



Course Code: HRT3M (credit value 1.0)

**Course Name: World Religions and Belief Traditions: Perspectives, Issues, and Challenges:
 Les grandes religions du monde: croyances, traditions et enjeux**

Grade 11 University/College Preparation

Code: HRT3M

Prerequisite: Grade 10, Religious

Course Description:

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Overall Course Expectations

- Listening to interact and to understand a variety of authentic and adapted oral French texts;
- Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience;
- Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms;
- Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy)
- Applying appropriate language conventions
- Intercultural Understanding

Prerequisite: None

Learning Resources:

[Growing Success Document Religion](#)
[Social Studies Curriculum](#)

Assessment – For, As & Of Learning : See page 31 of Growing Success for a more detailed description of Assessment



Program Overview

Communication Skills:	Unités	Titres
	1	Phénomène religieux dans le monde
	2	Le judaïsme, berceau du christianisme
	3.	L'unité dans le christianisme
	4.	Rencontre de l'islam et du christianisme, regard sur le sikhisme
	5.	Les religions philosophiques de l'hindouisme en dialogue avec le christianisme
	6.	La réalité religieuse d'aujourd'hui
Prayer and Sacramental Life	Prayer-Personal and Communal: Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religions traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition.	

Assessments:

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:

Knowledge and Understanding, Thinking, Communication, Application

Percentage	Achievement	Summary Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student's demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

Excellent: E

Good: G

Satisfactory: S

Needs improvement: N



Strands of study:

70% of the students mark in the course consists of term work. All classes are designed to give students opportunity to demonstrate their understanding in many ways, and for teachers to give quality feedback specific to the students work. The design of any summative evaluation should, where possible, provide students with the opportunity to demonstrate their learning across the four categories in the Achievement Levels. Summative evidence should represent the most recent performance of the student and therefore be conducted towards the end of a unit or course.

30% of the grade will be based on a final evaluation in the form of form a culminating assignment, and a final examination. These assessments are suitable to the course content and administered towards the end of the course.

Support for Higher Learning

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlines in an Individual Education Plan (IEP) and will be communicated to parents.