Religious Education 6

Curriculum Guide 2016

Newfoundland
Labrador

Education and Early Childhood Development

Department of Education Mission Statement

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

Table of Contents

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The Department of Education and Early Childhood Development for Newfoundland and Labrador gratefully acknowledges the contribution of the following members of the Elementary religious education curriculum working group, in the completion of this work:

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Section One:
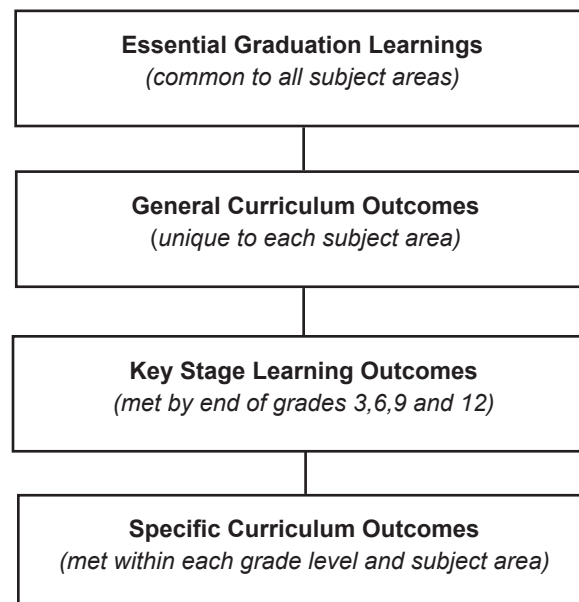# Newfoundland and Labrador Curriculum

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).

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│      Essential Graduation Learnings      │
│        (common to all subject areas)     │
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│       General Curriculum Outcomes        │
│         (unique to each subject area)    │
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│        Key Stage Learning Outcomes       │
│      (met by end of grades 3,6,9 and 12) │
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│       Specific Curriculum Outcomes       │
│  (met within each grade level and subject area) │
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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.
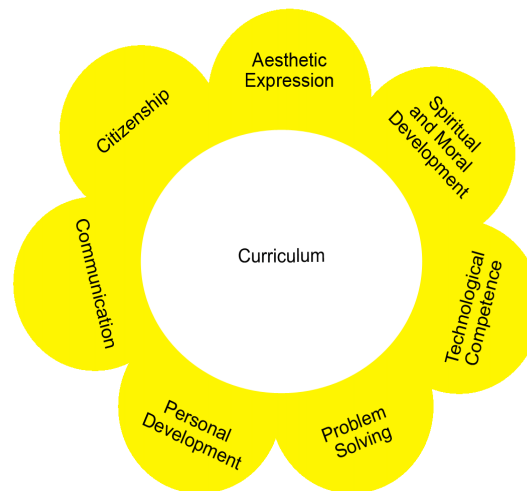
Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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
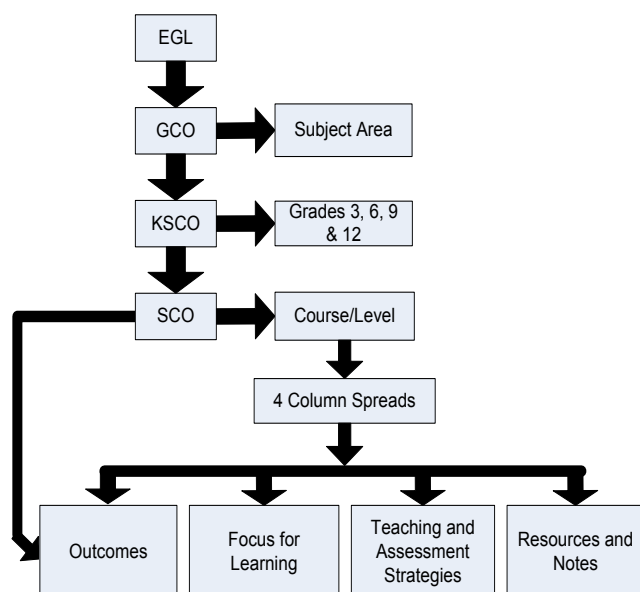
Context for Teaching and Learning

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.
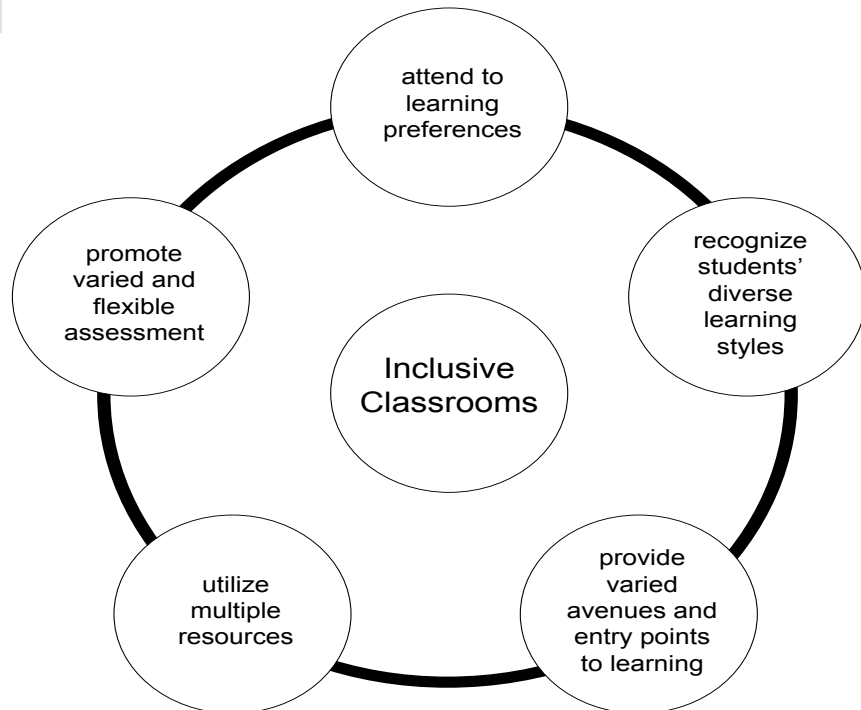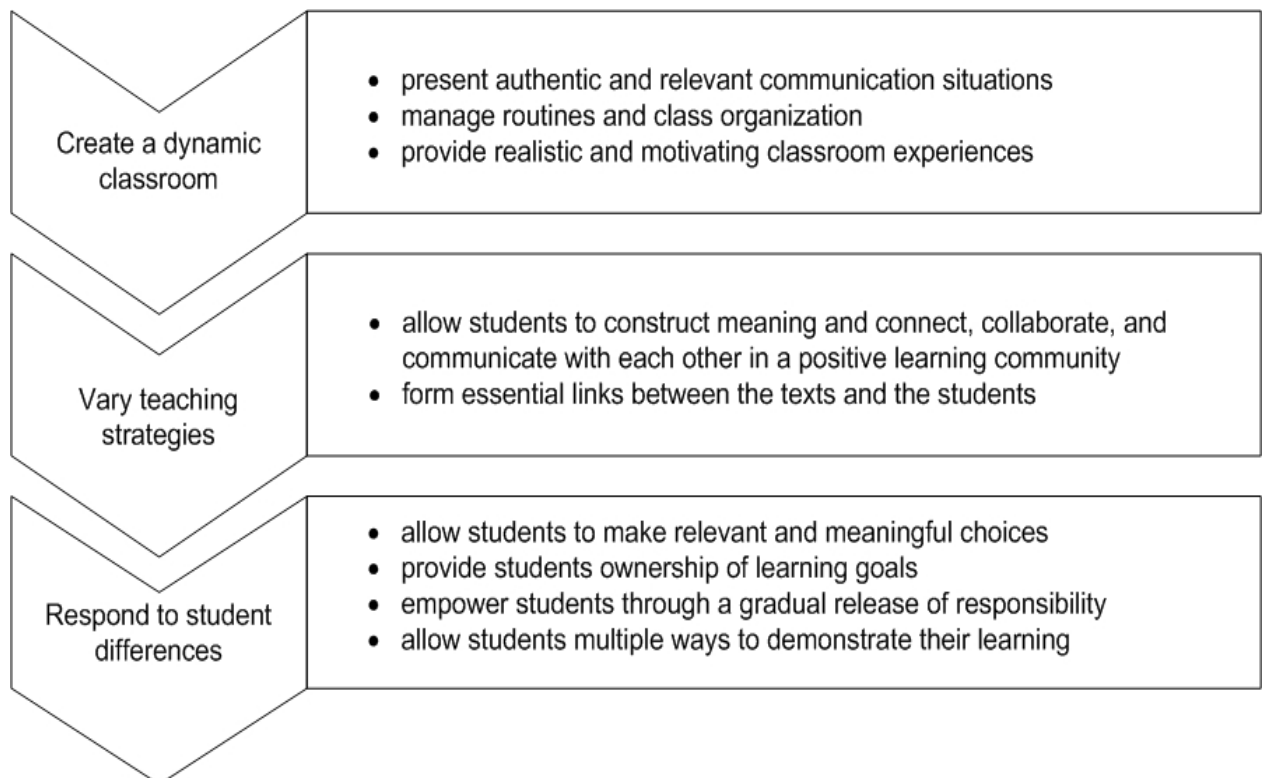
Differentiated Instruction

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...

Create a dynamic classroom	• present authentic and relevant communication situations • manage routines and class organization • provide realistic and motivating classroom experiences
Vary teaching strategies	• allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community • form essential links between the texts and the students
Respond to student differences	• allow students to make relevant and meaningful choices • provide students ownership of learning goals • empower students through a gradual release of responsibility • allow students multiple ways to demonstrate their learning

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
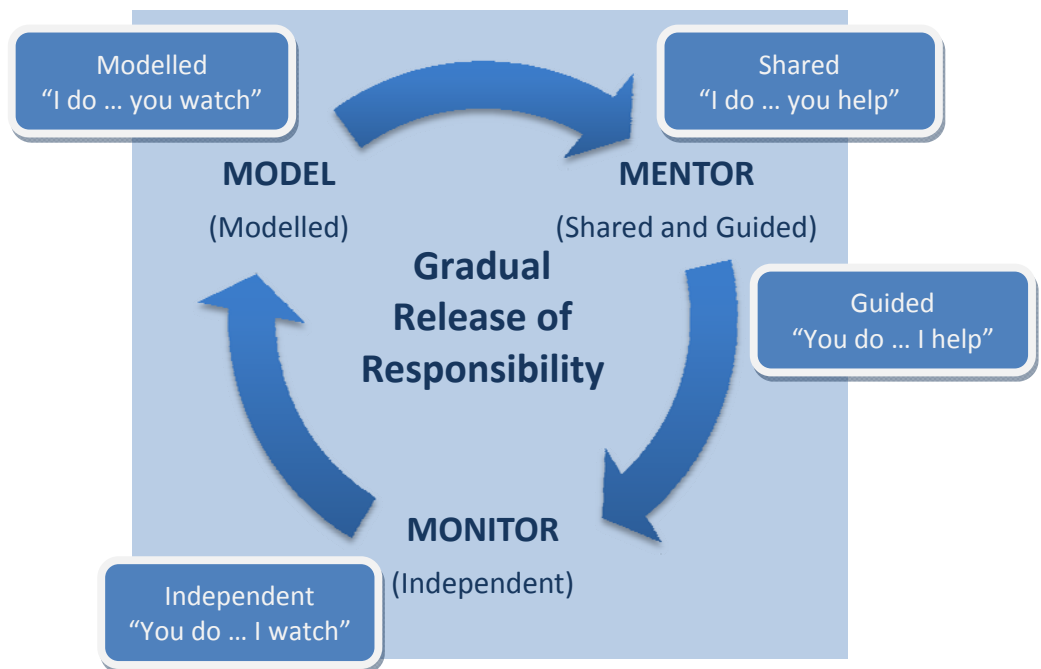
Literacy

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.
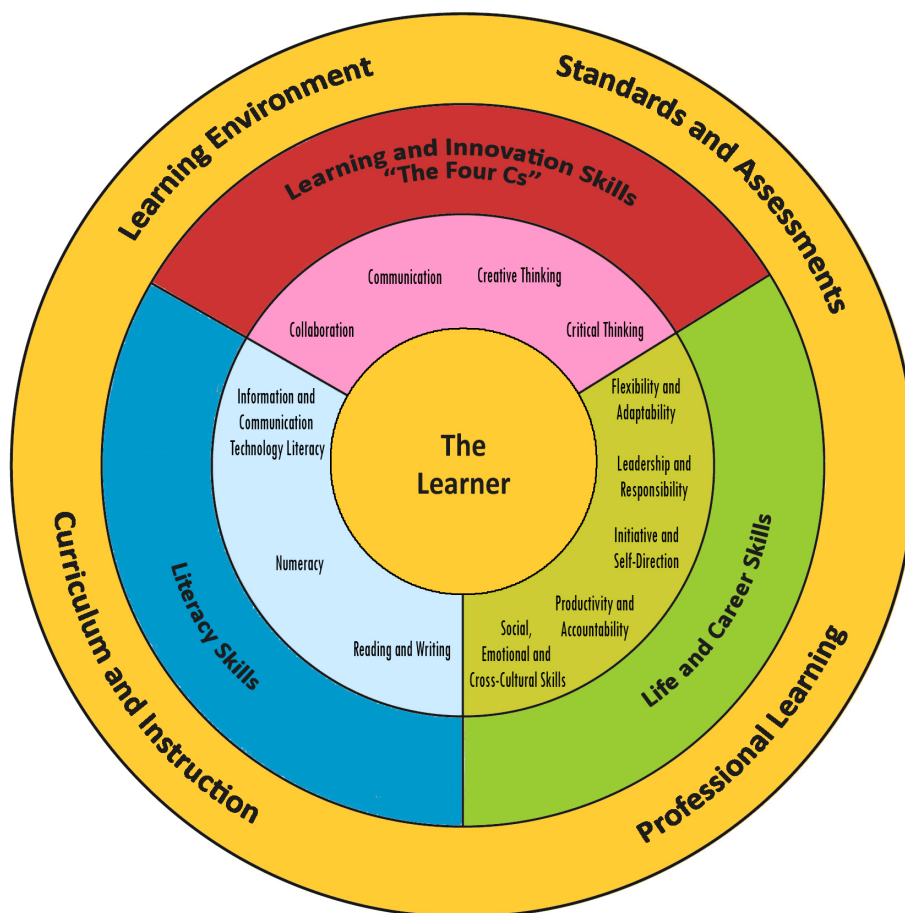
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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.

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, T*he Power of Sustainable Thinking*;
Peter Senge et al., *The Necessary Revolution*
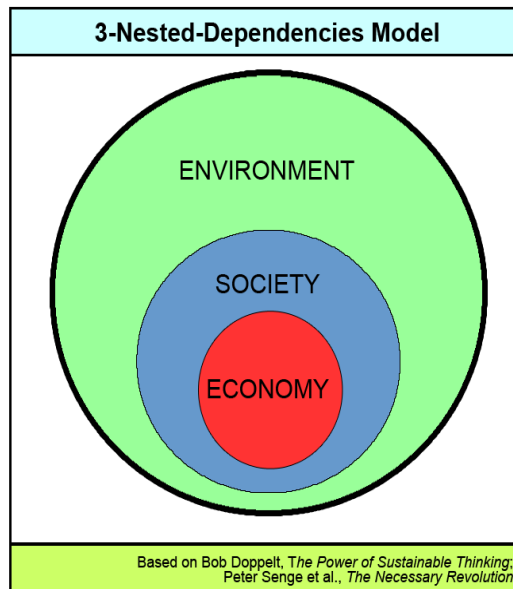
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes 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
- Audio/video clips
- Case Studies
- Checklists
- Conferences
- Debates
- Demonstrations
- Documentation using photographs
- Exemplars
- Graphic Organizers
- Journals
- Literacy Profiles
- Observations
- Podcasts
- Portfolios
- Presentations
- Projects
- Questions
- Quizzes
- Role Plays
- Rubrics
- Self Assessments
- Tests
- 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 6 are presented in each strand overview, beginning on page 28.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Historical Concepts *Looking back: Where did it all begin?*	1. Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.	• 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.	• 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)
	3. Students will be expected to examine the meaning and relevance of sacred texts.	• 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)

Strand	General Curriculum Outcomes	Key Stage Outcomes
Personal Concepts *Looking within: How does this affect me?*	4. Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning in life.	• 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.	• 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**
Community and Environment Concepts *Making connections: How will this guide my actions?*	6. Students will be expected to develop an appreciation for the connectedness of all creation.	• 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.	• 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.	• 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 6 religious education curriculum focuses on historical, personal, and community and environment concepts in Aboriginal Spirituality, Bahá'í Faith, Christianity and Islam. The curriculum intends to further develop students' understanding and personal connections initiated in K-3.

The religious education program is designed to engage Grade 6 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 Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam
- analyzing the development of personal ideas, beliefs, and values in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam
- exploring the connections between religious or spiritual beliefs and social action
- enhancing positive relationships with others and respect for the environment and community

Suggested Yearly Plan

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

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

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

Grade 4	Grade 5	Grade 6
• Christianity • Islam • Judaism	• Buddhism • Christianity • Hinduism • Sikhism	• Aboriginal Spirituality • Bahá'í Faith • Christianity • Islam

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

Month		Beginning			Middle			Late		
	September	October	November	December	January	February	March	April	May	June
Wk										
Focus	Personal concepts				Historical concepts			Community and environment concepts		
PIs	GCOs 4, 5			GCO 8	GCOs 1, 2		GCO 7	GCOs 3, 6		

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.

Workshop Model	
Organization and Time	**Teaching and Learning Context**
Whole Group • **10%** of class time • Teacher-guided	Opening: Learning focus or lesson goal (outcome) **Teachers** may: • 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) **Students** are gathered together for explicit teaching.

Individual and/or Flexible groups
 	
• **75%** of class time
• Student-directed and teacher-guided
	During: student work time in flexible groups or individually
	
	Students may:
	• participate in conversation or discussion to:
	  - 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
	
	  Teachers observe independent work and offer support only as necessary.
	
	Teachers may:
	• conference with individual students
	• facilitate a read aloud or choral reading
	• facilitate discussions
	• guide or direct student work

Whole Group • **15%** of class time • Teacher-directed	Closing: Group sharing and reflection time **Teachers** may facilitate: • 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 students' learning

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SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes	Focus for Learning
Students will be expected to	
1.0 *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]	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.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	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.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	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.

Sample Performance Indicator

Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:

- 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 $3x^2 + 6x$.

$3x$

x

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

GCO 1: Represent algebraic expressions in multple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

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.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may
- 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.

Teachers may
- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may
- Model division of polynomials and determine the quotient
    (i) $(6x^2 + 12x - 3) \div 3$
    (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may
- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may
- Discuss why there are so many different possible dimensions.

Extension

Students may
- 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.

Resources and Notes

Authorized
- *Math Makes Sense 9*
- 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:
- Multiplying and Dividing a Polynomial by a Constant, Dividing
- Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources Notes

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

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

Suggestions for Teaching and Assessment

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

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

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

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

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

Key Stage 6
- 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)

Specific Curriculum Outcomes
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

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

GCOs

KSCO

SCOs

Previous Grade

Current Grade

Next Grade

GCO

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

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.

SCOs

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

Section Three:

Specific Curriculum Outcomes

Historical Concepts
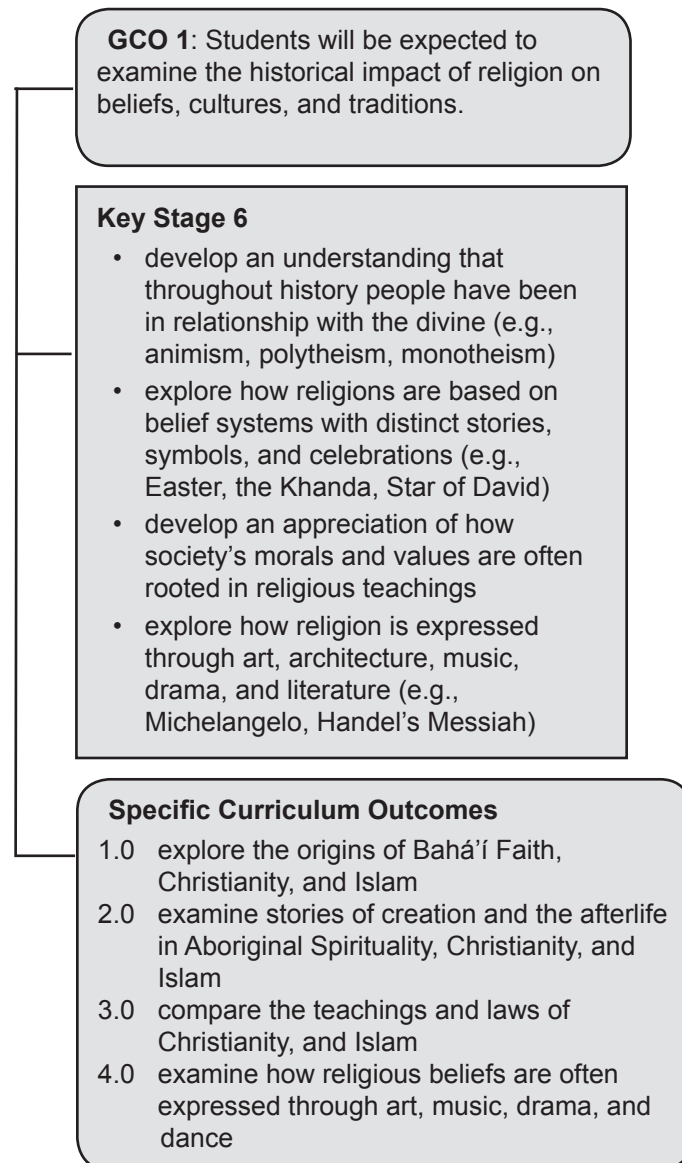
Historical Concepts

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 interdependent relationships among religious beliefs, historical events, and cultural development. There are many examples of how religion, history, and culture have influenced each other. When focusing on historical concepts students may ask questions, such as

- Where did Bahá'í Faith begin?
- How has Aboriginal Spirituality been influenced by other cultures and religions?
- Is the *Qur'an* printed in more than one language?
- Why are there so many denominations in Christianity?

Outcomes Framework

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

Key Stage 6
- 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)

Specific Curriculum Outcomes
1.0 explore the origins of Bahá'í Faith, Christianity, and Islam
2.0 examine stories of creation and the afterlife in Aboriginal Spirituality, Christianity, and Islam
3.0 compare the teachings and laws of Christianity, and Islam
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 the beliefs, principles, and practices of Christianity and other living belief systems.

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

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)

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

5.0 explore the concept of belief through revelation, hope, and reconciliation
6.0 describe basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam

Specific Curriculum Outcomes

7.0 recognize that principles of stewardship, faithfulness and integrity are evident in Aboriginal, Bahá'í, Christian and Muslim texts and teachings
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

SCO Continuum

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

Grade 5	Grade 6	Grade 7
1.0 explore the origins of Buddhism, Christianity, Hinduism, and Sikhism	1.0 explore the origins of Bahá'í Faith, Christianity, and Islam	1.1 explore the impact selected living belief systems had, and continue to have, on the development of Western society
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	1.2 explore the origins and significance of buildings, furnishings, symbols, and vestments for selected living belief systems
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	1.3 explore the role selected provincial Christian denominations had, and continue to have, on shaping Newfoundland and Labrador society
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	1.4 understand the role played by key people in the establishment and development of Judaism and Christianity, including selected Christian denominations in Newfoundland and Labrador

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

Grade 5	Grade 6	Grade 7
5.0 investigate prayer, meditation, and worship as expressions of belief	5.0 explore the concept of belief through revelation, hope, and reconciliation	2.1 understand what is meant by worship
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	2.2 recognize that worship is an integral part of the expression of Christianity and other selected living belief systems
		2.3 examine how symbols and celebrations are manifestations of faith
		2.4 develop an awareness of similarities and differences with respect to beliefs and practices among various living belief systems

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

Grade 5	Grade 6	Grade 7
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	3.1 discover how sacred texts serve as guidelines for daily living
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	3.2 increase awareness of the similarities and differences of basic teachings as found in sacred texts such as the Bible, the Qur'an, and Aboriginal texts
	9.0 investigate the importance of sacred texts for their adherents	3.3 recognize there are differences in interpretation when applying sacred texts to everyday life
	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	Focus for Learning

Students will be expected to
 	
1.0 explore the origins of Bahá'í Faith, Christianity, and Islam
 	
2.0 examine stories of creation and the afterlife in Aboriginal Spirituality, Christianity, and Islam
 	
3.0 compare the teachings and laws of Christianity and Islam
 	
4.0 examine how religious beliefs are often expressed through art, music, drama, and dance
	In the elementary grades, students began to explore the origins of Christianity and Islam in detail in Grade 4. Bahá'í Faith and Aboriginal Spirituality were not a focus in Grades 4 and 5. Students will likely bring some prior learning and personal experiences to discussions about the origins of faith communities and religions. Because Christianity and Islam are included again, students are not expected to explore any new concepts but should continue to consolidate their understanding about these religions in Grade 6. A discussion of origins may include
	
	• stories about the founding of a religion
	• information about important leaders
	• significant details about the religion's history, such as
	   - how it developed over time
	   - important events over the history of the religion
	   - where in the world its followers live
	   - its influence on culture in different countries
	
	Students may be able to draw on their previous learning about indigenous groups studied in Grade 5 social studies when discussing the origins of Aboriginal Spirituality. They may also refer to special celebrations or events that they are familiar with. Appendix C provides a time line of selected religious and spiritual events in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam.
	
	SCO 2.0 focuses on creation stories and faith community beliefs about an afterlife. In examining stories of creation and the afterlife the intent is not to memorize stories but to examine common teachings or principles among the stories from Aboriginal Spirituality, Christianity, and Islam. For example, many living belief systems believe in a Creator who is active in the creation process; others believe in reward and punishments in the afterlife based on conduct in the real world. A similar approach should be taken in addressing SCO 3.0. The intent is for students to recognize how religious laws and teachings, such as the Ten Commandments, the Five Pillars, or the Golden Rule, have common features or themes which can be compared and connected to modern society's laws, such as treatment of others, respect for property, and commitment to promises.
	
	Religious beliefs are often represented symbolically though art, music, drama, and dance. In Grade 5, students explored 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)
	
	This prior learning may help students in their discussion of examples of art, music, drama and dance from Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam. In meeting SCO 4.0, examples can include videos, photos, audio recordings, etc., to provide authentic learning experiences for students.

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

- Read aloud stories about the origins of Bahá'í Faith, Christianity and Islam.
- Provide images (e.g., paintings, illustrations, photos) as discussion points about creation and the concept of an afterlife. ***Teachers will need to be sensitive to students whose religious beliefs prevent them from depicting specific images. Muslims do not depict Muhammad's face, for example.***
- Review familiar codes of conduct with students (e.g., school or class rules, Internet safety rules, driving rules of the road) as an entry point to discuss teachings and laws of Christianity and Islam.

Students may

- Annotate images about creation and the concept of an afterlife to discuss details they notice.
- Co-create or revise rules of conduct they follow daily (e.g., class rules, cafeteria or learning resource centre rules, etiquette rules at the library, sportsmanship rules in the gym or arena).

Connection

Teachers can

- Invite a guest (or arrange a virtual experience) to teach students a dance or drama from a faith community.

Students may
- Investigate ideas about creation and the concept of an afterlife by asking questions, such as
    - Why do different religions have different creation stories?
    - Why do people remember and tell stories of creation?
    - What do Aboriginal Spirituality, Christianity, and Islam teach their followers about the afterlife? Are there are any similarities?
    - What about people who don't believe in an afterlife? Do they believe in something else?

Resources and Notes

Authorized

Appendices
- Appendix B: Sample Letter for Parents and Guardians
- Appendix C: Selected Religious and Spiritual Events

Horizons
- Origins of Aboriginal Spirituality : teacher resource (TR) 192
- Origins of Bahá'í Faith: TR188
- Origins of Christianity TR174
- Origins of Islam TR178
- Mi'kmaq Creation Story: student resource (SR) 22, TR26
- The Northern Lights SR72, TR70
- Josie's Talent SR83, TR82
- L'Arche SR90, TR86
- When Someone Dies SR98, TR90
- A Sad Farewell SR103, TR96
- Street People SR108, TR102
- No Easy Answer SR111, TR106
- We Are One in God SR133, TR118
- Different Views SR183, TR156

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 Bahá'í Faith, Christianity, and Islam

2.0 examine stories of creation and the afterlife in Aboriginal Spirituality, Christianity, and Islam

3.0 compare the teachings and laws of Christianity and Islam

4.0 examine how religious beliefs are often expressed through art, music, drama, and dance

Focus for Learning

Students should be encouraged to discuss the symbolism associated with the examples (e.g., a design on Aboriginal clothing, Christian symbols in jewelry). They may ask critical thinking questions, such as

- Why is this (dance, music, art, drama) important to the followers?
- What does it symbolize for followers?
- How is it connected to ideas in the belief system?
- Is this idea found in other belief systems? Is there a universal theme?

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

You decide! Choose one of the activities from the choice board to complete.

Create a Book	Letter
Create a book (ABC, flap book, pop-up book, etc.) of what you have learned about Aboriginal Spirituality, Baha'i Faith, Christianity, and Islam.	You have been living with a family who practices ___ faith. Write a letter to home about what you have learned describing a new religious faith.
Collage	**Dance**
Create a collage representing the symbolism associated with each faith community: Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam.	Select a cultural or spiritual dance to demonstrate for others. Include an explanation of the significance of the dance for the culture or belief system it comes from.

Creation Story
Write your own story of creation in a short story, graphic story, drama, narrative poem, or digital story.

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
- Create posters or bulletin board displays (digital or print) that represent both Christian and Muslim teachings and laws. Students may write words, draw pictures, or gather pictures from the Internet for both religions.
- Research the topic of the afterlife in a faith community, asking questions, such as
  - What is the relationship between the spirit world and the world of the living in Aboriginal culture?
  - How do some Christians explain their belief in heaven? What examples do they use?

  Present the research to the class (e.g., PowerPoint©, Prezi©, integrated into a short story or drama, collage or photo essay).

Extension

Students may
- Analyze the symbolism of the inuksuk:
  - Is it being used differently now than it was in the past?
  - How might this symbol be linked to materialism and marketing in current times?

Resources and Notes

Suggested

Many Friends, One World
(Grade 3 religious education)
- Unity Under One God: The Story of Muhammad (54)
- A Message of Love and Forgiveness: The Story of Jesus (129)
- The Earth is But One Country: The Story of Bahá'u'lláh (149)

Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 (K-6 physical education video with cassette)
- Vol 1: Hukilau (Hawaii) – fishing harvest
- Vol 1: Yanko (China) – harvest
- Vol 2: Tanko Bushi (Japan) – coal mining

Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/hs.html
- Metis art and design in clothing
- Online sacred texts

Cultural Connections

Songs of Labrador (2009)
- "Indian song" describes beliefs about origins and connections to the past
- "Tainmangat" references the eternal mature of prayer and belief in god
- "Ready for My Heavenly Home" describes the belief in eternal life in heaven

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   explore the concept of belief through revelation, hope, and reconciliation

6.0   describe basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam

Focus for Learning

The concept of belief in general was introduced in Grade 4 religious education; in Grade 5, students explored beliefs in Buddhism, Christianity, Hinduism, and Sikhism. Students will likely bring prior learning experiences about what it means to believe in something or how prayer or worship acts are ways adherents show how they believe. In Grade 6, students will narrow their focus; many faith communities' beliefs are developed through revelation, hope, and reconciliation (SCO 5.0):

- revelation
    - ideas that are told or revealed to humans by God
    - usually a human acts as a communicator (e.g., prophet, visionary, spiritual guide)
- hope
    - a belief or trust that things will turn out the way you want them to
    - to believe confidently about the future
- reconciliation
    - the settlement or resolution of conflicts
    - making amends for something done wrong

In order to make these abstract ideas more concrete for students, stories of revelation should be specific, using examples such as Aboriginal elders, Abraham, Bahá'u'lláh, Jesus, John the Baptist, Moses, Muhammad, or spiritual leaders. Students are not expected to draw detailed comparisons among the examples; they should explore how religious beliefs have developed through oral and written history of prophets, visionaries and spiritual leaders. Referring to sacred texts will be beneficial and will likely help students meet other SCOs:

- SCO 8.0: explore the belief that the Bible and the Qur'an are revealed by God (GCO 3)
- SCO 9.0: investigate the importance of sacred texts for their adherents (GCO 3)
- SCO 10.0: explore the role of Aboriginal spiritual leaders (GCO 3)

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

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 an entry card or activity (e.g., KWL organizer, poll, RAN chart) to assess students' understanding of "belief".
- Facilitate a sorting activity: provide students with a variety of cards depicting or explaining basic beliefs to sort into groups and apply a label. Alternatively, provide students with the label titles to categorize the cards.

Students may
- Turn-and-talk or think-pair-share about what they think "belief" means.
- Identify basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam about topics, such as initiation ceremonies, conflict resolution, respect for others, or an afterlife.

Connection

Students may
- Investigate the role and/or purpose of spiritual guides or prophets for their followers (e.g., animal spirits and Elders in Aboriginal Spirituality or Prophet Muhammad in Islam).

Resources and Notes

Authorized

Appendices
- Appendix D: Specific Curriculum Outcomes – Cross-references

Horizons
- A Walk in the Woods SR26, TR32
- L'Arche SR90, TR86
- The Healing Circle SR124, TR114
- We Are One in God SR133, TR118
- A Cup of Cold Water SR159, TR138
- Different Views SR183, TR156

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/hs.html
- Short films about faith communities

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 *explore the concept of belief through revelation, hope, and reconciliation*

6.0 *describe basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam*

Focus for Learning

When exploring the basic beliefs of Aboriginal Spirituality, Bahá'í Faith, Christianity ,and Islam, students should be able to describe some of the main precepts (SCO 6.0). ***Students are not expected to analyze or compare the validity of beliefs in a particular religion; there should not be a focus on whether a belief is considered to be correct***. They should make conclusions about similarities among beliefs:

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

Sample Performance Indicator

Create a representation of a revelation, such as

- Aboriginal vision quest
- Bahá'u'lláh's revelation from God
- Moses receives the Ten Commandments
- Muhammad's revelation through Gabriel
- Noah builds the ark

Choose any type of medium for your representation, such as painting, drama, illustration, etc. Include an explanation of its relevance to that particular faith

- what faith is represented
- description of what happened
- explanation of why it is important to the faith community's basic beliefs

Note to the teacher: Students' representations should be respectful of religious teachings about depicting images (e.g., Bahá'í Faith adherents do not depict images of Bahá'u'lláh's face).

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	Resources and Notes
Consolidation	**Cultural Connections**
Students may	*Giant's Dream* describes Michel (Giant) Andrew's vision (2011)
• Use a Venn Diagram to compare and contrast beliefs from two faith communities identified in **Activation.**	*Songs of Labrador* (2009)
• Use an exit card to reflect on their understanding of the basic beliefs for one of the following: Aboriginal Spirituality, Bahá'í Faith, Christianity, or Islam.	• "Minuatshimatau" (178) is a song about faith in general and about hope for the future.
Extension	
Students may	
• Investigate how a spiritual leader's revelation changed the leader in some way and changed his or her faith community.	

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 stewardship, faithfulness, and integrity are evident in Aboriginal, Bahá'í, Christian, and Muslim texts and teachings

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

Focus for Learning

In Grade 6, students have had prior experiences with sacred texts from a wide variety of living belief systems. The intent of the outcomes in GCO 3 is not to memorize portions of sacred texts but rather to explore and investigate the purpose and use of texts for the followers. The definition of text from English language arts ("text is any language event") is applicable in discussions for GCO 3 in that many sacred texts began in oral traditions before being written down; in the case of Aboriginal Spirituality, the oral tradition continues to be a central mode of maintaining the beliefs of the community.

> "Through these old stories, the grandparents pass on the history of the Inuit people and answer the many questions that their grandchildren pose to them about life and the many things around them." (*Inuit Myths* by Dale Blake, 29)

Some students may have some prior knowledge about sacred texts and will refer to teachings, laws, stories, poetry, or history.

As students work towards meeting SCO 7.0, establishing a shared vocabulary may be necessary:

- stewardship: caring for something you are responsible for
- faithfulness: belief in a cause, person or idea; being loyal
- integrity: being honest; staying true to what you believe in

Using examples from a wide variety of texts and experiences can help students' understanding of these abstract ideas. Activities and discussions associated with SCO 7.0 will likely help students meet outcomes in other GCOs:

- SCO 12: recognize in Aboriginal Spirituality, Christianity, and Islam the importance of discipleship and stewardship (GCO 4)
- SCO 20: investigate the concept of stewardship and the environment (GCO 6)

In meeting SCO 8.0, examples of prophets, visionaries, or spiritual guides from SCO 5.0 (GCO 2) may be helpful. There are many historical instances in which humans have said they were acting or speaking on behalf of God or the Creator and communicated a message to the followers. Examples may include

- John the Baptist's revelation of the coming of Jesus
- Moses' revelation of the Ten Commandments
- Prophet Muhammad's revelation of God's message through the angel Gabriel

In these instances followers believe that the sacred texts were given as a guide by God to show followers the path to follow in life. The image or metaphor of a path may be used to make this abstract concept more concrete for students.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Use a physical map (e.g., city, region, province, country, or world) to discuss how maps help people get from place to place. A concrete example may help explain how sacred texts and stories are like maps for followers on how to live their lives.
- Create a word wall or web with students to explore concepts, such as stewardship, faithfulness, and integrity.

Connection

Teachers may
- Invite a guest speaker, such as an Aboriginal elder or church leader, to discuss their role in their faith community and how they came to be a spiritual leader.

Students may
- Review their class rules and expectations to find examples of stewardship and integrity (non-religious). If none exist, students may wish to consider revising the expectations.
- Prepare questions for a guest speaker, such as
    - How did you become a spiritual leader?
    - What are your responsibilities as a leader?
    - What made you interested in becoming a spiritual leader?
    - Were there obstacles or challenges you faced?
    - Why do you think you were chosen by your faith community?

Resources and Notes

Authorized

Horizons
- Inuit Beliefs SR77, TR76
- A Caring God SR153, TR132
- Sharing The Land SR166, TR142
- The Makushan Feast SR174, TR146
- Different Views SR183, TR156

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/hs.html
- Sacred texts about stewardship, faithfulness and integrity

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 stewardship, faithfulness, and integrity are evident in Aboriginal, Bahá'í, Christian, and Muslim texts and teachings*

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*

Focus for Learning

There is a wide variety of beliefs associated with sacred texts for many faith communities. In meeting SCO 9.0, students should be able to draw some conclusions about sacred texts in general, based on their investigations. They may ask critical thinking questions:

- Why do followers want to hear the same stories over and over?
- Do followers have to know the stories to be a good Christian or Muslim?
- Could the faith community still exist if the stories weren't told?

The intent of SCO 10.0 is to provide an opportunity for students to explore the unique role of Aboriginal spiritual leaders. In many Aboriginal communities, elders serve as spiritual and often political leaders who preserve and promote the community's culture, history and way of life. Many beliefs in Aboriginal Spirituality are communicated orally and demonstrated through daily actions and behaviours. Elders lead by example. Students should explore the role of Aboriginal spiritual leaders from this perspective. They may ask critical questions:

- How are elders and spiritual leaders treated by Aboriginal communities?
- Are Aboriginal spiritual leaders like the "books" in other faith communities?
- What might an Aboriginal community be like if there were no elders?

Sample Performance Indicator

Check it out! Choose a sacred text or oral tradition (such as a legend or myth) to present to others in your class in a dramatic human library event. On "library days", you will either be a "borrower" or a "book":

- Borrowers take out a book from the dramatic library.
- Books are students who dramatically present a sacred text.

When it's your turn to be a "book", include

- a description of yourself (the sacred text)
- an explanation of your purpose for the religious followers
- an interesting fact or idea about yourself

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

- Share stories from Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam, to illustrate the principles of stewardship, faithfulness, or integrity. Stories of revelation, hope, and reconciliation may also be explored (SCO 5.0).
- Co-create with students a chart outlining the principles of stewardship, faithfulness, and integrity in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam.

Religion	Stewardship	Faithfulness	Integrity
Aboriginal Spirituality			
Bahá'í Faith			
Christianity			
Islam			

Students may

- Create a diorama or other 3D model of a revelation story focusing on the main or most important idea of the story.
- Role play one of the sacred stories shared in **Consolidation.**

Extension

Students may

- Use Kidspiration™ to create a time line of significant events in their lives. Reflect on how one these events changed them or helped make them who they currently are.

Section Three:

Specific Curriculum Outcomes

Personal Concepts

Personal Concepts

Focus

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

The focus for **Personal Concepts (GCOs 4-5)** is looking inwards to reflect on personal ideas, beliefs and values. Grade 6 students explore the nature of belief in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam to expand their understanding of how personal commitment can impact one's search for meaning in life. Developing and considering questions about oneself and relationships with others is an important aspect of this strand. Students may ask questions, such as

- How do I know what the "right" thing to do is?
- What can I learn from this experience?
- How might a Muslim describe his or her relationship with the larger community?
- What are the rules of Aboriginal Spirituality? How do Aboriginal peoples follow them?
- How do Bahá'ís show their commitment to their faith?
- What do my actions reveal about my beliefs?
- What can I do to feel good about decisions I make?

Outcomes Framework

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

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

Key Stage 6
- 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

Key Stage 6
- 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

Specific Curriculum Outcomes
11.0 explore how Aboriginal peoples, Christians, and Muslims search for meaning in life
12.0 recognize in Aboriginal Spirituality, Christianity and Islam the importance of discipleship and stewardship
13.0 explore the concept of commitment to one's faith

Specific Curriculum Outcomes
14.0 identify teachings concerning conflict resolution, and materialism from Aboriginal Spirituality, Christianity, and Islam
15.0 examine the influence of family, peers, community, religion, and media on ethical and moral decision making
16.0 examine the implications of one's actions on self and others
17.0 examine why people must take responsibility for their actions

SCO Continuum

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

Grade 5	Grade 6	Grade 7
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	4.1 consider the importance of rites of passage in Judaism, Christianity, Islam, and Aboriginal Spirituality and their impact on spiritual development
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	4.2 explore what is meant by commitment
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	4.3 understand what is meant by commitment to one's faith

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

Grade 5	Grade 6	Grade 7
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	*This general curriculum outcome is not addressed at this grade level.*
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	
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	
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	Focus for Learning
Students will be expected to 11.0 explore how Aboriginal peoples, Christians, and Muslims search for meaning in life 12.0 recognize in Aboriginal Spirituality, Christianity, and Islam the importance of discipleship and stewardship 13.0 explore the concept of commitment to one's faith	In Grade 5 the focus in GCO 4 was on how religious people search for meaning in their lives: • Religious leaders often questioned the purpose for living: Buddha, Jesus, Ghandi, Guru Nanak. • Current global and local individuals have acted on their beliefs as a way to understand the meaning in their lives: Nelson Mandela, Stephen Lewis, Karen Huxter, Ankur Ralhan, Jillian Peddle. In Grade 6 students can build on their prior learning and discuss the lives of Aboriginal, Christian, and Muslim peacemakers, such as

Focus for Learning (continued):

• Chief Dan George
• Desmond Tutu
• Elizabeth Penashue
• Malala Yousafzai
• Martin Luther King Jr.
• Muhammad Ali
• Nelson Mandela
• Shirin Ebadi

Students should be encouraged to discuss other peacemakers they may be familiar with, such as Aung San Sun Kyi, Craig Kielburger, Lester Pearson, or other local and regional individuals. Engaging in reflective questions about meaning in life (SCO 11.0) and how individuals can promote peace may enable students 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 is it necessary to have peacemakers in our communities?
• What role do peacemakers take in various contexts, such as peer mediators at school, military support for disaster relief (local and international), or promoting social justice issues?
• What role can I play in the life of others?
• How do my actions affect other people?

Exploring responses to these types of questions may also help students meet outcomes in other curriculum areas, such as health or social studies.

SCOs 12.0 and 13.0 are intended to be an introduction to how discipleship and stewardship are common priorities in many belief systems. Students should become aware of how religious practices are reflected in an individual's convictions about what is right and wrong. People will make decisions daily that are a reflection of their beliefs, whether they are religious beliefs or secular beliefs. Including secular beliefs (non-religious) will provide support for all students in meeting SCO 13.0.

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

- Engage students in a class discussion about how individuals find meaning in their lives:
  - Where does meaning in life come from?
  - How could being part of a group or community help a person find meaning in life?
  - How are religious beliefs different from beliefs in general?
- Share examples of religious or spiritual individuals to show how they demonstrate stewardship, discipleship, and integrity in response to their religious beliefs:
  - Invite guest speakers from the community to visit the class.
  - Share excerpts from biographies, documentaries, or interviews.

Students may

- Brainstorm ways religious or spiritual individuals might demonstrate their faith through discipleship and stewardship:
  - What do they say or do to show their faith?

Connection

Students may

- Investigate well-known peacemakers, comparing and contrasting their work:
  - Are their actions based on religious beliefs?
  - How is this individual showing discipleship or stewardship?
- Create a visual to show how people are affected by events or actions, starting with self, then immediate family, extended family, friends, school, and community (e.g., a series of expanding circles or ripples, or a chain event graphic organizer).
- Keep a week-long record to reflect on how their commitment to their beliefs or faith impacts their day-to-day actions and decisions. Commitments may include activities associated with long-term projects:
  - Operation Christmas activities
  - signing petitions
  - supporting an SPCA location
  - supporting food banks
  - supporting local families in need

Resources and Notes

Authorized

Horizons
- Bad News SR31, TR38
- Trust SR36, TR42
- World Peace Week SR41, TR46
- The Wonders of Creation SR137, TR122
- Different Views SR183, TR156

Suggested

Many Friends, One World
(Grade 3 religious education)
- Walking the Good Path: The Story of Elizabeth Penashue (32)
- A Dream of Freedom: The Story of Martin Luther King Jr. (27)
- A Peace Which Covers All: The Story of Shirin Ebadi (164)

Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/ps.html
- Peacemakers
- Helpful ideas for peace activities

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

Outcomes

Students will be expected to

11.0 explore how Aboriginal peoples, Christians, and Muslims search for meaning in life

12.0 recognize in Aboriginal Spirituality, Christianity, and Islam the importance of discipleship and stewardship

13.0 explore the concept of commitment to one's faith

Focus for Learning

Using examples from sacred texts will be beneficial in helping students meet SCOs 12.0 and 13.0. Examples may provide explanations about equality, fairness, inclusionary practices, and individual needs. The focus should be on connecting what is stated in a sacred text with examples of what people say and do in daily living; this focus may provide context for the discussion. Activities and discussion associated with SCOs 12.0 and 13.0 will likely help students meet outcomes in other GCOs:

- SCO 7.0: recognize that principles of stewardship, faithfulness, and integrity are evident in Aboriginal, Bahá'í, Christian, and Muslim texts and teachings (GCO 3)
- SCO 20.0: investigate the concept of stewardship and the environment (GCO 6)

Students' exploration of discipleship and stewardship are included in discussions about commitment to personal faith or beliefs (13.0). Students may make statements, such as

- I express ideas about my beliefs/faith by ...
- I demonstrate my beliefs/faith by ...
- I show care for my community by ...
- I am environmentally aware when I ...

These discussions may also help students meet outcomes in other GCOs:

- SCO 23.0: explore the concepts of social awareness and advocacy (GCO 8)
- SCO 24.0: develop a response to social justice issues (GCO 8)

Sample Performance Indicator

Most people admire or look up to someone else, someone they want to be like. It might be someone famous and well-known, or it could be a favourite coach or neighbour. Create a "Who Am I?" presentation (written, oral, or digital) about this person. You might need to do some research too! Guiding questions that can help you create your presentation may include

- If you could be like someone you admire, who would it be?
- What are the characteristics you admire most about this person?
- What might you have to do to become more like him or her?

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

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Students may

- Create a persuasive text to promote peace through actions (e.g., YMCA Peace Week).
- Choose a famous peacemaker and create a story board, bulletin board, "baseball card" bio, or poster display, depicting highlights of the peacemaker's life and work. Texts can be paper or digital.

Extension

Students may

- Create a choose-your-own-ending story: the reader's choices decide the ending to the story (i.e., If you choose to ___, turn to page 7. If you choose to ___, turn to page 4). Story topics might include, but are not limited to
    - consoling a friend who has experienced a tragic loss
    - advocating for the local food bank in their community
    - responding in a disaster situation (i.e., industrial, natural, or environmental)

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

Outcomes

Students will be expected to

14.0 identify teachings concerning conflict resolution and materialism from Aboriginal Spirituality, Christianity, and Islam

15.0 examine the influence of family, peers, community, religion, and media on ethical and moral decision making

16.0 examine the implications of one's actions on self and others

17.0 examine why people must take responsibility for their actions

Focus for Learning

In Grade 5 students continued to explore and identify teachings about respect from Buddhism, Christianity, Hinduism, and Sikhism. In Grade 6 (SCO 14.0), the focus is on teachings in Aboriginal Spirituality, Christianity, and Islam about solving conflicts with others and how materialism affects adherents' lives. Activities and discussions associated with SCO 14.0 may also help students meet outcomes in other curriculum areas, such as health (relationships) and social studies (expressions of culture, world issues).

To extend the learning begun in Grade 5, Grade 6 students can examine how they are influenced in decision making (SCO 15.0) by asking critical self-reflection questions, such as

- What or who impacts my decisions?
- Who can help me with my decisions?
- How do I decide what is worthy on the Internet and other media?
- What is materialism? How does it affect me?
- What are my values? Where do they come from?
- Who are some people who influence my decisions about self image?
- How do I solve conflicts with my peers, my family, etc?

In meeting SCO 16.0 students can be asked to reflect on a decision they have made:

- What influenced the decision?
- What effect did this decision have on myself?
- What effect, if any, did it have on others?

The decision may or may not have been a moral or ethical one. Not every decision is a moral or ethical one.

It may be helpful to provide age-appropriate suggestions for moral and ethical topics to prompt student discussion about taking responsibility for their actions (SCO 17.0), such as

- copyright stealing
- emotional bullying
- damage to personal property
- littering
- physical violence against children
- responsible Internet use
- witnessing people in need

To examine responses to topics such as these, students should be engaged in reflective questioning:

- How can I react differently to this?
- Is it right or wrong to stand by and do nothing?
- How does what I say or do affect the way others perceive me?

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

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • Provide students with excerpts from sacred texts to highlight conflict resolution and materialism (e.g., the story of Joseph in the Bible: Genesis 37). • Assess students' understanding of negative and positive impacts of a sample decision. Students may • Identify messages from various media, such as commercials and advertising, that may influence decision making.	**Authorized** *Horizons* • On Our Way SR8, TR16 • What's Cool SR14, TR22 • Bad News SR31, TR38 • World Peace Week SR41, TR46 • The Crescent Moon SR47, TR50 • Why Did I Do It? SR56, TR56 • A Change of Outlook SR61, TR60 • Gifts That Money Can't Buy SR66, TR76 • Finding The Way SR116, TR110 • The Wonders of Creation SR137, TR122 • Different Views SR183, TR156
Connection Teachers may • Invite a guest speaker to discuss a decision they made, how it affected others, and how it changed his or her life (e.g., an active volunteer from the community, a person who quit smoking, or a person who drove a vehicle under the influence of drugs or alcohol). Video excerpts may be beneficial if a guest is not available to visit in person.	**Suggested** Resource Links: https://www. k12pl.nl.ca/curr/k-6/RE/grade-6/ links/ps.html • Stories and vignettes about anger and conflict resolution • RNC resources on decision making Children's Literature • *Holes* by Louis Sachar – decision-making

Students may
• Discuss the meaning of famous quotes or excerpts from sacred texts about decision making, such as
  - "Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned." Buddha
  - "The only thing necessary for the triumph of evil is for good men to do nothing." Edmund Burke
  - "Our lives are a sum total of the choices we have made." Wayne Dyer
  - "Peace begins with a smile." Mother Teresa
  - "The worldly comforts are not for me. I am like a traveller, who takes a rest under a tree in the shade and then goes on his way." Prophet Muhammad (Tirmidhi)
  - "You will not enter paradise until you have faith; and you will not complete your faith till you love one another." Prophet Muhammad (Muslim)
  - "One's philosophy is not best expressed in words; it is expressed in the choices one makes ... and the choices we make are ultimately our responsibility." Eleanor Roosevelt	

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

Outcomes

Students will be expected to

14.0 identify Aboriginal Spirituality, Christian, and Muslim teachings concerning conflict resolution and materialism

15.0 examine the influence of family, peers, community, religion, and media on ethical and moral decision making

16.0 examine the implications of one's actions on self and others

17.0 examine why people must take responsibility for their actions

Focus for Learning

Sample Performance Indicator

Why do people do the things they do? Organize a debate or a trial in which arguments are heard for and against an incident or topic. You can develop your own ideas or choose from a list, such as

- A person who is bullied steals brand name sneakers to fit in because he can't afford to buy them.
- A girl wants to play on a traditionally boys' sports team (or vice versa).
- A witness tries to help during a crime and is injured.
- A student breaks the "no hat" rule at school by wearing a hat in support of a friend with cancer.
- A witness doesn't help during an argument and someone gets hurt.

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

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation	**Cultural Connections**
Students may	*Songs of Labrador* (2009)
• Create a visual, such as a collage, poster, or PhotoStory©, to depict examples of decision making (may be based on **Connection** activity on quotes). Include an artist's statement to explain their design choices. Students can present their visuals or participate in a gallery walk.	• Tainmangat (173) references the importance of taking care of each other
	• Minuatshimatau (178) includes a call to love each other
Extension	
Students may	
• Write a persuasive essay on whether or not people may be justified in doing what society considers wrong.	

Section Three:

Specific Curriculum Outcomes

Community and Environment Concepts
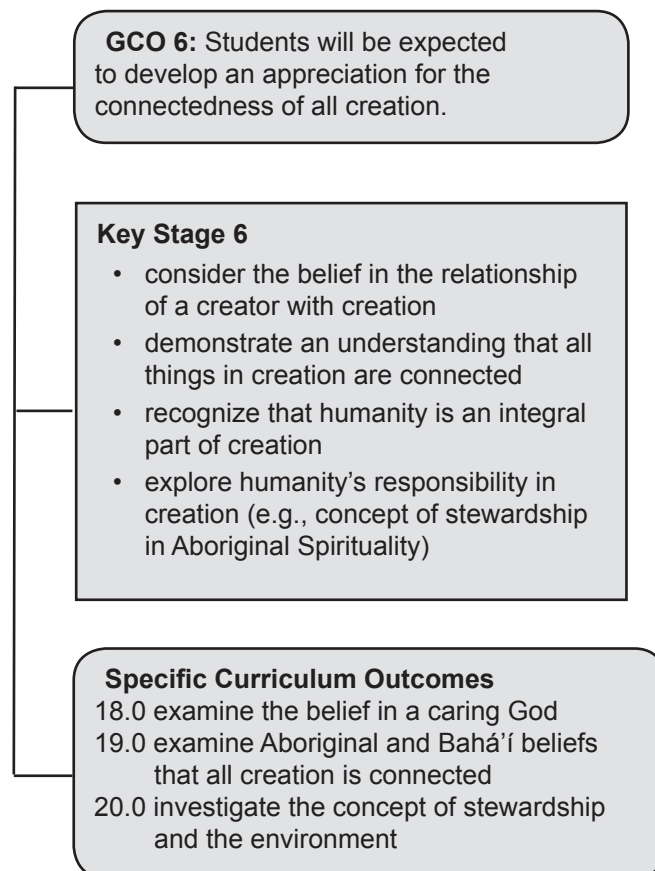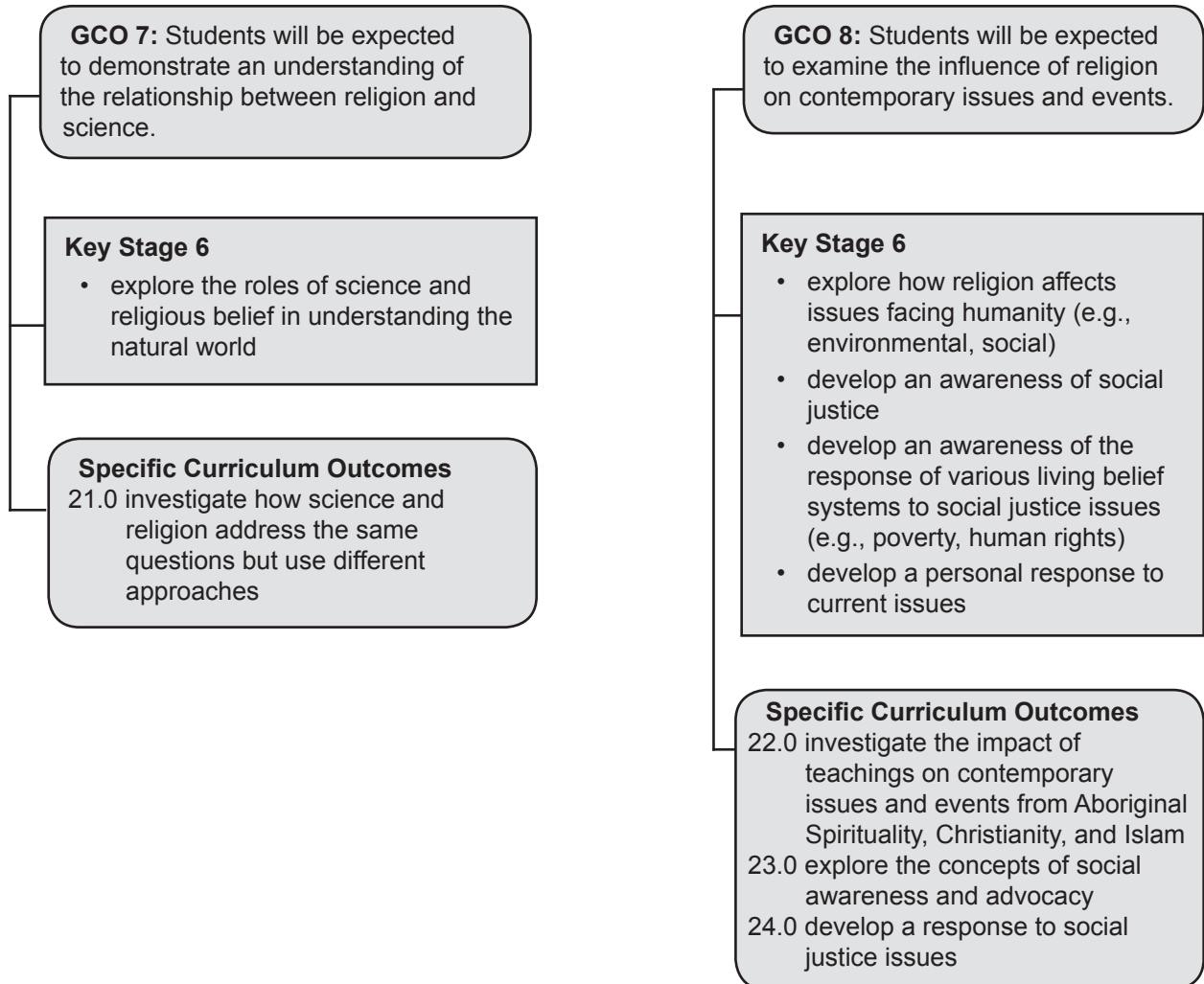
Community and Environment Concepts

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 6 students explore how Aboriginal peoples, Christians, Bahá'ís, and Muslims understand their place in the world and connections to other people. This exploration can help students to expand their understanding of their own place in the world. Students may ask questions such as:

- How will I act towards others?
- What can I do in response to things that I think are unfair in the world?
- How does what I do, or do not do, make a difference?
- What do sacred texts teach Bahá'ís about social justice?

Outcomes Framework

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

Key Stage 6
- 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)

Specific Curriculum Outcomes
18.0 examine the belief in a caring God
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.

Key Stage 6
- explore the roles of science and religious belief in understanding the natural world

Specific Curriculum Outcomes
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.

Key Stage 6
- 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

Specific Curriculum Outcomes
22.0 investigate the impact of teachings on contemporary issues and events from Aboriginal Spirituality, Christianity, and Islam
23.0 explore the concepts of social awareness and advocacy
24.0 develop a response to social justice issues

SCO Continuum

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

Grade 5	Grade 6	Grade 7
16.0 explore Buddhist and Hindu beliefs in the connectedness of creation	18.0 examine the belief in a caring God	6.1 explore creation stories as found in selected living belief systems
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	6.2 develop an appreciation for how all things in creation are interrelated
	20.0 investigate the concept of stewardship and the environment	6.3 develop an awareness of the teachings of selected living belief systems concerning stewardship of the earth

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

Grade 5	Grade 6	Grade 7
This general curriculum outcome is not addressed at this grade level.	21.0 investigate how science and religion address the same questions but use different approaches	*This general curriculum outcome is not addressed at this grade level.*

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

Grade 5	Grade 6	Grade 7
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	8.1 explore the continued presence of religious celebrations and observances and their influence on contemporary society
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

18.0 examine the belief in a caring God

19.0 examine Aboriginal and Bahá'í beliefs that all creation is connected

20.0 investigate the concept of stewardship and the environment

Focus for Learning

The focus in SCO 18.0 is on examining the religious belief in a caring God; students were first introduced to this concept in Grade 4 as is related to Christian, Jewish, and Muslim beliefs. In Grade 6, students' examination goes a little deeper into this concept by addressing the implications of believing in a caring God. This is a challenging concept; students are not expected to engage in discussions beyond their understanding. Students may ask questions, such as

- Why do people believe God cares about them even when bad things happen?
- How can a caring God let people suffer?
- Why doesn't a caring God help people who are starving or sick?
- Does a caring God care about animals too?

The intent of the outcome is not focused on students' own personal beliefs. ***Teachers will need to address the concept of a caring God with sensitivity.*** Students are not expected to demonstrate how God cares for them; this would assume all students share common religious beliefs.

The word "creation" in the GCO and SCO 19.0 should be interpreted as the environment and the earth's resource in general, not in the sense of "Creation" (Christian belief that God made the Earth in seven days). In this context, students should examine Aboriginal and Bahá'í teachings which provide many examples of how everything on earth is connected:

- Atsanik: Northern lights that are spirits of deceased people
- Gisoolg: The Great Spirit creator who made everything
- Makushan: Aboriginal Ceremony that shows that everyone depends on one another, and shares what they gather from the land
- The Nineteen Day Feast: the Bahá'í gathering that promotes and sustains the unity of the local Bahá'í community
- The Seven Valleys Bahá'í Mystical writings that trace the stages of the soul's journey to union with its Creator
- Unity: the basic belief of Bahá'ís

The concept of connectedness in Grade 6 should include a focus on human connections. This focus builds on prior learning in Grade 5 about Buddhism, Hinduism, and Sikhism. Discussions and activities related to SCO 19.0 will likely help students meet other SCOs:

- SCO 22.0: investigate the impact of teachings on contemporary issues and events from Aboriginal Spirituality, Christianity, and Islam (GCO 8)
- SCO 23.0: explore the concepts of social awareness and advocacy (GCO 8)
- SCO 24.0: develop a response to social justice issues (GCO 8)

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Discuss ways that people show they care for others.
- Create a class web to capture students' ideas about the belief in a caring God.
- Share sacred text selections to discuss the message of a caring God:
    - Luke 15:11-32 (The Parable of the Lost Son)
    - Matthew 5:1-12 (The Beatitudes)
    - Matthew 9:1-8 (Jesus heals a paralyzed man)

Students may
- Play a game or participate in an activity that illustrates interconnectivity and interdependence, such as
    - Wool web activity: students stand in a circle and respond to prompts or questions. as they take turns, they pass a ball of wool back and forth across the circle to create a web. Each time the web is created, it will be different depending on the participants but the web relies on all participants contributing to the web.
    - Pick-Up-Sticks© or Jenga©

Connection

Teachers may
- Share children's literature or media texts about relying on others and interconnectedness in general.

Students may
- Illustrate one of the sacred text selections from **Activation.**
- Investigate an Aboriginal and Bahá'í teaching about the connectedness of creation and present their findings to the rest of the class (e.g., oral report, multimedia product, poster, dramatic retelling).

Resources and Notes

Authorized

Horizons
- Inuit Beliefs SR77, TR76
- A Caring God SR153, TR132
- Sharing the Land SR166, TR142
- The Makushan Feast SR174, TR146
- Different Views SR183, TR156

Suggested

Many Friends, One World
(Grade 3 religious education)
- Drawing Closer to God: The Story of Geraldine Robarts (49)

Children's Literature:
- *Northern Lights: The Soccer Trails* by Michael Arvaarluk Kusugak
- *Dancing with The Cranes* by Jennette Armstrong
- *The Sharing Circle* by Theresa Meuse

Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/ce.html
- Video about the interconnectedness of animals
- Beliefs about stewardship

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

Outcomes

Students will be expected to

18.0 examine the belief in a caring God

19.0 examine Aboriginal and Bahá'í beliefs that all creation is connected

20.0 investigate the concept of stewardship and the environment

Focus for Learning

In Grades 4 and 5, students recognized that stewardship, an act of taking care of the earth, was a part of the teachings of Christianity, Judaism, and Hinduism. In further investigation through SCO 20.0, students will likely draw on prior knowledge and examples to deepen their understanding. They may ask questions, such as

- What does it mean to be a good steward?
- What actions constitute being a good steward?
- Why is it important to be a good steward?
- Are there ways that Bahá'ís and Aboriginal people can learn from each other about how they care for the earth?

Activities and discussions associated with SCOs 19.0 and 20.0 may also help students in meeting outcomes in the science curriculum (e.g., endangered species, food chain, and interdependence) as well as other outcomes in religious education:

- SCO 7.0: recognize that principles of stewardship, faithfulness, and integrity are evident in Aboriginal, Bahá'í, Christian, and Muslim texts and teachings (GCO 3)
- SCO 12.0: recognize in Aboriginal Spirituality, Christianity, and Islam the importance of discipleship and stewardship (GCO 4)

Sample Performance Indicator

Act it out! Create and perform a skit about the interconnectedness of communities. There are different roles that could be used to complete this task: actor, commercial break advertiser, director, music director, props manager, set designer, stage manager, or writer. Choose from a wide variety of communities and organizations for your skit, such as

- animal communities (e.g., how animals survive)
- environmental systems (e.g., water cycle)
- local town or community (e.g., services provided by paid and volunteer people in the community)
- outreach organizations that work with people or places in need (e.g., Doctors Without Borders)

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

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

Teachers may
• Take students on a field trip that focuses on the beauty and wonder of creation and the environment, such as
  - hike in the woods
  - trek through open fields or green spaces
  - visit to a world heritage site or provincial nature reserve
  - walk along a beach
  - walk along a river or stream
	Songs of Labrador (2009)
	• Tainmangat (173) references the eternal nature of prayer and belief in God

Students may
• Respond to a field trip activity to describe their experiences and feelings about the wonder of creation (**Consolidation**).
• Choose a specific habitat and investigate influences on it. Create a persuasive text to inform people about their topic, such as
  - clearing trees in your backyard
  - creating a dam by flooding a river valley
  - developing land within sensitive animal habitats (e.g., protected corridor for migrating animals)
  - driving an ATV through a bog
  - dumping garbage in wilderness areas
  - spraying power line areas with pesticides	

Extension	
Students may • Engage in a community fundraising activity to promote awareness of environmental needs (e.g., Atlantic Coastal Action Program, Canadian Red Cross natural disaster relief, David Suzuki Foundation, Ducks Unlimited, Greenpeace, Little Green Thumbs, local SPCAs).	

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

Outcomes	Focus for Learning
Students will be expected to 21.0 investigate how science and religion address the same questions but use different approaches	Grade 6 is the first time GCO 7 is addressed in the Elementary grades. ***Teachers should provide a safe environment in which students can use investigative and inquiry skills to address potentially sensitive topics.*** The focus for SCO 21.0 is on engaging students in thinking about how science and religion may offer different explanations to the same questions. It is not about determining whether the religious or the scientific explanation is right, but rather to offer opportunities for students to investigate different explanations for the same questions. There may be an opportunity for students meet outcomes in other curriculum areas, such as English language arts (alternate points of view) and social studies (expressions of culture). Early stories about natural phenomenon are a good entry point for the discussion, such as Aboriginal legends (ancestors' spirits) about the northern lights vs. a scientific explanation (the collision of air molecules in the upper atmosphere with charged particles from the sun that have been accelerated and funnelled by the earth's magnetic field). Current media stories may also interest students (e.g., modern day miracles, large gatherings of people pray for an individual's recovery even though the odds are against survival). This type of inquiry can often create more questions than responses while provoking discussion among students that may not have definitive conclusions. Students may consider • Can the existence of a human soul be proven? • Do non-humans have souls? • Can doctors explain everything? (e.g., someone who survives terrible accidents, a tumour suddenly disappears) • Is donating blood or organs a good thing to do? • Where do spiritual visions come from? • Why do some people believe in miracles? • Why do some people believe their prayers are answered? **Sample Performance Indicator** On the Spot Report: Imagine you are on location where an amazing event or phenomenon is happening. Take on one of following roles: a spiritual leader, a scientist, or a news reporter. The news reporter interviews the spiritual leader and the scientist who each provide an explanation for what is happening.

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

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Horizons*
• Brainstorm with students familiar events which could be considered to be miraculous or not easily explained by science.	• The Northern Lights SR72, TR70 • Different Views SR183, TR156
Students may	**Suggested**

• Discuss well-know idioms and turns-of-phrase that reflect religious beliefs, such as
  - "Thank God you got home safely!"
  - "Someone must have been watching over you."
  - "God willing, I'll see you next week"
	Children's Literature
	• *Chicken Soup for the Soul* selections on the power of belief
	• *The Sharing Circle* by Theresa Meuse
	• *Northern Lights: The Soccer Trails* by Michael Arvaarluk Kusugak

Connection	• *Magic in Us: The Healing Circle* by Natalie Tinti
Teachers may	Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/ce.html
• Share the story of the Parting of the Red Sea from the Bible (Exodus 14) and discuss religious and scientific explanations for this event.	• Parting of the Red Sea multimedia resources
Consolidation	
Students may	
• Participate in a jigsaw activity about natural phenomenon or an event not easily explained by science. Expert group members report back to their home group on a scientific or religious explanation. Topics may include shooting stars, tornadoes, thunder and lightning, appearance of rainbows, animals howling at the moon, near-death experiences, extreme weather events, etc.	
Extension	
Students may	
• Research an Aboriginal legend and create a representation of it through painting, oil pastels, 3-D model, etc.. Include an artist's statement about both perspectives, spiritual and scientific.	

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

Outcomes	Focus for Learning
Students will be expected to	In Grade 5 the focus for GCO 8 was on social justice and discussing students' personal views on social justice issues. In Grade 6 students will concentrate on social awareness and developing a response to social justice issues. Students will investigate Christian, Aboriginal, and Muslim beliefs and how they impact contemporary issues. These may include, but are not limited to
22.0 investigate the impact of teachings on contemporary issues and events from Aboriginal Spirituality, Christianity and Islam	

• animal rights – animal testing, abandoned animals, SPCA needs

• human rights issues – poverty, access to basic necessities (e.g., food, shelter, medicine), family structures, abuse, sexual orientation (e.g., gay-straight alliance)

• justice issues – healing circles, sentencing circles, restorative justice

Outcomes (cont'd)

23.0 explore the concepts of social awareness and advocacy

24.0 develop a response to social justice issues

Focus for Learning (cont'd)

From year to year different contemporary issues and human rights issues will surface in society and gather media attention. Some students will raise examples of times when religion has not been 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 in topics that are beyond students' understanding.***

To explore the concepts of social awareness and advocacy (SCO 23.0), teachers can facilitate class discussions by asking questions, such as

• What contemporary issues are we facing today?

• What impact do contemporary world issues have on us locally?

• What role can we take in helping others in need, both close to home and far from home?

In meeting SCO 24.0, questions should become more focused on identifying possible actions to advocate for an issue that is personally important and relevant:

• What action can I take to advocate for a human rights issue?

• How can I encourage others to get involved in making a difference?

Sample Performance Indicator

Design and deliver a public service announcement that suggests actions people can take to address an issue that is important or interesting to you. You can choose your own topic or choose from a list, such as

• climate change – small changes everyone can make

• food security – not everyone has enough to eat or the means to grow their own food

• freedom of expression – everyone has the right to express their beliefs without fear of danger or attacks

• personal safety – not everyone feels safe from harm or threats

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

Activation
 	
Teachers may
• Discuss contemporary issues that students are aware of in the news.
• Provide examples of Christian and Muslim beliefs on helping those in need, such as
  - Matthew 6:28-29
  - Sura 4:36
• Facilitate an Active Scrabble™ game using vocabulary associated with human rights, social justice, and advocacy.
 	
Connection
 	
Students may
• Create a poem or song about one of the following issues: hunger, poverty, child labour, equality, or volunteering.
• Write and perform a drama based on a pay-it-forward theme to show the positive effects of helping others.
 	
Consolidation
 	
Students may
• Create a "Change the World" response (written, oral, visual, dramatic, multimedia, etc.):
  - "If I could change five things to make this world a better place, I would ...."
• Choose a contemporary issue and develop responses to the issue, such as animal rights, hunger, or poverty. responses might include, but are not limited to, personal contract, school-based event, letter-writing campaign, blog, fundraising, etc.
 	
Extension
 	
Students may
• Research Free the Children, Me to We, and Interact Club organizations. Prepare a presentation and/or letter to the school administration, explaining how and why their school should start one of these clubs, including
  - what the organization does
  - how it would benefit others and the students themselves
  - an outline of the steps needed to get it started
	Authorized
	
	Horizons
	• Josie's Talent SR83, TR82
	• L'Arche SR90, TR86
	• Street People SR108, TR102
	• No Easy Answer SR111, TR106
	• The Healing Circle SR124, TR114
	• Belief in Action SR178, TR152
	• Different Views SR183, TR156
	
	Suggested
	
	Many Friends One World (Grade 3 religious education)
	• A Dream of Freedom: A Story of Martin Luther King (27)
	• Walking the Good Path: The Story of Elizabeth Penashue (32)
	• Reaching out to the Poor: The Story of Mother Teresa (43)
	• Unity Under One God: The Story of Mohammad (54)
	
	Children's Literature
	• *Magic in Us: The Healing Circle* by Natalie Tinti
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/RE/grade-6/links/ce.html
	• Using map projections to create social justice awareness
	• Active Scrabble™ game

Appendices

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			Historical concepts			Community and environment concepts			
Pls	GCOs 4, 5		GCO 8	GCOs 1, 2		GCO 7	GCOs 3, 6			
Faiths of Friends: Horizons	On Our Way What's Cool? Bad News Trust World Peace Week The Crescent Moon Why Did I Do It? A Change of Outlook Gifts that Money Can't Buy Finding the Way			Mi'kmaq Creation Story A Walk in the Woods The Northern Lights Inuit Beliefs Josie's Talent L'Arche When Someone Dies A Sad Farewell Street People No Easy Answer The Healing Circle We Are One in God			The Wonders of Creation The Easter Message A Caring God A Cup of Cold Water Sharing the Land The Makushan Feast Belief in Action Different Views			

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 6 your child will extend learning experiences begun in the Elementary religious education program through an exploration of Aboriginal Spirituality, Bahá'í Faith, and a consolidation of ideas related to Christianity, and Islam. 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 6 students discuss how spiritual and religious communities developed, including the guiding principals of Aboriginal peoples, Bahá'ís, Christians, and Muslims.
- **Personal Concepts –** looking inwards to reflect on personal ideas, beliefs and values. Grade 6 students investigate the nature of belief in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam to expand their understanding of their own ideas about problems, questions, and issues.
- **Community and Environment Concepts –** making connections. Grade 6 students examine how Aboriginal peoples, Bahá'ís, Christians, and Muslims understand their place in the world and connections to other people and the environment. This exploration can help students to expand their understanding of their own place in the world.

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

Regards,

Appendix C

Specific Curriculum Outcomes – Cross-references

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

Focus	Historical concepts: *looking back*	Personal concepts: *looking within*	Community and environment concepts: *making connections*
Outcomes	GCOs 1, 2, and 3 SCOs 1.0 – 10.0	GCOs 4 and 5 SCOs 11.0 – 17.0	GCOs 6, 7, and 8 SCOs 18.0 – 24.0
References	5.0 – 8.0, 9.0, 10.0 7.0 – 12.0, 20.0 8.0 – 5.0	12.0, 13.0 – 7.0, 20.0 13.0 – 23.0, 24.0	19.0 – 22.0, 23.0, 24.0 19.0, 20.0 – 7.0, 12.0

Appendix D

Selected Religious and Spiritual Events

The following time line identifies selected Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam 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

Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam

Event	Living Belief System	Occurrence	Date	Duration
Makushan	Aboriginal Spirituality	*Innu feast celebration for extended family and community*	No set date	1-2 days
Pow wow	Aboriginal Spirituality	*Mi'kmaq community celebration*	Often June or July in NL	2-3 days
Time on the land	Aboriginal Spirituality	*Inuit and Innu family and community travel and gathering*	No set date	Varies
The Fast	Bahá'í Faith	*Time of reflection before the New Year*	March 2-20	19 days
Naw-Rúz	Bahá'í Faith	*New Year's Day for Bahá'ís*	March 21	1 day
Nineteen-day Feast	Bahá'í Faith	*Communal days of worship, companionship, and unity*	Every 19 days throughout the year beginning on March 21	1 day
Ridvan	Bahá'í Faith	*Recognition of Bahá'u'llah preparing for exile*	April 21-May 2	3 selected days
Declaration of The Bab	Bahá'í Faith	*Occurred in 1844*	May 23	1 day
Ascension of Bahá'u'llah	Bahá'í Faith	*Occurred in 1892*	May 29	1 day
Martyrdom of The Bab	Bahá'í Faith	*Occurred in 1850*	July 9	1 day
Birth of The Bab	Bahá'í Faith	*Occurred in 1819*	October 20	1 day
Birth of Bahá'u'llah	Bahá'í Faith	*Occurred in 1817*	November 12	1 day
Christmas Day	Christianity	*Birth of Jesus; end of Advent*	December 25	1 day
Epiphany (Old Christmas Day)	Christianity	*Presentation of Jesus to the Magi*	January 6	1 day
Ash Wednesday	Christianity	*Beginning of Lent*	Mid to late Winter	1 day
Palm Sunday	Christianity	*5th Sunday in Lent; beginning of Holy Week*	Spring	1 day

Event	Living Belief System	Occurrence	Date	Duration
Good Friday	Christianity	*Jesus is crucified*	2 days before Easter Sunday	1 day
Easter (Sunday)	Christianity	*Jesus is resurrected; end of Lent*	Spring	1 day
Eid ul-Fitr	Islam	*End of Ramadan (fasting)*	First 3 days of Shawwal	3 days
Eid al-Adha	Islam	*End of pilgrimage (Hajj)*	10th day of Dhul-Hijja	4 days
Al-Hijra	Islam	*Muslim New Year*	1st day of Muharram	1 day

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