

Religious Education 5

Curriculum Guide 2016



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.

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Section One: Newfoundland and Labrador Curriculum

Introduction

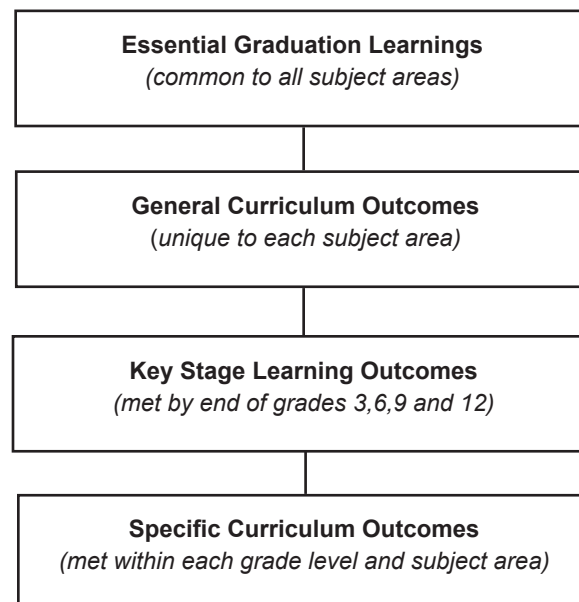
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

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

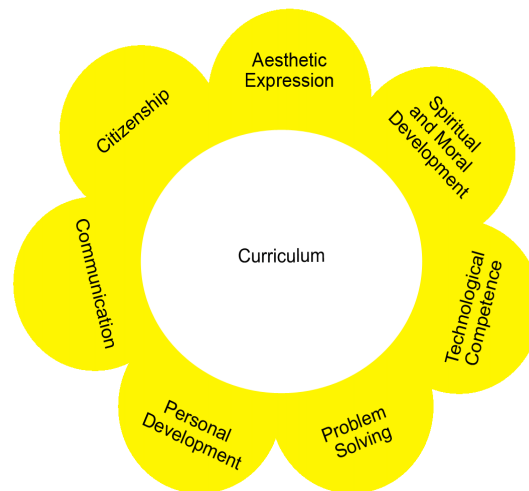
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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

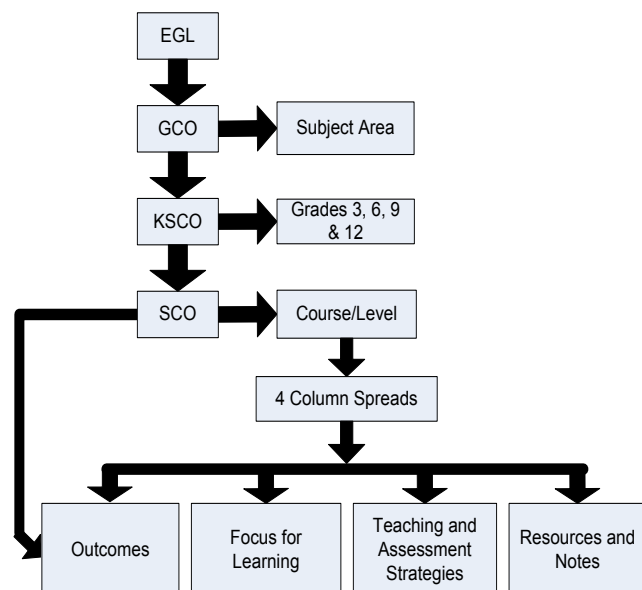
Key Stage Curriculum Outcomes (KSCOs)

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

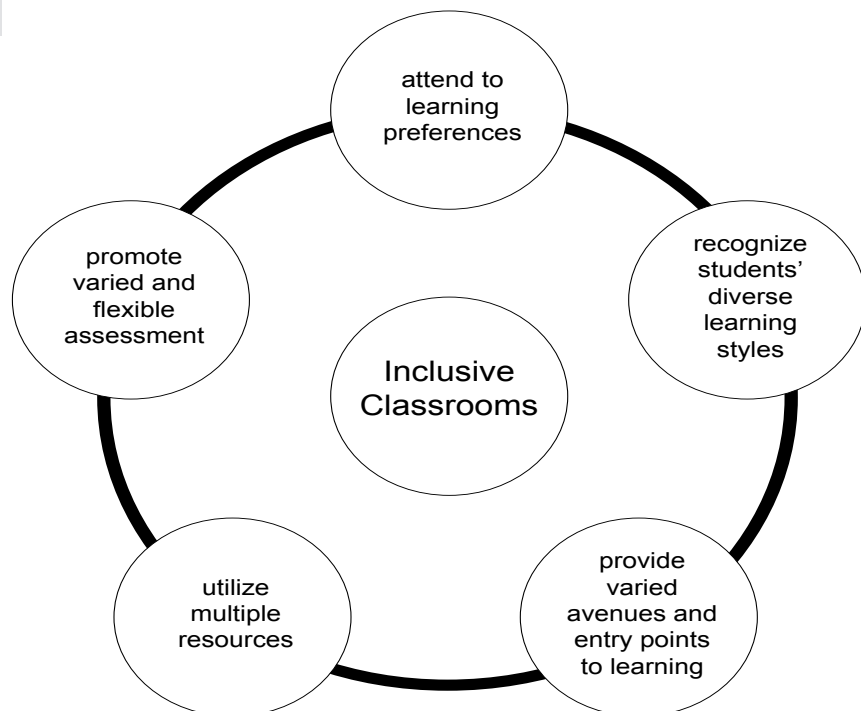
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release 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.



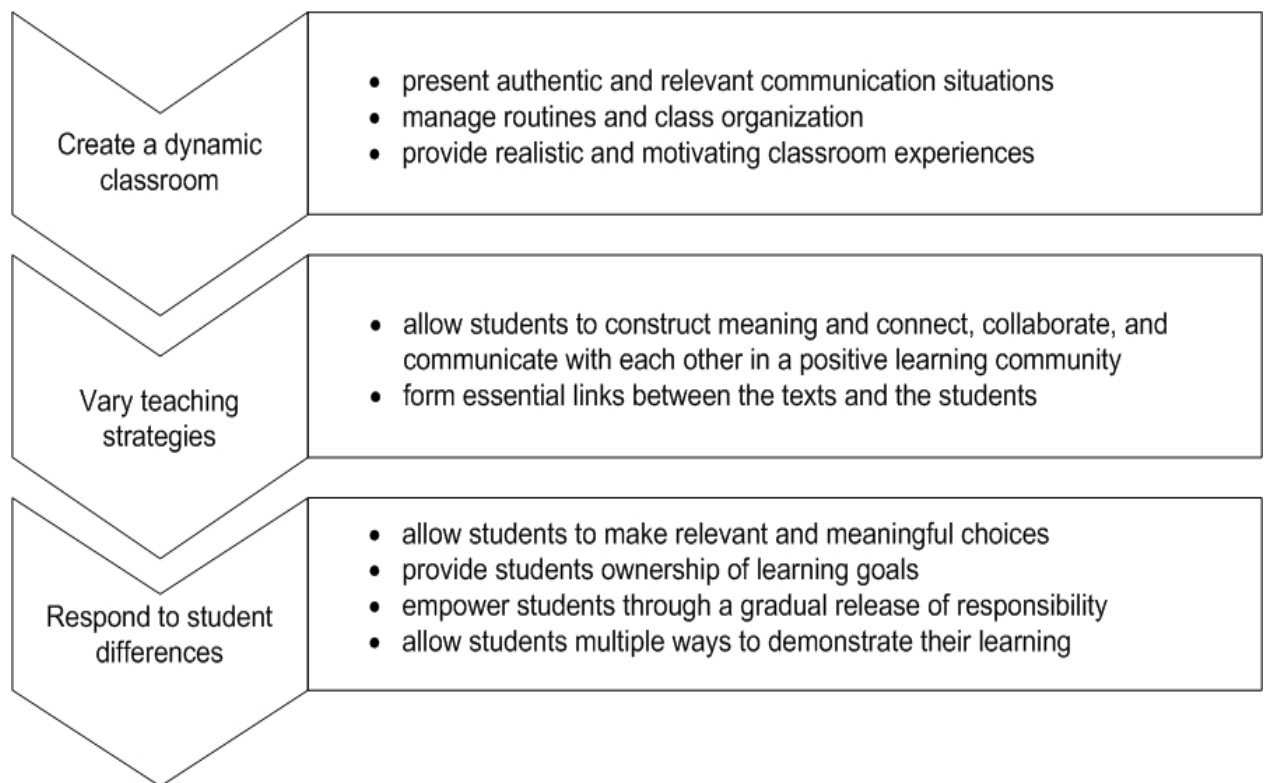
Differentiated Instruction

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:

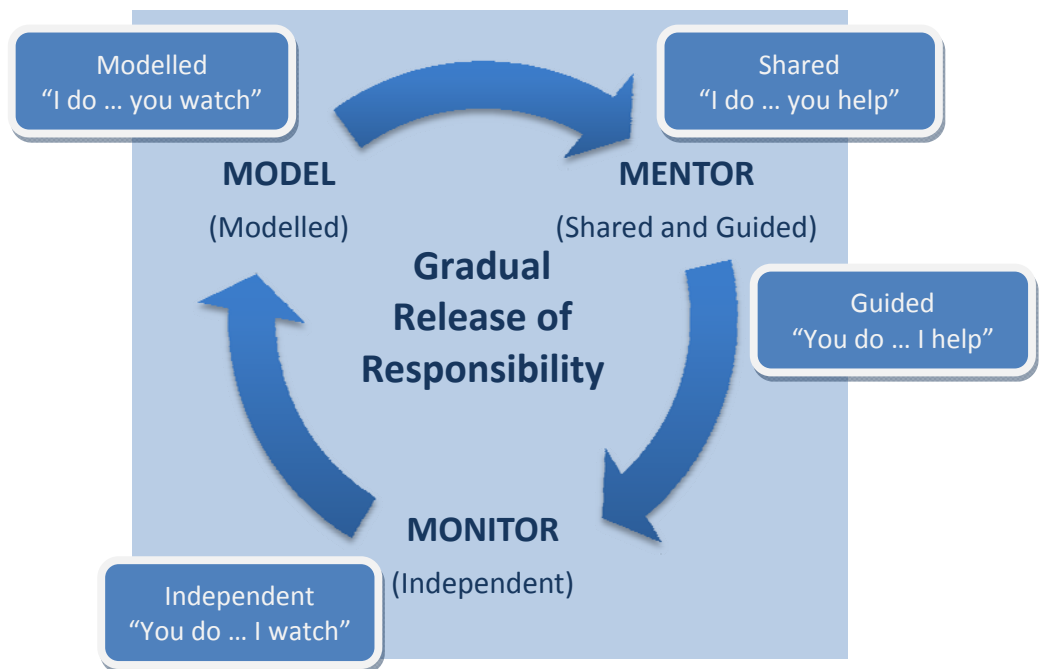
- independent study to increase depth of exploration in an area of particular interest .
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to 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:

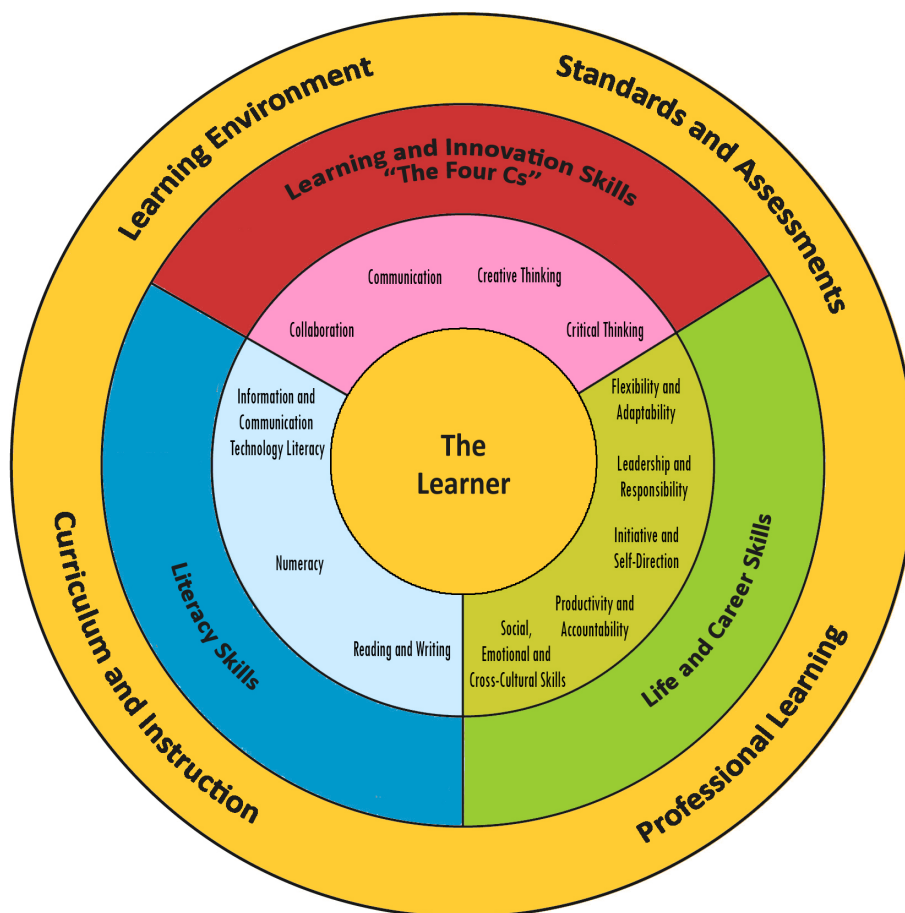
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

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.



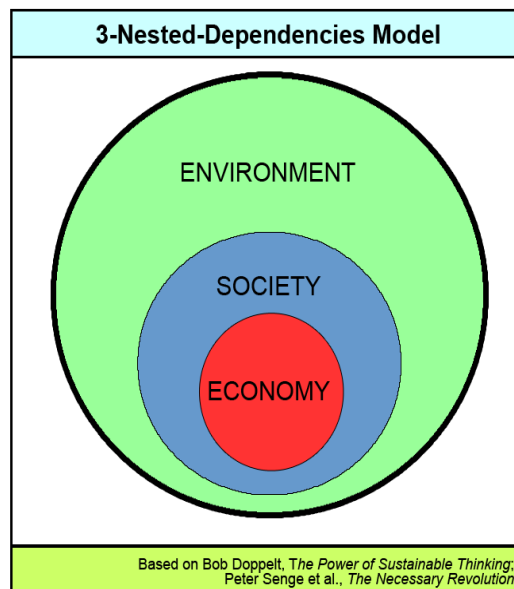
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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 5 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 5 religious education curriculum focuses on historical, personal, and community and environment concepts in Buddhism, Christianity, Hinduism, and Sikhism. The curriculum intends to further develop students' understanding and personal connections initiated in K-3.

The religious education program is designed to engage Grade 5 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 Buddhism, Christianity, Hinduism, and Sikhism
- investigating the development of personal ideas, beliefs, and values in Buddhism, Christianity, Hinduism, and Sikhism
- exploring the connections between religious or spiritual beliefs and social justice concepts
- enhancing positive relationships with others and respect for the environment and community

Suggested Yearly Plan

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

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 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
Focus	Personal concepts				Community and environment concepts				Historical concepts		
PIs	GCOs 4, 5				GCOs 1, 3, 6				GCO 8	GCO 2	

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:

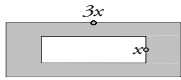
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning

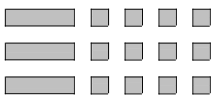
Sample Performance Indicator(s)

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.

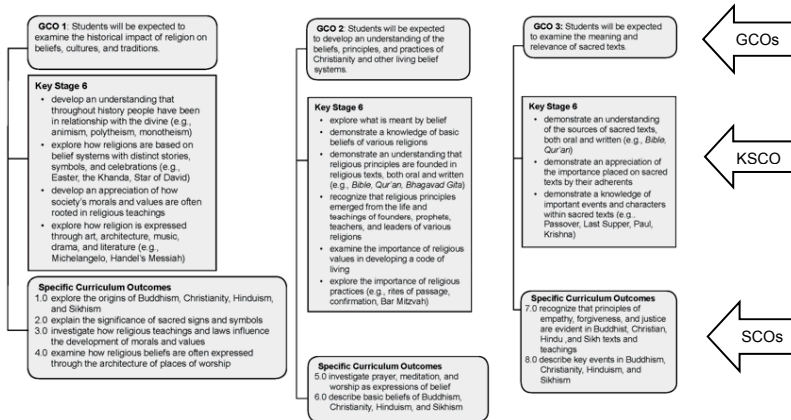
Suggestions for instruction and assessment are organized sequentially:

- **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

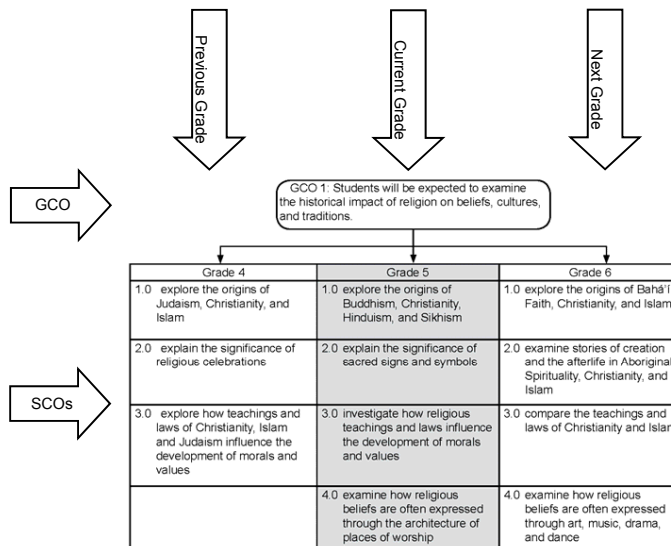
These suggestions provide opportunities for differentiated learning and assessment.

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.



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

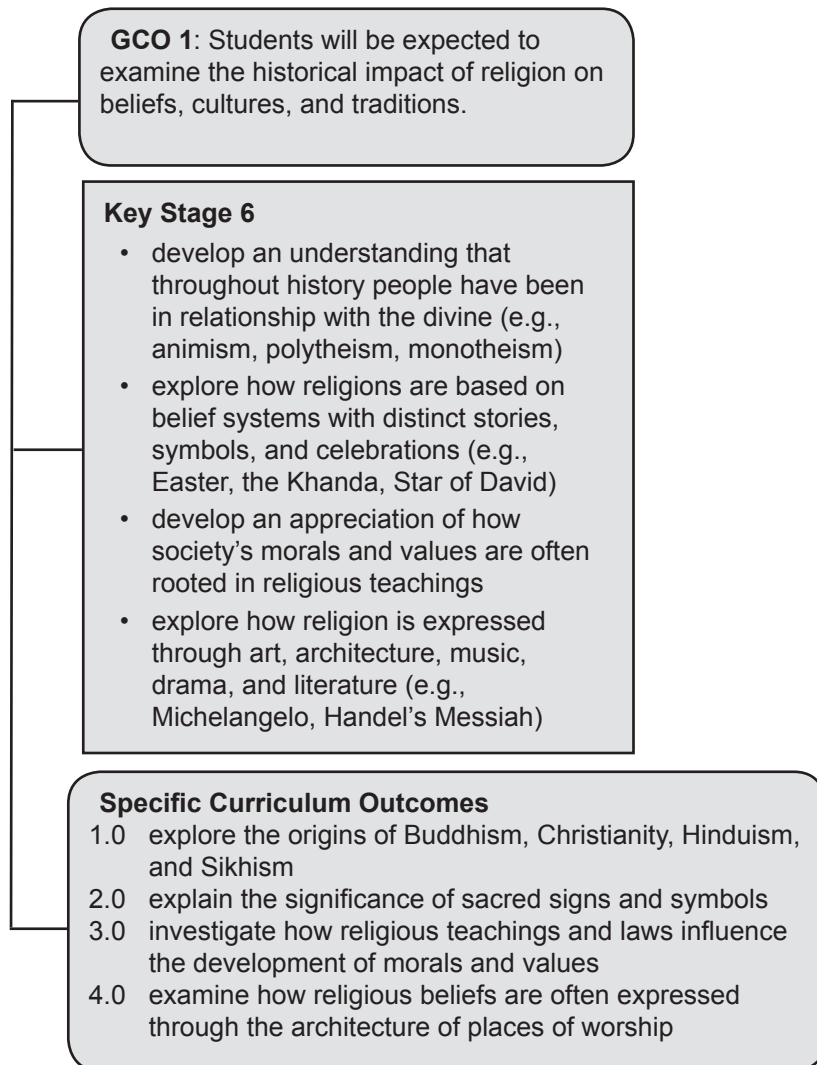
Focus

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 belief, history, and culture. The relationship between religion and history is interdependent; they influence each other. Cultural traditions are shaped by religious beliefs, human interactions, and interpretations of sacred texts and teachings. When focusing on historical concepts students may ask questions, such as

- How did Buddhism begin? Did Hinduism start the same way?
- Has Hinduism changed over time?
- Does Sikhism look the same all over the world?
- Does the *Bible* come in more than one language?
- How do Buddhists and Christians show their beliefs?
- What does the *Guru Granth Sahib* teach Sikhs about justice in the world?

Outcomes Framework



GCO 2: Students will be expected to develop an understanding of the 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

- 5.0 investigate prayer, meditation, and worship as expressions of belief
- 6.0 describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism

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

- 7.0 recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings
- 8.0 describe key events in Buddhism, Christianity, Hinduism, and Sikhism

SCO Continuum

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

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

Grade 4	Grade 5	Grade 6
4.0 explore what is meant by religion	5.0 investigate prayer, meditation, and worship as expressions of belief	5.0 explore the concept of belief through revelation, hope, and reconciliation
5.0 explore the concept of belief	6.0 describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism	6.0 describe basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam
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 4	Grade 5	Grade 6
8.0 recognize that principles such as sharing, caring, acceptance, respect, and justice are evident in Christian and texts	7.0 recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings	7.0 recognize that principles of stewardship, faithfulness, and integrity are evident in Aboriginal, Bahá'í, Christian, and Muslim texts and teachings
9.0 identify key characters in Christianity, Islam, and Judaism	8.0 describe key events in Buddhism, Christianity, Hinduism, and Sikhism	8.0 explore the belief that the Bible and the Qur'an are revealed by God
		9.0 investigate the importance of sacred texts for their adherents
		10.0 explore the role of Aboriginal spiritual leaders

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 Buddhism, Christianity, Hinduism and Sikhism
- 2.0 explain the significance of sacred signs and symbols
- 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

Focus for Learning

In Grade 4, students explored the origins of Judaism, Christianity, and Islam. Students will likely bring some prior learning and personal experiences to discussions about the origins of faith communities and religions. Because Christianity is a focus again, students are not expected to explore any new concepts but should begin to consolidate their understanding about Christianity in Grade 5. A discussion of origins may include

- stories about the founding of a religion
- information about important leaders or founders
- 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

In Grade 1, students were introduced to the concept of sacred signs and symbols and expected to recognize that all living belief systems have signs and symbols associated with them. In meeting SCO 2.0, Grade 5 students are focusing more on the meaning and importance of symbols in

- Buddhism (e.g., wheel of dharma)
- Christianity (e.g., cross)
- Hinduism (e.g., tilak)
- Sikhism (e.g., 5 Ks)

When students explain the significance of various religious symbols, they should include ideas about how symbols help followers and adherents remember the teachings of their faith and remind them of their religious history. There may also be an opportunity to connect discussions about symbols to symbolism as a concept in English language arts.

In SCO 3.0, the teachings are connected not only to the history of the religion but also to the morals and values upheld by the faith community. Teachings from key religious figures became the foundation for a number of the ideas modern Buddhists, Christians, Hindus, and Sikhs hold to be important. Exploring these teachings will allow the students to become familiar with the origins of Buddhism, Christianity, Hinduism, and Sikhism. Students may be able to make connections between religious teachings and laws to the laws and rules of today’s society (e.g., Ten Commandments or The Four Noble Truths connected to the Criminal Code of Canada or rules of conduct at school). There may be opportunities for students to meet other SCOs while engaged in activities associated with SCO 3.0:

- SCO 7.0: recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings (GCO 3)
- SCO 8.0: describe key events in Buddhism, Christianity, Hinduism, and Sikhism (GCO 3)

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 text and stories of Krishna, Pentecost, Buddha and Guru Nanak to explore religious origins.
- Discuss common symbols and signs (e.g., recycling; public places – washrooms; information; driving – stop, yield, U-turn) by asking questions, such as
 - Who might this symbol be intended for?
 - What makes this symbol meaningful for all people, regardless of language?
 - Is there anything about the colour, shape or letters that connects to its message?
- Provide visual representations of sacred signs and symbols; samples in Appendix C may be helpful.

Connection

Teachers may

- Take students on a virtual tour or a field trip to view places of worship.
- Invite a guest speaker to discuss various types of symbols or signs associated with their religion.
- Invite a peace officer (RCMP, RNC) into the class to discuss the Criminal Code of Canada.

Students may

- Re-create a visual of a significant symbol found in society and explain the meaning (e.g., Red Cross, recycling).
- Complete an Internet search to find visuals and information about religious origins for a classroom gallery. Each visual should include captions, describing what they admire or find interesting about the visual.
- Identify architectural features in virtual or live tours of sacred places that reflect religious beliefs.

Resources and Notes

Authorized

Appendices

- Appendix B: Sample Letter for Parents and Guardians
- Appendix C: Sample Clip Art
- Appendix D: Specific Curriculum Outcomes – Cross-references

Directions

- Origins of Buddhism: teacher resource (TR) 166
- Origins of Christianity TR170
- Origins of Hinduism TR156
- Origins of Sikhism TR179
- Symbols in Hinduism: student resource (SR) 37, TR42
- John Learns About Christian Symbols SR42, TR46
- Who was the Buddha? SR93, TR82
- The Four Noble Truths SR98, TR88
- Sikh Traditions SR106, TR92
- Kirpal's Return SR111, TR98
- Respect for Life SR116, TR102
- Making the Easter Candle SR122, TR106
- Christ is Risen! SR128, TR112
- The Sacred Thread SR152, TR126
- Looking at Places of Worship SR181, TR148

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 Buddhism, Christianity, Hinduism, and Sikhism*
- 2.0 *explain the significance of sacred signs and symbols*
- 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*

Focus for Learning

- SCO 10.0: recognize in Buddhism, Christianity, Hinduism, and Sikhism the importance of loyalty and trust (GCO 4)
- SCO 11.0: explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs (GCO 4)
- SCO 12.0: identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect (GCO 5)
- SCO 13.0: discuss the influence of family, peers, community, religion, and media on ethical and moral decision making (GCO 5)

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

In SCO 4.0, the exploration of places of worship is connected to the discussion of signs and symbols. The intent of this outcome is to provide opportunities for students to explore the types of designs that have been used in the architecture of religious or sacred buildings. They should be able to connect some design details to the beliefs of the religion (e.g., Christian churches, such as the Basilica of St. John the Baptist in St. John’s, may be in the shape of a cross). Design details may include shapes, size, colours, ornamentation, orientation of rooms or objects, or position of the whole building (i.e., which direction it faces). Using visuals to explore architecture may be beneficial for students.

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

Create a brochure, PowerPoint®, bulletin board, or newspaper headlines and captions to entice your audience to learn more about a religion. Use images and catchy titles about key figures, signs and symbols, teachings and laws, and places of worship in Buddhism, Christianity, Hinduism, or Sikhism. Make sure you include a personal connection to attract the reader.

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

- Interview local religious leaders about their roles as leaders within their own community.
- Participate in a jigsaw activity: In groups, students chose a religion and investigate its teachings and laws on food, family life, treatment of environment, clothing, etc. Members of each investigative group move to discussion groups to share their findings (i.e., one group discusses one aspect of the teachings on food while another group discusses clothing).
- Create and/or review expectations for a class code of conduct. Create a symbol to represent common beliefs about conduct in their classroom.

Extension

Students may

- Analyze the symbolism of a well-known universal symbol, such as the swastika:
 - Who originally used it?
 - What did it originally symbolize?
 - How has its use changed over time?
 - Why is it such a powerful symbol?
 - Are there other symbols that have gone through similar changes?

Resources and Notes

Suggested

Many Friends, One World
(Grade 3 religious education)

- The Path to Happiness: The Story of Siddhartha Gautama (21)
- Showing the Way: The Story of Krishna (37)
- Placing their Trust in God: The Stories of Abraham and Moses (71)
- In Search of One Truth: The Story of Guru Nanak (111)
- A Message of Love and Forgiveness: The Story of Jesus (129)

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/hs.html>

- Grade 5 religious education video series: Christian Beliefs and Practices
 - What is a symbol?
 - Worship
- Grade 6 religious education video series: Christian Beliefs and Practices
 - Church Architecture
 - Architecture terms
- Short videos on Hinduism and Sikhism in Newfoundland and Labrador
- Dedicated search engines for religious buildings

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

Outcomes

Students will be expected to

- 5.0 investigate prayer, meditation, and worship as expressions of belief
- 6.0 describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism

Focus for Learning

The nature of what it means to believe was introduced in Grade 4 religious education; students may bring some prior learning to a discussion of how people express their beliefs. In Grade 5, students are focusing on how prayer, meditation, and acts of worship are specific expressions of an adherent's or religious follower's beliefs:

- Prayer is ...
- Meditation is ...
- Worship is ...

In meeting SCO 5.0, students should be asking questions, such as

- Why do people pray?
- Is there a difference between prayer and meditation?
- Are there different kinds of prayers?
- Are there different ways to meditate?
- What does a person need to do or think while worshipping?
- Are there different ways to worship?
- Do all Hindus, for example, worship the same way?

Students should not be focusing on finding a right answer for questions such as those listed above. Rather they should be encouraged to develop a wide range of questions to investigate; no question is too small and interesting questions will likely lead to more questions.

“When a question engages students and motivates them to ask further questions or challenge their ideas, it has the potential to take students beyond their current thinking.”
(*Out of the Question*, 5)

When exploring the basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism, students should be able to describe some of the main beliefs (SCO 6.0). They are not expected to analyze or compare the validity of beliefs in a particular religion; there should not be a focus on which belief is considered to be correct. They should make conclusions about similarities among beliefs, such as

- many religions require followers to declare their faith in an initiation ceremony
- many religions advocate non-violent means to solving problems
- many religions teach a rule of reciprocity (i.e., The Golden Rule)
- many religions have beliefs about an afterlife

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use websites, videos and children’s literature to discuss people’s experiences with prayer, meditation, and worship in Buddhism, Christianity, Hinduism, and Sikhism. Prompt students with questions, such as
 - What does meditation look like? Feel like?
 - How often does someone usually mediate? Where?
 - Why do some people meditate?
 - Is meditating the same as praying?
- Ask students to think of times and places when they are expected to be still or quiet, such as in a library, the class reading centre, or a place of worship.

Students may

- Share any personal experiences with prayer, meditation, and worship. **Teachers should ensure a safe environment for students to participate in the discussion. Not all students will have personal experiences to share.**
- Participate in a guided secular (i.e., non-religious) meditation session.

Connection

Teachers may

- Invite guest speakers to discuss their personal experiences with prayer, meditation, and worship.

Students may

- Research where Buddhists, Christians, Hindus, and Sikhs pray.
- Design a poster showing places where they are expected to be still or quiet (see **Activation** above). Display completed posters in one of these locations explaining the need to be quiet or still.
- Read and discuss different prayers in Buddhism, Christianity, Hinduism, and Sikhism:
 - What is the purpose and main message of the prayer?
 - When and where do adherents say this prayer?
 - Are there any physical movements to go with the prayer?

Resources and Notes

Authorized

Directions

- Buddhism: Basic Beliefs TR166
- Christianity: Basic Beliefs TR170
- Hinduism: Basic Beliefs TR179
- Sikhism: Basic Beliefs TR179
- Return from India SR24, TR30
- A Visit to a Hindu Temple SR47, TR30
- La Posada SR70, TR66
- A Change in Direction SR146, TR122
- Fish Stories SR158, TR130
- From Anger to Forgiveness SR164, TR136
- Unbroken Reading SR168, TR140
- Cover to Cover SR175, TR144

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

Outcomes

Students will be expected to

5.0 investigate prayer, meditation, and worship as expressions of belief

6.0 describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism

Focus for Learning

Through their discussions about how beliefs are acted out in the traditions and significant events of a religion, students may meet other SCOs:

- SCO 7.0: recognize that principles of empathy, forgiveness and justice are evident in Buddhist, Christian, Hindu and Sikh texts and teachings (GCO 3)
- SCO 8.0: describe key events in Buddhism, Christianity, Hinduism and Sikhism (GCO 3)

Sample Performance Indicator

Create a Venn Diagram to compare and contrast the beliefs of two living belief systems from Buddhism, Christianity, Hinduism, and Sikhism. Think about prayer, worship, meditation, initiation ceremonies, beliefs about an afterlife, rules on how to treat other people, rules about food or clothing, etc.

GCO 2: Students will be expected to develop an understanding of the 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 students' understanding of the basic beliefs for one of the following: Buddhism, Christianity, Hinduism, or Sikhism.

Students may

- Write a prayer or a poem modelled after prayers discussed from Buddhism, Christianity, Hinduism, or Sikhism.
- Design or create a place they feel is suitable for meditation or quiet reflection.

Extension

Students may

- Create Two Facts and a Fib: write two statements that are true and one statement that is false about basic beliefs in Buddhism, Christianity, Hinduism, or Sikhism. Present the statements as a flap book or cards for other students to read.

Resources and Notes

Suggested

Come Along With Me (Grade 1 religious education)

- Trishal (Hinduism): mandir, worship at home, aum
- Liam (Buddhism): temple, worship at home
- Pritum (Sikhism): gurdwara, prayer hall and langer hall
- Mark (Christianity): church

Many Friends, One World (Grade 3 religious education)

- The Path to Happiness: The Story of Siddhartha Gautama (21)
- Showing the Way: The Story of Krishna (37)
- The Power of Peace: The Story of Mahatma Gandhi (96)
- In Search of One Truth: The Story of Guru Nanak (111)
- My Religion is Kindness: The Story of the Dalai Lama (123)
- A Message of Love and Forgiveness: The Story of Jesus (129)

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/hs.html>

- Grade 5 religious education video series: Christian Beliefs and Practices
- Selected prayers and scriptures
- Short videos on Hinduism and Sikhism in Newfoundland and Labrador
- Diversity in Newfoundland and Labrador

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

Outcomes

Students will be expected to

7.0 recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings

8.0 describe key events in Buddhism, Christianity, Hinduism and Sikhism

Focus for Learning

The key concepts of demonstrating empathy, practicing forgiveness and seeking justice are shared among many living belief systems, including Buddhism, Christianity, Hinduism, and Sikhism. Many of the stories from sacred texts teach followers how to

- be empathetic
- forgive others
- create a just society

Students are not expected to memorize rules and principles or explain abstract concepts in SCO 7.0 that are beyond their understanding. Activities associated with SCO 7.0 will support further exploration of these principles as expressions of faith (i.e., what people say and do):

- SCO 10.0: recognize in Buddhism, Christianity, Hinduism and Sikhism the importance of loyalty and trust (GCO 4)
- SCO 11.0: explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs (GCO 4)

In Grade 4 religious education, students learned about key events in Christianity, including celebrations and ceremonies. They may bring some prior learning to the discussion of key events in SCO 8.0. Many students will likely draw on personal experiences in making connections with key events. They may discuss celebrations, traditions or religious ceremonies that they have participated in or heard about.

It may be beneficial to introduce discussions about key events or celebrations at the time when they are occurring in the year. Appendix E provides a time line of suggested Buddhist, Christian, Hindu, and Sikh key events. In describing these events, students may include details, such as

- history associated with the event (e.g., birth or death, success or failure of a military effort, return of an important person or object)
- environmental factors (e.g., fall harvest, first full moon in a particular month)
- celebratory details (e.g., gift giving, dancing and music, special foods)
- symbolic details (e.g., lighting of candles or lamps, ceremonial clothing)

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to share details about significant events in their lives:
 - Why is the event significant?
 - What happened?
 - How did it make you feel?
 - How did others feel?

Students may

- Examine and discuss visuals of key events and celebrations in Buddhism, Christianity, Hinduism, and Sikhism:
 - What do you notice?
 - What details stand out to you?
 - What do you think was happening before this photo was taken?
 - Is the music suited to this video?
 - Are there any similarities among the visuals?
- Discuss principles of empathy, forgiveness, and justice in the school or classroom context:
 - How is empathy shown in our school?
 - Are students treated justly or fairly?
 - Are there any examples of discrimination?
 - What does it look like when someone forgives another person?

Connection

Teachers may

- Share stories from Buddhist, Christian, Hindu, and Sikh texts which illustrate the principles of empathy, forgiveness, and justice. Follow up with role playing and discussion based on the stories.

Students may

- Create individual time lines of significant events in their lives discussed in **Activation** .
- Create a photo essay of significant events and celebrations in their personal lives. Photostory©, Powerpoint©, Little Bird Tales© or other digital programs may be beneficial.

Resources and Notes

Authorized

Appendices

- Appendix E: Sample Time Line of religious holidays and celebrations

Directions

- The Quiet Space SR87, TR78
- Who was the Buddha? SR93, TR82
- Making the Easter Candle SR122, TR106
- Christ is Risen! SR128, TR112

Suggested

Many Friends, One World
(Grade 3 religious education)

- The Path to Happiness: The Story of Martin Luther King Jr. (21)
- Showing the Way: The Story of Krishna (37)
- The Power of Peace: The Story of Mahatma Gandhi (96)
- In Search of One Truth: The Story of Guru Nanak (111)
- A Message of Love and Forgiveness: The Story of Jesus (129)

Celebrations (Kindergarten religious education)

- Lighted Lamps (7)
- A December Birthday (13)
- A Sikh Parade (25)
- Celebrating Buddha's Life (29)

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

Outcomes

Students will be expected to

7.0 recognize that principles of empathy, forgiveness, and justice are evident in Buddhist, Christian, Hindu, and Sikh texts and teachings

8.0 describe key events in Buddhism, Christianity, Hinduism and Sikhism

Focus for Learning

Many religious events have common elements that are recognizable in the lives of Buddhists, Christians, Hindus, and Sikhs. Students should be made aware, however, that multiple interpretations of these events are possible and that not all followers observe the key events in exactly the same way.

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., the enlightenment of Buddha, Guru Nanak's revelation from God, Pentecost and the apostles, the resurrection of Jesus, or the wedding of Rama and Sita). Texts could be a news report, email, postcard, travel blog, email, puppet show, etc.

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

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Create a class graph based on the results of the individual time lines in **Connection** to identify frequency, chronology, or common characteristics of events. Details may include

	Initiation	Age	Characteristics
Student A	Yes	3 months	Individual, parents spoke on behalf
Student B	Yes	11 years	Group event, participated on own behalf
Student C	No	N/A	N/A

	Family celebration	Age	Characteristics
Student A	Yes	Every year	Food, gifts, music, extended family visits
Student B	Yes	Twice a year	Food, singing, prayers of thanks, outdoors
Student C	Yes	Twice a year	Food, singing, outdoors and indoors, gifts

Students may

- Investigate different foods associated with celebrations of Buddhism, Christianity, Hinduism, and Sikhism and choose one of these foods to prepare.
- Create an ABC book, a Foldable© or graphic organizer about key concepts in Buddhism, Christianity, Hinduism, or Sikhism. Concepts may include
 - teachings, including empathy, justice, and forgiveness
 - symbols and signs
 - significant events or celebrations
 - details of origins, including important leaders or founders

Extension

Students may:

- Create an argument for when the new year should be observed; suggestions may include:
 - January 1
 - The Spring Equinox (Mar. 21)
 - April 1 (financial year)
 - The Winter Solstice (Dec. 21)
 - Advent (four weeks before Christmas and the beginning of the Christian year)
 - Midsummer's Day
 - Harvest time
 - September 1
 - May Day

Section Three:
Specific Curriculum Outcomes
Personal Concepts

Personal Concepts

Focus

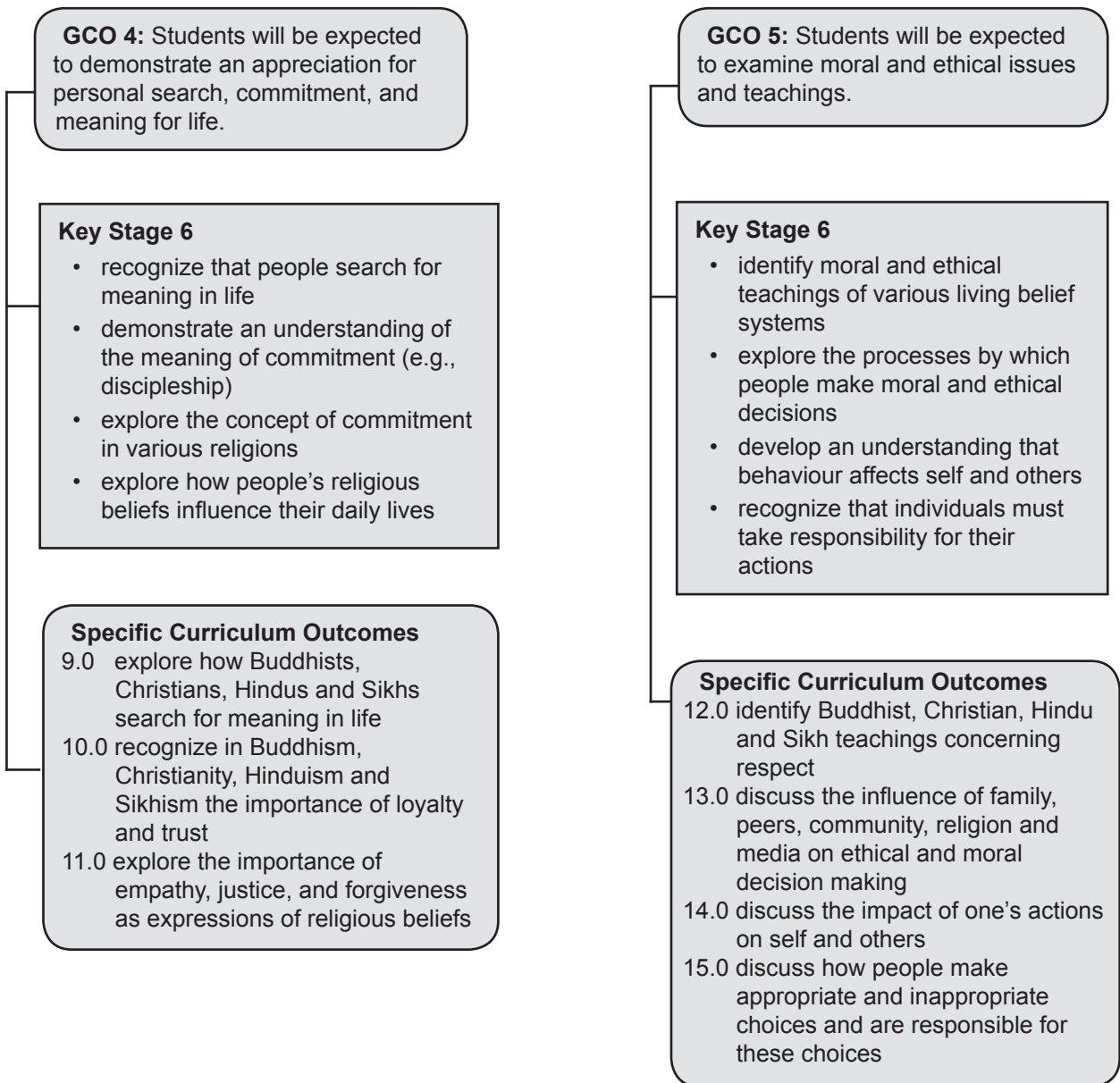
The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Personal Concepts (GCOs 4-5)** is looking inwards to reflect on personal ideas about life and beliefs about what is important. Grade 5 students explore the nature of belief in Buddhism, Christianity, Hinduism, and Sikhism to expand their understanding about the meaning of life. Thinking about how individuals relate to each other in daily life is an important aspect of this strand. Activities associated with the personal concepts connect well with outcomes in health (relationships).

Students may ask questions such as

- How do I know what the “right” thing to do is?
- Do I think about what happens after I make a decision?
- How might a Hindu make decisions about a problem?
- What are the rules of Buddhism? How does a Buddhist follow them?
- Do my actions affect other people? How?
- Does everyone deserve forgiveness?
- 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 4	Grade 5	Grade 6
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	11.0 explore how Aboriginal peoples, Christians, and Muslims search for meaning in life
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 recognize in Aboriginal Spirituality, Christianity, and Islam the importance of discipleship and stewardship
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	13.0 explore the concept of commitment to one's faith

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

Grade 4	Grade 5	Grade 6
13.0 identify Christian, Jewish, and Muslim teachings concerning honesty, cheating, stealing, and bullying	12.0 identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect	14.0 identify teachings concerning conflict resolution and materialism from Aboriginal Spirituality, Christianity, and Islam
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 examine 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 examine the implications 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	17.0 examine why people must take responsibility for their actions

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

Outcomes

Students will be expected to

- 9.0 explore how Buddhists, Christians, Hindus and Sikhs search for meaning in life
- 10.0 recognize in Buddhism, Christianity, Hinduism and Sikhism the importance of loyalty and trust
- 11.0 explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs

Focus for Learning

In Grade 3 and 4 students explored commitment in other people, some well-known in their faith communities and around the world. Grade 4 students explored the concept of commitment and what it might mean to them personally. In Grade 5 the focus for SCO 9.0 is on how religious people search for meaning in their lives. This is a broader application of the concept of commitment:

- Religious leaders often questioned the purpose for living: Buddha, Jesus, Gandhi, Guru Nanak, Thich Nhat Hanh.
- Current global and local individuals have acted on their beliefs as a way to understand the meaning in their lives: Ankur Ralhan, Jillian Peddle, Karen Huxter, Malala Yousafzai, Nelson Mandela, Stephen Lewis.

Students may come to relate these examples to their own lives. They may ask questions, such as

- What might my life be like if I was living somewhere else? Elsewhere in Newfoundland and Labrador? In Canada? In the world?
- Why do bad things happen?
- What role can I play in the life of others?
- How do my actions affect other people?

SCO 10.0 is intended to be an introduction to how loyalty and trust are common aspects of many belief systems. The need for honesty and for people to be able to rely on what others say and do is inherent in keeping promises, which was the focus in Grade 4 for Christianity and Judaism. In Grade 5, students expand this understanding to include examples in Buddhism, Hinduism, and Sikhism.

In helping students meet SCO 11.0, teachers can utilize examples from sacred texts (SCO 7.0, GCO 3) to provide explanations and examples about equality, fairness, inclusionary practices, and individual needs. Connecting what is said in a sacred text with examples of what people say and do in daily living may provide context for the discussion. Students' exploration of empathy, justice, and forgiveness are included in discussions about respect which is further emphasized in GCO 5:

- SCO 12.0: identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect (GCO 5)
- SCO 14.0: discuss the impact of one's actions on self and others (GCO 5)

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Assess students' ideas about searching for meaning in life. Discussion prompts in **Focus for Learning** may be helpful.
- Brainstorm students' responses to cope with sorrow, problems, and suffering.
- Review with students the concept of keeping promises:
 - Why is it important to keep promises?
 - What are the benefits of keeping promises?
 - What are the negative effects of promises being broken?
 - Are there different types of promises?

Students may

- Participate in a graffiti activity to share responses to scenarios involving loyalty, trust, empathy, justice, and forgiveness, such as
 - a car is damaged during a street hockey game
 - a friend asks them to keep a secret
 - a friend has lost something important to them
 - a person has posted a negative comment in an online environment about someone else)
 - a person is spreading gossip about someone else

Connection

Teachers may

- Share sacred text examples, such as The Lord's Prayer, to discuss messages of forgiveness:
 - What can it look like when someone forgives another person?
 - Why do some people find it hard to forgive others?
 - Are there some things that can't be forgiven?

Students may

- Write a short poem that asks someone for forgiveness.

Resources and Notes

Authorized

Directions

- Jesus, the Man for Others SR8, TR16
- Learning from One Another SR16 , TR22
- Finders Keepers SR22, TR26
- The Prodigal Son SR55, TR56
- Quick Tempers SR66, TR62
- Christmas Helpers SR76, TR70
- Roger's Secret SR82, TR74
- Keeping Your Word SR137, TR116

Suggested

Many Friends, One World
(Grade 3 religious education)

- Seva Stands for Service: The Story of United Sikhs (85)
- Reaching Out to Help: The Story of Dr. Wilfred Grenfell (118)
- Working for Miracles: The Story of Dr. Dawn Howse (170)

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

Outcomes

Students will be expected to

9.0 explore how Buddhists, Christians, Hindus, and Sikhs search for meaning in life

10.0 recognize in Buddhism, Christianity, Hinduism, and Sikhism the importance of loyalty and trust

11.0 explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs

Focus for Learning

In their explorations of empathy, justice, and forgiveness, students may say

- Being treated fairly means ...
- I find it hard to forgive someone because ...
- I know how it feels when ...
- I show respect for myself by ...
- I show respect for others by ...

Sample Performance Indicator

Award Time: Create a humanitarian award. Include criteria and characteristics that an individual must meet to be given the award. Nominate a real, fictional, or historical person who is deserving of the award and explain why you think they should be nominated.

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Create a poster or mural showing them being an active member of society, living a meaningful life.
- Create a bulletin board display about being a loyal and trustworthy person. Include key words, images, and quotes to describe people who keep their word.
- Choose a significant religious leader and investigate how he or she searched for meaning in life (e.g., Jesus, Paul the Apostle, the Buddha, Mahatma Gandhi, Guru Nanak, Mother Teresa). Use a graphic organizer, t-chart notes, or a Foldable© to identify key events of this person's life and how it influenced or changed him or her

Extension

Students may

- Establish their own school or community group to create awareness about a social justice issue.

Resources and Notes

Suggested

Children's Literature

- 21st Century Junior Library (2011) by Lucia Raatma (Saunders Book Company); series includes *Caring*, *Responsibility*, *Fairness*, *Sportsmanship*, *Loyalty*, *Trustworthiness*, and *Respect*

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/ps.html>

- Humanitarian award recipients

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

Outcomes

Students will be expected to

- 12.0 identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect
- 13.0 discuss the influence of family, peers, community, religion, and media on ethical and moral decision making
- 14.0 discuss the impact of one's actions on self and others
- 15.0 discuss how people make appropriate and inappropriate choices and are responsible for these choices

Focus for Learning

In Grade 4 students began to explore the idea that many of North American society's morals and values have their basis in the teachings and laws in Christianity and Judaism. In Grade 5 students will continue to explore and identify teachings about respect from Buddhism, Christianity, Hinduism, and Sikhism in SCO 12.0. They should focus on teachings about having respect for themselves, other people, property, and animals. Their discussions about respect may also help students meet other SCOs:

- SCO 3.0: investigate how religious teachings and laws influence the development of morals and values (GCO 1)

Students should be encouraged to ask questions about how family, peers, community involvement, religious beliefs, and media sources can influence their behaviour. In meeting outcome 13.0 students may ask themselves

- Do I always do what my parents ask?
- Do I always do what my friends ask me to do?
- Do I believe everything I read on the Internet to be true?
- Who are some people who influence my decisions?

Reflective questions like these can encourage deeper thinking and will likely foster further questioning.

Grade 5 students will have some experience discussing the impact of their actions and decisions on themselves and others (SCO 14.0) Not every decision is a moral or ethical one, however. Teachers can develop students' experiences further by focusing discussions on examples of a moral or ethical nature. These may include, but are not limited to

- welcoming others
- helping someone in need
- leaving a workspace untidy or trash behind in a cafeteria
- sharing appropriate information with others
- standing up for themselves

These types of discussions will provide a natural link between SCOs 14.0 and 15.0; discussing choices and outcomes of those choices can naturally evolve from sample scenarios like those listed above. When addressing outcome 15.0 teachers need to keep the discussion focused on age appropriate topics. Students need to distinguish between what are appropriate and inappropriate choices and identify possible responsibilities based on those choices.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with excerpts from sacred texts to highlight respect.
- Present an open-ended scenario or a shared reading with a moral or ethical dilemma. Ask questions to prompt student discussion:
 - Why do you think there was a dilemma in this story?
 - Could the dilemma have been prevented?
 - What might be a solution or next steps to the dilemma?
- Brainstorm negative and/or positive impacts a decision could have on an individual.

Students may

- Keep a media diary for a week or two to track the messages they are exposed to through advertising, news or informational stories, or social networking:
 - What choices or decisions did I make based on these messages?
 - How did I think differently because of the messages I was exposed to?

Connection

Students may

- Role play situations which require moral or ethical decision making.
- Create a journal response about an action or decision they made:
 - What were its effects?

Resources and Notes

Authorized

Directions

- Jesus, the Man for Others SR8, TR16
- Finders Keepers SR22, TR26
- The Festival of Diwali SR31, TR36
- The Prodigal Son SR55, TR56
- Quick Tempers SR66, TR62
- Christmas Helpers SR76, TR70
- Roger's Secret SR82, TR74

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/ps.html>

- Selected Buddhist, Christian, Hindu and Sikh teachings concerning respect

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

Outcomes

- Students will be expected to*
- 12.0 identify Buddhist, Christian, Hindu, and Sikh teachings concerning respect*
 - 13.0 discuss the influence of family, peers, community, religion, and media on ethical and moral decision making*
 - 14.0 discuss the impact of one's actions on self and others*
 - 15.0 discuss how people make appropriate and inappropriate choices and are responsible for these choices*

Focus for Learning

Sample Performance Indicator

Review the class code of conduct's rules and examine the moral rationale for each expectation

Rule	Moral rationale	What if ...?	Teachings
<ul style="list-style-type: none"> • Wait to speak 	<ul style="list-style-type: none"> • Respect others' ideas 	<ul style="list-style-type: none"> • If no one followed the rule, the class would be chaos 	<ul style="list-style-type: none"> • Do unto others as you would have them do unto you (Golden Rule)
<ul style="list-style-type: none"> • Hands-off policy 	<ul style="list-style-type: none"> • Respect personal space 	<ul style="list-style-type: none"> • If no one followed the rule, people might get hurt 	<ul style="list-style-type: none"> • Do no harm to living things

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

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

Students may

- Create a “What if?” story using PhotoStory© or another media application to depict a student making a decision and the impact of the decision on others.
- Create safety guidelines or a checklist document to evaluate information presented through media, social networking, advertising, etc.
 - opening or responding to Emails
 - repeating information from a news source
 - trusting advertising

Extension

Students may

- Research guidelines for assigning age restrictions on video games, movies, or television shows. Present findings to the class.





Section Three:

Specific Curriculum Outcomes

Community and Environment Concepts

Community and Environment Concepts

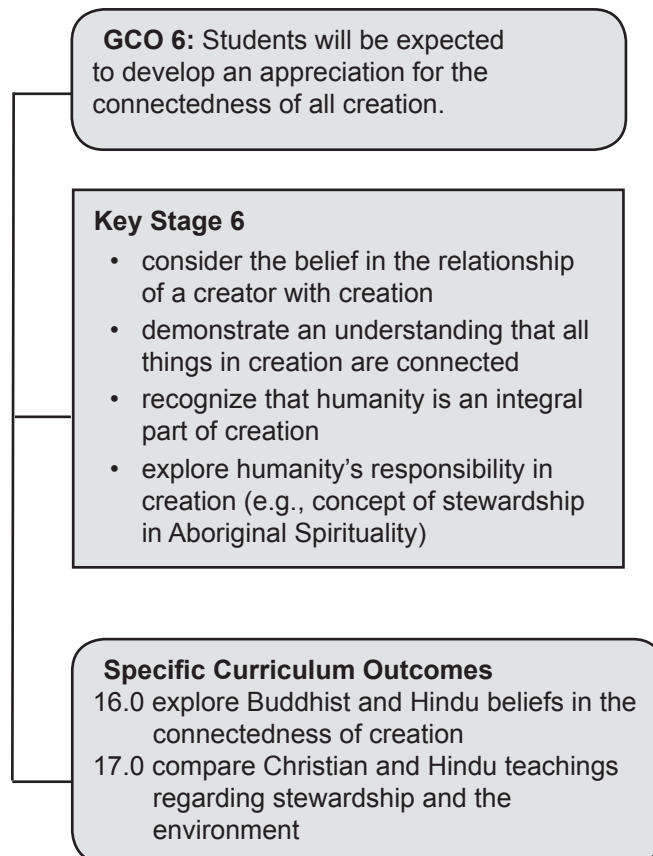
Focus

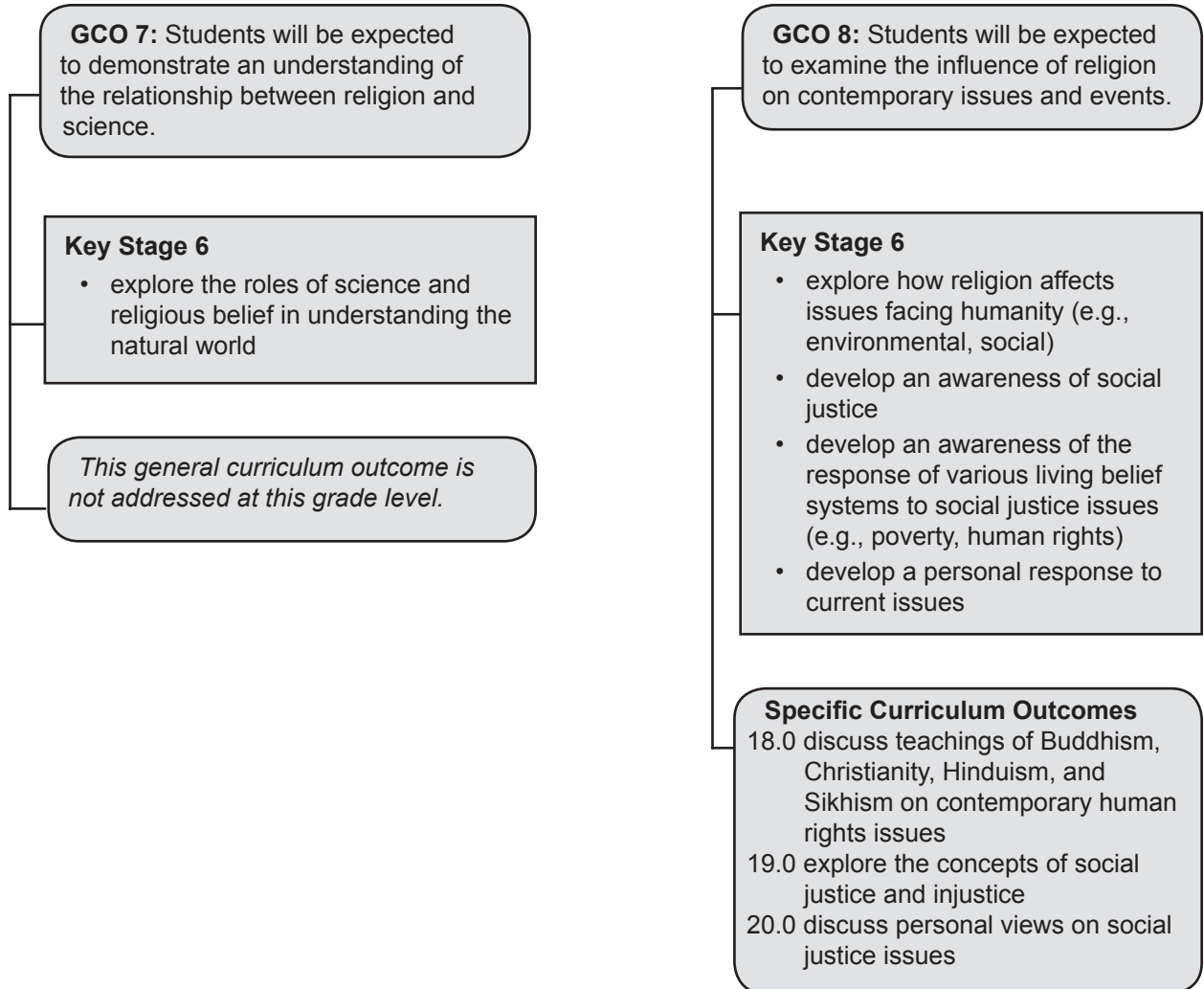
The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Community and Environment Concepts (GCOs 6-8)** is on making connections. Grade 5 students explore how Buddhists, Christians, Hindus, and Sikhs understand their place in the world and their connections to other people and creation. This exploration can help students to expand their understanding of their own place in the world with respect to stewardship and social justice issues. Students may ask questions, such as

- How will I act towards others?
- Why should I care about things that are unfair in the world?
- How does what I do make a difference?
- What does the *Bible* teach Christians about taking care of the environment?
- What are my human rights? Are they same for everyone?

Outcomes Framework





SCO Continuum

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

Grade 4	Grade 5	Grade 6
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	18.0 examine the belief in a caring God
18.0 explore Christian and Jewish teachings regarding stewardship and the environment	17.0 compare Christian and Hindu teachings regarding stewardship and the environment	19.0 examine Aboriginal and Bahá'í beliefs that all creation is connected
		20.0 investigate the concept of stewardship and the environment

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

Grade 4	Grade 5	Grade 6
<i>This general curriculum outcome is not addressed at this grade level.</i>	<i>This general curriculum outcome is not addressed at this grade level.</i>	21.0 investigate how science and religion address the same questions but use different approaches

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

Grade 4	Grade 5	Grade 6
19.0 recognize different forms of discrimination	18.0 discuss teachings of Buddhism, Christianity, Hinduism, and Sikhism on contemporary human rights issues	22.0 investigate the impact of teachings on contemporary issues and events from Aboriginal Spirituality, Christianity, and Islam
20.0 explore Christian and Jewish teachings regarding discrimination and prejudice	19.0 explore the concepts of social justice and injustice	23.0 explore the concepts of social awareness and advocacy
	20.0 discuss personal views on social justice issues	24.0 develop a response to 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

16.0 explore Buddhist and Hindu beliefs in the connectedness of creation

17.0 compare Christian and Hindu teachings regarding stewardship and the environment

Focus for Learning

The word “creation” in this GCO should be interpreted as the environment and the earth’s resources in general, not in the sense of “Creation” (Christian belief that God made the Earth in seven days). In this context, students should explore Hindu and Buddhist teachings which provide many examples of how everything on earth is connected:

- dharma: duty to live a righteous life
- karma: all one’s actions have effects or consequences
- ahimsa: principle of non-violence in reacting to others

While exploring the concept of connectedness in general, students will discuss how everything on earth is connected. They will likely meet other SCOs:

- SCO 6.0: describe basic beliefs of Buddhism, Christianity, Hinduism, and Sikhism (GCO 2)
- SCO 14.0: discuss the impact of one’s actions on self and others (GCO 5)
- SCO 18.0: discuss teachings of Buddhism, Christianity, Hinduism, and Sikhism on contemporary human rights issues (GCO 8)
- SCO 19.0: explore the concepts of social justice and injustice (GCO 8)

In Grade 4, students recognized that stewardship towards the environment was part of the teachings of Christianity and Judaism. A steward is a person who is trusted to take good care of the earth’s resources and the immediate environment. The focus in SCO 17.0 is on Christian and Hindu teachings about taking care of the earth.

Simple comparisons may include

- How are Christians expected to show they are caring for the earth?
- Does this look the same when Hindus care for the earth?
- Are there ways that Christians and Hindus can learn from each other about how they care for the earth?

Examples of environmental stewardship may be found in current events or from sacred texts. Discussions and activities associated with SCO 17.0, may help students meet outcomes in health, science, or social studies as well.

Sample Performance Indicator

Create a digital photo essay (e.g., Little Bird Tales©, PhotoStory©, Pictello©) or a collage of pictures depicting Buddhist, Christian, and Hindu teachings regarding stewardship and the connectedness of creation. Include an artist’s statement explaining your choices in creating the text.

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 to assess their understanding of effects and consequences of their actions.
- Review with students the concept of being a vegetarian:
 - Why are some people vegetarians?
 - What might be some things to consider before becoming a vegetarian?
 - Do you think about where the food you eat comes from?

Students may

- Identify different organizations established to protect animals (e.g., SPCA – duty, non-violence to animals).
- Explore the idea of karma:
 - How is it like a chain reaction?
 - How might non-violence affect karma?

Connection

Teachers may

- Share Buddhist and Hindu texts or poetry related to the marvel and wonders of creation.

Students may

- Create a visual (e.g., collage, poster, advertisement) to show ways people care for animals or care for and protect wildlife.

Consolidation

Students may

- Use a Venn diagram or Foldable© to compare details about Christian and Hindu teachings regarding stewardship.
- Write a poem which portrays how Hindu and/or Buddhist beliefs highlight the connectedness of creation.
- Role play a talk show-style interview or documentary to present religious beliefs or teachings about creation, the environment, or stewardship responsibilities.

Extension

Students may

- Create a 3-D model of or virtual plan for a peaceful garden. Include items which symbolize beliefs of Buddhism, Christianity, or Hinduism (eg., water, bridges, foot paths, statues, trees, flowers); an explanation should be included for choices.

Resources and Notes

Authorized

Directions

- The Quiet Space SR87, TR78
- Respect for Life SR116, TR102
- Making the Easter Candle SR122, TR106

Suggested

Children's Literature

- *Wangari's Trees of Peace* by Jeanette Winter
- *Planting The Trees Of Kenya* by Claire Nivola

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/ce.html>

- Sacred teachings about the environmental

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

Outcomes

Students will be expected to

- 18.0 discuss teachings of Buddhism, Christianity, Hinduism, and Sikhism on contemporary human rights issues
- 19.0 explore the concepts of social justice and injustice
- 20.0 discuss personal views on social justice issues

Focus for Learning

In Grade 4 the focus for GCO 8 was on discrimination and prejudice. In Grade 5, students will concentrate on human rights and social justice issues. This is the first formal introduction to Buddhist, Christian, Hindu, and Sikh teachings about human rights and social justice. As such, the discussion should be limited to topics that are relevant and meaningful for students. Time should be provided to discuss how these teachings are related to human rights. The UN Charter of Rights for Children, the Canadian Charter of Rights, other online social justice resources (see column 4), and references to sacred texts for each religion, may be beneficial in helping students meet SCOs 18.0 and 19.0.

From year to year, different current events and human rights issues will surface in society and gather media attention. Some students may raise examples of times when religion has not been a positive influence or when people harm others based on their religious beliefs. ***Teachers will need to be sensitive to these issues; it is important not to direct discussion on topics that are beyond students' understanding.***

As students discuss social justice issues teachers can lead students through questions to support SCO 20.0, such as

- Do I care?
- Should I care?
- Why don't I care?
- Why do I feel this way?

These questions can be used to address local issues as well as in other parts of Canada and around the world. Social injustices occur when

- people's civil rights are abused
- people do not have equitable access to education and medical resources
- people's movement or activities are restricted

People who stand up for social justice issues are fighting for ways to change a situation in which they feel someone is not being treated the way they should be.

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

- Brainstorm ideas about what students feel social justice issues and human rights are. Help students develop working definitions.
- Facilitate a class list of conflicts and social justice issues locally and globally that students can monitor and add to throughout the year.
- Invite the school's guidance counsellor to speak about social justice issues and conflict resolution.
- Facilitate a food sharing activity: Distribute cards to students, 10% with pictures of several food choices (e.g., fresh fruit, vegetables, and meat) and 90% with pictures of only bread or rice. Ask students to group themselves based on their cards and then debrief their observations about the groupings:
 - What did you notice about the groups?
 - Why do you think there is such a difference between the groups?
 - How can the groups be made more equal in size?

This activity could be repeated with another resource: water, shelter, access to education, or medicine, etc.

- Discuss with students special projects that help those in need on a local and global basis. Use a visual to discuss needs from a geographical perspective: Where in the province, region, country, or world do those with the most needs live?

Connection

Teachers may

- Share media or children's literature selections about social justice issues related to poverty, discrimination, multiculturalism, or conflicts.

Students may

- Create a poster or Foldable© to explain local or global imbalances of food, water, shelter, education, or medicine
- Visit a local soup kitchen, lunch program, or food bank.
- Identify which rights in the UN Charter of Rights for Children are most important to them: post the individual rights around the classroom and ask students to vote using coloured dots; tally the results:

Red dots (100 points) – most important

Blue dots (50 points) – second most important

Green dots (25 points) – third most important

Resources and Notes

Authorized

Directions

- A Change in Direction SR146, TR122
- Fish Stories SR158, TR130

Suggested

Children's Literature

- *Hanna's Suitcase* by Karen Levine
- *If You Could Wear My Sneakers* by Sheree Fitch and Darcia Labrosse
- *If the World Were a Village* by David J. Smith

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/RE/grade-5/links/ce.html>

- Social justice definitions
- Media selections about social justice issues and human rights

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

Outcomes

Students will be expected to

18.0 discuss teachings of Buddhism, Christianity, Hinduism, and Sikhism on contemporary human rights issues

19.0 explore the concepts of social justice and injustice

20.0 discuss personal views on social justice issues

Focus for Learning

Respect for people and a person's right to be treated fairly and equally should become part of students' personal connections as they engage in activities associated with SCO 20.0. Students should be encouraged to share their feelings about this topic in a safe environment. Their discussions about justice may be limited to a literal understanding of the terms "fair" and "unfair". As students are encouraged to expand their views and consider how they understand moral and ethical issues and teachings, they will likely meet other outcomes:

- SCO 11.0: explore the importance of empathy, justice, and forgiveness as expressions of religious beliefs (GCO 4)
- SCO 13.0: discuss the influence of family, peers, community, religion, and media on ethical and moral decision making (GCO 5)
- SCO 14.0: discuss the impact of one's actions on self and others (GCO 5)

Sample Performance Indicator

Create a commentary (e.g., blog post, video, photo essay) explaining your views on a social justice issue. Choose an issue you are interested in or choose from suggested topics, such as

- awareness about animal testing or animal cruelty
- addressing needs of people who are homeless
- access to services (e.g., Internet)
- need for a local food bank
- creation of a local SPCA

You might learn about an issue or topic in discussion or by doing some investigating on your own. Choose something that you feel strongly about. You might even change someone's mind!

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

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

Students may

- Write a letter to an individual who has helped those in need (i.e., a human rights activist) to thank them for their work and offer encouragement to continue.
- Write a letter to the news media or politician voicing their opinion about a social justice issue; the letter may include a call to action.

Extension

Students may

- Create a plan to present to a school, town, or city council on the fair treatment of children or animals in their local area.

Appendices

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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	Personal concepts				Community and environment concepts			Historical concepts		
Pls	GCOs 4, 5				GCOs 1, 3, 6			GCO 8	GCO 2	
Faiths of Friends: Directions	Jesus, The Man for Others Learning From One Another Finders Keepers Return From India The Festival of Diwali Symbols in Hinduism John Learns About Christian Symbols A Visit to a Hindu Temple The Prodigal Son Quick Tempers Roger's Secret La Posada Christmas Helpers				The Quiet Space Who Was the Buddha? The Four Noble Truths Sikh Traditions Kirpal's Return The Sacred Thread Respect for Life Making the Easter Candle Christ is Risen!			Keeping Your Word A Change in Direction Fish Stories From Anger to Forgiveness Unbroken Reading Cover to Cover Looking at Places of Worship		

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 5 your child will extend learning experiences begun in the Primary religious education program through an exploration of Buddhism, Christianity, Hinduism, and Sikhism. Students will discuss these living belief systems within three strands of religious education:

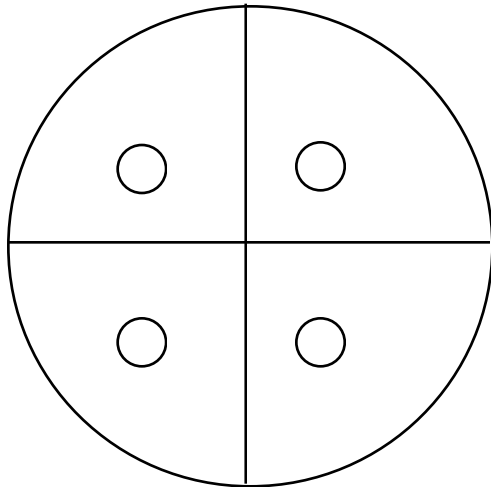
- **Historical Concepts** – looking back over time to explore the connections between religious belief, history, and culture. Grade 5 students explore origins of Buddhist, Christian, Hindu, and Sikh beliefs and how these religions have developed over time.
- **Personal Concepts** – looking inwards to reflect on personal ideas, beliefs and values. Grade 5 students explore the nature of belief in Buddhism, Christianity, Hinduism, and Sikhism to expand their understanding of their own ideas about problems, questions, and issues.
- **Community and Environment Concepts** – making connections. Grade 5 students explore how Buddhists, Christians, Hindus, and Sikhs 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>.

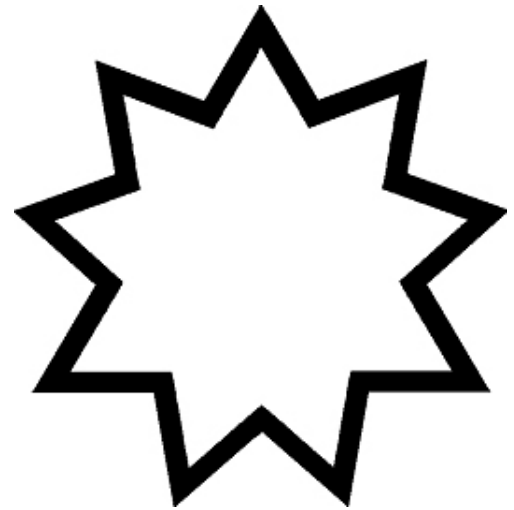
Regards,

Appendix C

Sample Clip Art



Aboriginal Spirituality
drum



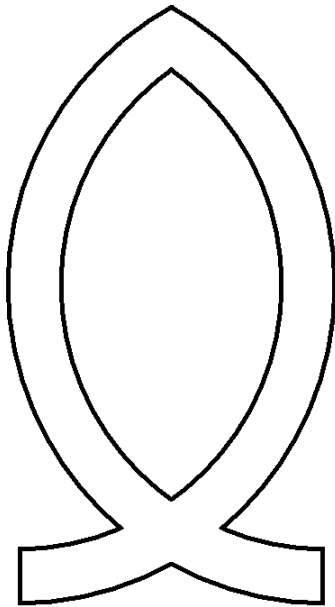
Bahá'í
9-pointed star



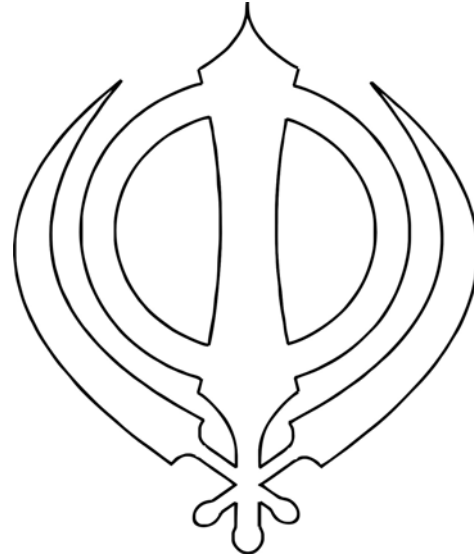
Islam
crescent moon and
star



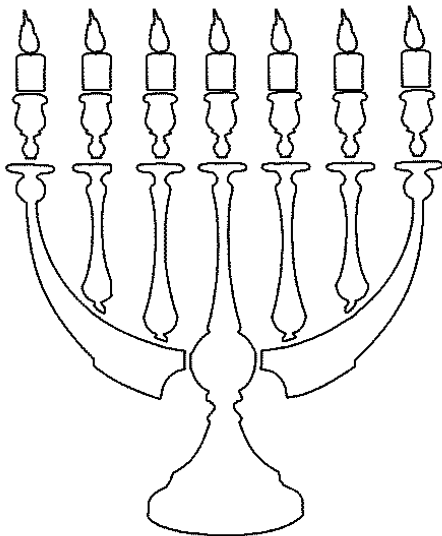
Hinduism
Aum



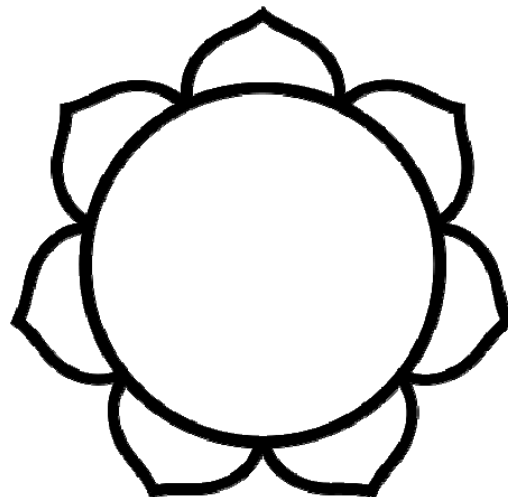
Christianity
fish



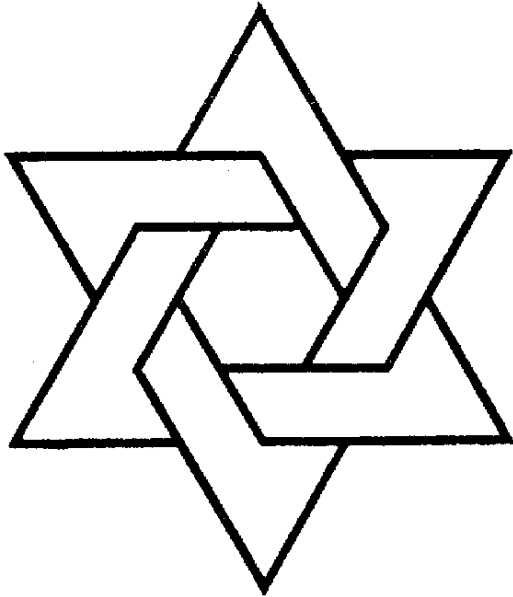
Sikhism
khanda



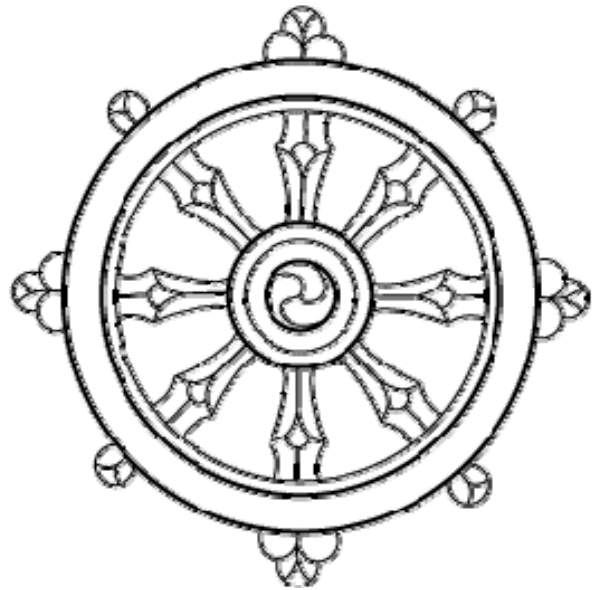
Judaism
menorah



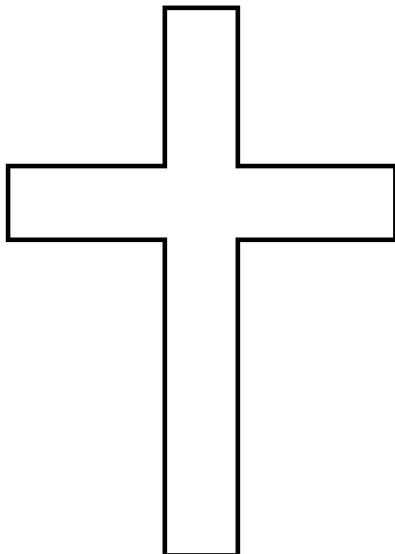
Buddhism
lotus flower



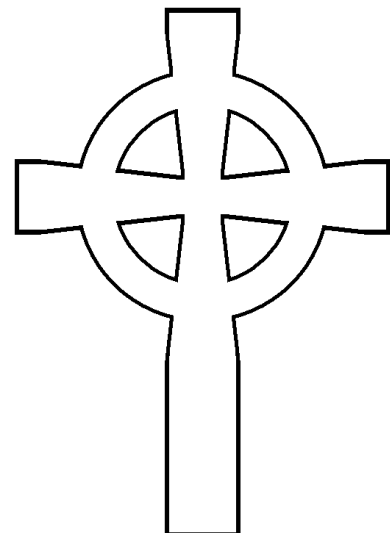
Judaism
star of David



Buddhism
wheel of dharma



Christianity
cross



Christianity
cross

Appendix D

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 – 8.0	GCOs 4 and 5 SCOs 9.0 – 15.0	GCOs 6 and 8 SCOs 16.0 – 20.0
References	3.0 – 7.0, 8.0, 10.0, 11.0, 12.0, 13.0 6.0 – 7.0, 8.0 7.0 – 10.0, 11.0	11.0 – 7.0, 12.0, 14.0 12.0 – 3.0	16.0 – 6.0, 14.0, 18.0, 19.0 20.0 – 11.0, 13.0, 14.0

Appendix E

Sample Time Line

The following time line identifies suggested specific Buddhist, Christian, Hindu, and Sikh 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

Buddhism, Christianity, Hinduism, and Sikhism

Event	Living Belief System	Occurrence	Date	Duration
Songkran	Buddhism	<i>Beginning of the New Year in Thailand; associated with making a new start in the spring of the year</i>	April 13	3 days
Wesak	Buddhism	<i>Celebration of Buddha's life, founder of Buddhism</i>	First full moon in May; June in a leap year	1 day
Elephant Festival	Buddhism	<i>Marks the teaching of Buddha about the mentor relationship between older Buddhists and new followers to Buddhism</i>	3 rd Saturday in November	1 day
Bodhi Day	Buddhism	<i>Marks Buddha's enlightenment</i>	December 8	1 day
Christmas Day	Christianity	<i>Birth of Jesus, founder of Christianity; 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, the 40 days before Easter</i>	Mid to late Winter	1 day
Palm Sunday	Christianity	<i>5th Sunday in Lent; beginning of Holy Week</i>	Spring	1 day
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
Diwali	Hinduism	<i>Commemorates stories in the Ramayan about the triumph of good over evil; also celebrated in the Sikh calendar</i>	End of the 7 th Hindu month (Ashwayuja), usually late October or early November	5 days
Pancha Ganapati	Hinduism	<i>Celebrates the winter solstice and Ganesh, Lord of Categories</i>	December 21-25	5 days
Holi	Hinduism	<i>Celebrates traditional spring harvest in some countries; often associated with Krishna</i>	Day after the full moon in the Hindu month of Phalgun, usually in March	3 days
Gudi Padwa (or Ugadi for some Hindus)	Hinduism	<i>New Year's Day for many Hindus on the 1st day of Chaitra</i>	Changing days, annually, in March	1 day

Event	Living Belief System	Occurrence	Date	Duration
Raksha Bandhan	Hinduism	<i>Celebrates the bond between brothers and sisters</i>	August 24	1 day
Krishna Janmaashtami (or Krishna Jayanthi)	Hinduism	<i>Celebrates the birth of Krishna on the 8th day of the waning moon of Shravana</i>	September	1 day
Parkash Utsav Dasveh Patshah	Sikhism	<i>Celebrates the birth of the 10th guru, Gobind Singh, the last of the gurus; translated as "10th Divine Light"</i>	January 31	1 day
Vaisakhi	Sikhism	<i>Celebration of the New Year during the 1st month of the Sikh calendar; associated with making a new start in the spring of the year; coincides with some Hindu New Year celebrations in April</i>	April 13 or 14	1 day
Guru Nanak's Birthday	Sikhism	<i>Birth of the first Sikh guru, Nanak, founder of Sikhism</i>	Born April 15; celebrations may occur in November depending on which calendar is used	1-3 days
Bandi Chhor Divas (or Diwali)	Sikhism	<i>Celebrates the release of the the 6th guru, Hargobind, from prison; translated as "The Celebration of Freedom"</i>	November 9	1 day

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