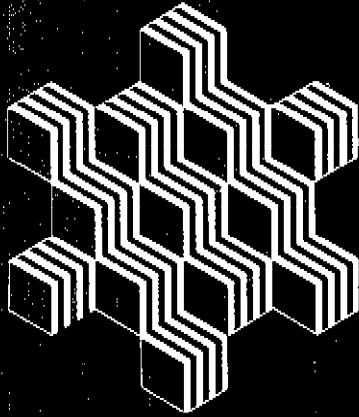


Secondary School Curriculum



**PROTESTANT
MORAL AND RELIGIOUS EDUCATION
SECONDARY 1**

020400

Jebec 

2586002

DIRECTION
DES COMMUNICATIONS

Approved by the Comité protestant and
the Comité catholique of the Conseil supérieur
de l'éducation, February 1981

Revised Edition

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A new course of study called Protestant Moral and Religious Education — Secondary 1 is being issued in conformity with Section 3 of the Regulation Respecting the Basis of Secondary School Organization. I am pleased to confirm that it has received the approval of the Comité protestant of the Conseil supérieur de l'éducation, and I hereby authorize this course for use in all schools offering Protestant Moral and Religious Education. The authorization will take effect on January 1st, 1986.

A handwritten signature in black ink that reads "Claude Ryan". The signature is written in a cursive style with a large, prominent initial "C".

Claude Ryan
Minister of Education

PREFACE

One of the distinctive dimensions of public education in Québec has been, and still is, the confessionality of its educational system. Although the use of the word "confessional" to describe the system is recent, the reality to which it refers goes back to the very beginnings of public education in this province. The challenge facing legislators and educators alike was that of instituting one educational system which respected both religious and cultural diversity. This challenge was met by legislation which gave to the religious minority the right to dissent from the majority and set up schools which reflected its own values and traditions. This fundamental right, which makes it possible to have freedom of religion rather than freedom from religion, is one that is deeply rooted in the traditions, the laws and the experience of the people of Québec.

THE REVISED PROGRAMME OF MORAL AND RELIGIOUS EDUCATION IN THE SECONDARY SCHOOL

The past decade has been a time of rapid development in the course area known as Moral and Religious Education. In the early seventies, a programme outline was produced for secondary schools, providing broadly stated objectives and guidelines for each grade level. The task of defining, in more specific terms, the parameters of this subject area became the main focus of programme development in the ensuing years. The ongoing consultation with teachers, parents and administrators has helped to identify the direction of programme revision, and it is to this task the present document addresses itself.

a) Revision Process

The guidelines for curriculum development provided by the ministère de l'Éducation and embodied in **The Schools of Quebec: Policy Statement and Plan of Action** form the basis of the revision process and constitute the mandate to restate the objectives of the Moral and Religious Education programme in a more formalized and in a more detailed manner.

The shift from programmes described in outline form to programmes based on general and specific objectives is the most obvious result of the revision process. Defining the general aims of each level of study, the present programme further specifies the anticipated development expected in the student that will favour the attainment of these aims. The objectives and content presented in the revised programme are prescriptive in nature and establish the minimum requirements for each grade level.

While promoting a greater degree of clarity in its presentation, the revised programme also reflects the need for flexibility in responding to the needs and interests of students in the various regions of the province. The content outlined for each grade level can be expanded to provide the school board with the opportunity to enrich and adapt the programme in accordance with the needs of its schools and the priorities of their respective communities.

b) Format

A common format has been adopted to describe all levels of the secondary programme. The format features a hierarchical development from the general to the specific: Theme —→ Topic —→ General Objective —→ Terminal Objective —→ Intermediate Objective —→ Content Outline.

In order to facilitate a complete understanding of the programme described in the following pages, definition of terms follows:

Theme	A thematic approach to curriculum design has been retained to structure and define each level of the secondary programme. Providing a focus for each year of study, the themes also reflect the developmental nature of the entire programme.
Topic	Whereas the theme provides the focus for an entire grade level, the topic headings define more clearly the content to be examined in each of the modules which make up the year's work.
General Objective	The general objective provides a statement of intent and reflects the aim of a particular module of study.
Terminal Objectives	The terminal objectives flow from the general objective and indicate in more specific terms the anticipated development expected in the students over a given period of time.

Intermediate Objectives

Stated in behavioural terms the intermediate objectives describe particular learning activities which together foster the attainment of the terminal objective.

Content Outline

The content outline provides a listing of topics for examination when addressing each intermediate objective. This listing serves as the basis for further elaboration by the subject teacher.

Time Allotment

In an attempt to facilitate lesson planning over the entire module, the minimum number of classroom periods needed to respond to each intermediate objective is indicated.

THE INDIVIDUAL AND SEARCH FOR IDENTITY

MODULE 1

OUR RELIGIOUS HERITAGE

INTRODUCTION

The search for identity reflected in the story of the Old Testament provides the subject for the first module of the Secondary 1 programme. Presented as the history of a people, the major events and personalities from the time of Abraham to the time of David form the content to be examined.

The establishment of the covenant represents the essential belief to be explored and provides the focus for a more complete understanding of the unique relationship and identity of the Hebrew people. It is within this context that the motives and values of the personalities under study are examined.

THEME: The Individual and Search for Identity
TOPIC: Our Religious Heritage

LEVEL: 1
MODULE: 1

GENERAL OBJECTIVE: To develop an awareness of the relationship between God and Man as described in the story of the Old Testament

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
The student will be able to:	The student will be able to:		
1.0 recognize the historical and religious significance of the Old Testament	1.1 describe the setting for the Old Testament story using maps, time lines or written essay	1.1.1 Overview of the Old Testament - Time span - Authorship - Historical and geographical setting	3 periods
	1.2 define covenant and give examples to illustrate the agreement God had with his chosen people	1.2.1 The Covenant - Definition - Concept of "Chosen People" - God's covenant with Abraham, Moses and David	2 periods
2.0 demonstrate an appreciation for the values and beliefs expressed in the story of the Old Testament	2.1 restate in written or oral form at least three of the stories selected from the Old Testament	2.1.1 The Story The Favoured Family - Abraham - Isaac - Jacob The Sons of Israel - Joseph Escape from Egypt - Moses The Kings - David	8 periods
	2.2 describe the actions of the major characters in the stories selected and give examples to illustrate the manner in which the values they cherished were expressed in their behaviour	2.2.1 Of God and Man - Actions and motives of major characters - Values demonstrated	4 periods

THE INDIVIDUAL AND SEARCH FOR IDENTITY

MODULE 2

BEGINNINGS

INTRODUCTION

The mythical dimension of world religions provides the focus for the second module of the Secondary 1 programme. Creation myths from various cultures form the content to be examined. Myth is presented not as the creative outpouring of an individual's fertile imagination, but as a response to reality that arose from and was endorsed by an entire culture. Forming the spiritual foundation of a society's life, myth provides a way for people to explain the world around them and their own existence.

It is within this context that the various beliefs about the nature and origin of man are presented, and the similarities and differences are discussed.

THEME: **The Individual and Search for Identity**
 TOPIC: **Beginnings**

LEVEL: 1
 MODULE: 2

GENERAL OBJECTIVE: **To develop an awareness of the variety of beliefs concerning the origin and nature of man**

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
The student will be able to:	The student will be able to:		
1.0 demonstrate an increased understanding of the nature of myth and its function in world cultures	1.1 distinguish between myth and fable	1.1.1 Introduction to Myth - Oral tradition in primitive societies - Characteristics which distinguish myth from other forms of creative writing	2 periods
	1.2 define myth and describe its function in world cultures	1.2.1 The Meaning of Myth - Definition of myth - Function of myth	2 periods
2.0 demonstrate an attitude of curiosity concerning his own ideas about origins	2.1 restate in written or oral form at least three creation myths	2.1.1 Creation - In the Judaeo-Christian tradition - In other traditions	6 periods
	2.2 identify common themes in a variety of creation myths drawn from different cultures	2.2.1 Myth as a Universal Phenomenon - Analysis of creation myths in terms of similarities and differences - Identification and discussion of common themes.	4 periods

THE INDIVIDUAL AND SEARCH FOR IDENTITY

MODULE 3

IDENTITY

INTRODUCTION

The development of a sense of personal identity is an essential aspect of human growth and provides the focus for the third module of the Secondary 1 programme.

The examination of heredity and environmental factors, personal values systems, physical and social changes associated with adolescence and the choices to be made in day-to-day living provides the content designed to lead to a greater self-awareness. Self-insight, acceptance of self as a worthwhile person and a realization of the unique talents and gifts of every person are important attitudes to be promoted and developed.

THEME: The individual and Search for Identity
TOPIC: Identity

LEVEL: 1
MODULE: 3

GENERAL OBJECTIVE: To develop an awareness of the self as an individual and an understanding of the changes associated with adolescence

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
The student will be able to:	The student will be able to:		
1.0 demonstrate an appreciation of the uniqueness of the individual	1.1 describe how heredity influences personal development 1.2 describe how environment influences personal development	1.1.1 Heredity - Genes and D.N.A. - Inherited physical traits 1.2.1 Environment - External Influences - Family - Culture - Religion - Ethnic origins - Media 1.2.2 Environment - Internal Influences - Physical needs - Emotional needs	2 periods 3 periods 4 periods
2.0 demonstrate an appreciation of personal values and their relationship to self-identity	2.1 identify personally chosen values and explain their importance	2.1.1 Values - Values that reflect your personality - Factors which influence value choice	2 periods
3.0 demonstrate an understanding that self-knowledge and foresight are necessary for personal growth and development	3.1 recognize and describe important physical and social changes associated with adolescence 3.2 illustrate, by means of examples, the steps involved in the decision-making process	3.1.1 You and Change - Growing Up - Physical changes - Social changes 3.2.1 You and Change - Looking Ahead - Setting short and long term goals - Learning how to make choices	5 periods 3 periods

EVALUATION

The evaluation of student progress toward desired objectives is essential if teachers are to help students learn. Subject matter, instructional activities and strategies are to no avail if teachers have no systematic way of assessing the individual's performance or rating the effectiveness and appropriateness of particular methods or items of content. When teachers evaluate student progress, they are judging whether certain changes have occurred, or certain objectives have (at least to some extent) been attained.

The question of why and when students should be evaluated can be clarified by examining the two types of evaluation that form the basis of the teaching/learning process:

- Formative evaluation takes place almost daily in the classroom and responds to the immediate needs of the individual student. Such evaluation provides the student with specific feedback as to the degree to which certain skills and knowledge have been mastered. Formative evaluation is used to determine how well the student is progressing toward attaining specific objectives (i.e. Intermediate Objectives) and helps to pinpoint areas of misunderstanding, thus allowing the teacher to take action accordingly.
- Summative evaluation takes place at the end of a unit, module or at other specified times. Whereas formative evaluation provides feedback as to what is to be learned, summative evaluation provides feedback as to what has been learned, and to what extent objectives (i.e. Terminal Objectives) have been attained.

The objectives stated for each level of the Moral and Religious Education programme identify what is to be evaluated. Stated in cognitive and affective terms, the objectives not only present the knowledge and skills to be mastered, but also indicate the attitudes and values that will foster their attainment.

Evaluation in the cognitive domain lends itself easily to various forms of oral and written assessment. The key to evaluating the affective domain lies in the realm of teacher observation. Although the acquisition of certain values and attitudes cannot be accurately measured, teacher observation of work habits, classroom participation and involvement form an important part of the evaluation procedure. The student must also be encouraged to take responsibility for his own development by providing feedback to his peers and by evaluating his own progress.*

* A more detailed discussion of the aims and objectives of evaluation, as well as suggested methods, can be found in the Curriculum Guide accompanying this programme (Document No. 65-2110A) and in the "General Policy for Educational Evaluation" (Document No. 16-7500A).

