Celebrations

Christianity, Islam, and Judaism

Event	Living Belief System	Occurrence	Date	Duration
Christmas Day	Christianity	<i>Birth of Jesus; end of Advent</i>	December 25	1 day
Epiphany (Old Christmas Day)	Christianity	<i>Presentation of Jesus to the Magi</i>	January 6	1 day
Ash Wednesday	Christianity	<i>Beginning of Lent</i>	Mid to late Winter	1 day
Palm Sunday	Christianity	<i>5th Sunday in Lent; beginning of Holy Week</i>	Spring	
Good Friday	Christianity	<i>Jesus is crucified</i>	2 days before Easter Sunday	1 day
Easter (Sunday)	Christianity	<i>Jesus is resurrected; end of Lent</i>	Spring	1 day
Eid ul-Fitr	Islam	<i>End of Ramadan (fasting)</i>	First 3 days of Shawwal	3 days
Eid al-Adha	Islam	<i>End of pilgrimage (Hajj)</i>	10 th day of Dhul-Hijja	4 days
Al-Hijra	Islam	<i>Muslim New Year</i>	1 st day of Muharram	1 day
Purim	Judaism	<i>Esther's victory</i>	Spring: 14 th day of Adar	1 day
Passover (Pesach)	Judaism	<i>Israelites are spared the 10th plague and liberated from slavery</i>	Spring: 15 th day of Nisan	7-8 days
Rosh Hashanah	Judaism	<i>Jewish New Year</i>	Fall	1-2 days
Yom Kippur	Judaism	<i>End of Rosh Hashanah; Day of Atonement</i>	10 days after Rosh Hashanah	1 day
Sukkot	Judaism	<i>Pilgrimage of Israelites</i>	Fall	7 days
Hanukkah	Judaism	<i>Maccabees' victory and rededication of the Temple</i>	Late Fall or early Winter: 25 th day of Kislev	8 days

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