

Grade 11

**Grade 11 Faith and Culture: World Religions, HRE
3M, University/College**

**Grade 11 Faith and Culture: World Religions, HRE
30, Open Level**

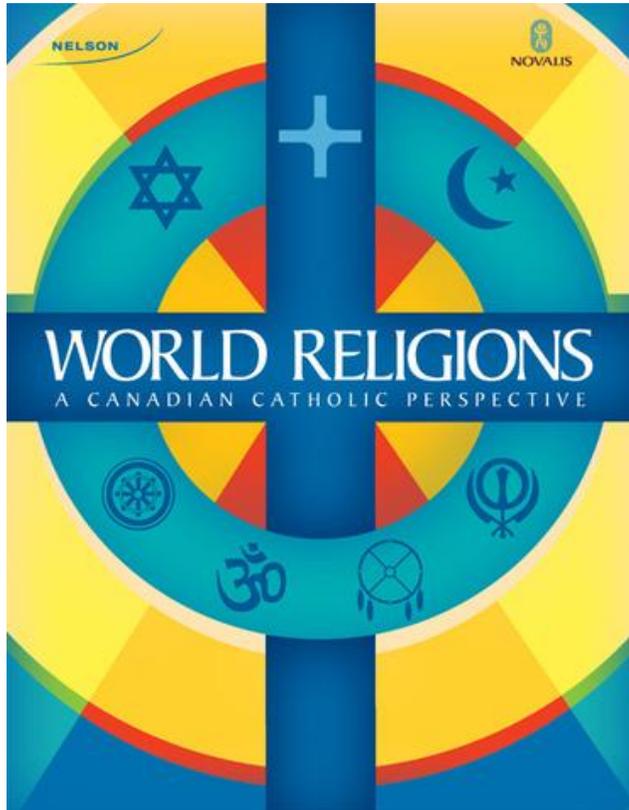
Grade 11

- ▶ Both courses have the same 6 strands (the same as all the secondary Religious Education courses)
- ▶ Both courses focus on the 3 Abrahamic faiths
 - ▶ Judaism
 - ▶ Christianity
 - ▶ Islam
- ▶ These 3 religions must be taught and evaluated
- ▶ Other religious traditions may be taught, but it is a local decision
- ▶ No specific or overall expectation explicit for other faiths

Aboriginal Spirituality

- ▶ Is a component of the Grade 11 course
- ▶ First Nations, Metis and Inuit peoples are represented in all areas of Ontario
- ▶ No provincial curriculum has been developed
- ▶ School boards are asked to work with their Indigenous Education Advisory Council to find the best approach to teach this component within the context of their local reality

Grade 11 World Religions



Nelson Novalis text, 2010

Grade 11 M

- ▶ Gap analysis shows that the text aligns with the new expectations from the Policy document.

Textbook Gap Analysis

Exploring World Religions

HRT 3M1

Expectations	Textbook <i>World Religions: A Canadian Catholic Perspective</i>
Scripture 2016	Scripture- Textbook
SPECIFIC EXPECTATIONS SC1. Core Teachings	
SC1.1 identify the sacred texts of various world religions and outline their structure and the literary form(s) (narrative, parable, koan) used by the author(s) [CCC nos. 120-121]	J: p. 124-134 (The Jewish Community, Central Beliefs) C: p. 155-160 (Foundation Stones of Christianity; Gospels; Letters, etc.); p. 161 (Role of Scripture) I: p. 207-210 (Qu'ran)

Grade 11 Open

- ▶ For the most part, the curriculum expectations are met through the approved text
- ▶ For those expectations that are not met in the text, supplemental resources were developed.
- ▶ These resources may be used throughout the units, as they are taught

Grade 11 General notes

- ▶ Schools and boards are encouraged to reach out to local religious communities and to foster dialogue with them
- ▶ Guest speakers and visits to other places of worship can be valuable learning opportunities for students
- ▶ Other religious traditions are taught from the perspective of the Catholic faith. The Catholic faith must be a part of the course

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Questions??