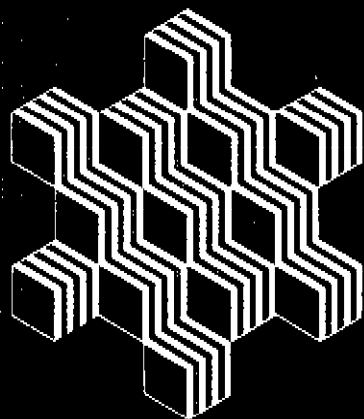


# Secondary School Curriculum



**PROTESTANT  
MORAL AND RELIGIOUS EDUCATION  
SECONDARY 2**

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**PROTESTANT  
MORAL AND RELIGIOUS EDUCATION  
SECONDARY 2**

PROTESTANT  
EDUCATION

DIRECTION  
DES COMMUNICATIONS

Approved by the Comité protestant  
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 2 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 1<sup>st</sup>, 1986.*

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

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

DIRECTION  
DES COMMUNICATIONS

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 that 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:

<b>Theme</b>	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.
<b>Topic</b>	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.
<b>General Objective</b>	The general objective provides a statement of intent and reflects the aim of a particular module of study.
<b>Terminal Objectives</b>	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 WAYS OF LIVING**

## **MODULE 1**

### **THE LIFE OF JESUS OF NAZARETH**

#### **INTRODUCTION**

In response to the theme "The Individual and Ways of Living", the life and teaching of Jesus provide the focus for the first module of the Secondary 2 programme. Viewed from an historical perspective, the gospel account of the life, character and influence of Jesus present the content to be examined.

The emphasis in this module is placed on what Jesus did rather than on who he was. The more basic questions concerning the theology of Jesus are examined at the Secondary 3, 4 and 5 levels of the programme and are deferred at this point in favour of examining the evangelists' presentation of the character and teaching of Jesus in its Palestinian setting.

**THEME: The Individual and Ways of Living**  
**TOPIC: The Life of Jesus of Nazareth**

**LEVEL: 2**  
**MODULE: 1**

**GENERAL OBJECTIVE: To develop a greater awareness of the historical Jesus and the influence of his life and teachings**

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 various sources for the life of Jesus	1.1 list what is known about Jesus by examining the historical and archaeological evidence for his life	1.1.1 <b>Extra-Biblical Sources for the Life of Jesus</b> <ul style="list-style-type: none"> <li>- Archaeology</li> <li>- Secular historians</li> <li>- Sacred history</li> </ul>	2 periods
	1.2 state what is known about the Gospels by examining the possible sources for the Gospels and the relationships among them	1.2.1 <b>New Testament Evidence</b> <ul style="list-style-type: none"> <li>- The Synoptic Gospels (Mark, Luke, Matthew)</li> <li>- John's Gospel</li> </ul>	3 periods
2.0 demonstrate an appreciation for the character and image of Jesus as portrayed in the Gospel accounts of his life	2.1 describe the setting into which Jesus was born by identifying the social, political and religious factors present at the time	2.1.1 <b>Palestine at the time of Jesus</b> <ul style="list-style-type: none"> <li>- Geography</li> <li>- Roman occupation</li> <li>- Jewish concept of the Messiah</li> <li>- Religious parties of Pharisees and Sadducees</li> </ul>	2 periods
	2.2 describe the New Testament evidence about Jesus by restating the events recorded in Mark's Gospel	2.2.1 <b>Life of Jesus according to Mark</b> <ul style="list-style-type: none"> <li>- Baptism</li> <li>- Early ministry</li> <li>- Later ministry</li> <li>- The final days</li> </ul>	2 periods
	2.3 discuss Jesus' attitudes on a number of issues by referring to selected passages in Mark's Gospel	2.3.1 <b>Jesus' Attitudes towards:</b> <ul style="list-style-type: none"> <li>- Man's relationship with God</li> <li>- Material possessions</li> <li>- Prayer</li> <li>- Authority</li> <li>- Rules and regulations</li> <li>- The poor</li> <li>- The sick</li> </ul>	2 periods
	2.4 describe the impact Jesus had on the life and thinking of the time by examining how Jesus was perceived by various gospel characters	2.4.1 <b>Views about Jesus</b> <ul style="list-style-type: none"> <li>- John the Baptist</li> <li>- The Disciples</li> <li>- The Pharisees and Sadducees</li> <li>- Mary Magdalene</li> <li>- Pontius Pilate</li> </ul>	2 periods

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
3.0 demonstrate an appreciation for the parables of Jesus and the values they were meant to convey	3.1 describe the teachings of Jesus by restating at least three of the parables dealt with in class	<b>3.1.1 Parables</b> <ul style="list-style-type: none"> <li>- The Good Samaritan (Luke 10:25-37)</li> <li>- The Prodigal Son (Luke 15:11-32)</li> <li>- The Unjust Steward (Luke 16:1-13)</li> <li>- The Pharisee and the Publican (Luke 18:9-14)</li> <li>- The Workers in the Vineyard (Matt. 20:1-16)</li> <li>- The Two Sons (Matt. 21:28-32)</li> <li>- The Wicked Husbandmen (Mk. 12:1-12)</li> </ul>	3 periods
	3.2 identify the insights gained from each parable selected by citing personal or contemporary examples which illustrate its meaning	<b>3.2.1 Lessons for Living</b> <ul style="list-style-type: none"> <li>- Nature and purpose of parables</li> <li>- Moral principle conveyed</li> <li>- Contemporary situations based on parable themes</li> </ul>	3 periods

# **THE INDIVIDUAL AND WAYS OF LIVING**

## **MODULE 2**

### **RELIGIOUS EXPRESSION**

#### **INTRODUCTION**

The influence of religion in world cultures and the variety of ways it is expressed provides the focus for the second module of the Secondary 2 programme.

Utilizing the student's skills of observation and description this module is designed to put the student in touch with the diversity of religious expression which exists in his own environment and in the world at large. The influence of religion in the individual's community and the religious beliefs conveyed in the art and symbols of world cultures, set forth the content to be explored.

**THEME: The Individual and Ways of Living**  
**TOPIC: Religious Expression**

**LEVEL: 2**  
**MODULE: 2**

**GENERAL OBJECTIVE: To develop an awareness of the presence of religion in daily life and the variety of ways it is expressed**

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
<p>The student will be able to:</p> <p>1.0 recognize the influence of the Judaeo-Christian tradition in North American culture</p>	<p>The student will be able to:</p> <p>1.1 describe the variety and extent of religious expression in his environment by suggesting a list of ways religion is expressed in his community</p>	<p>1.1.1 <b>Religious Expression in the Community</b></p> <ul style="list-style-type: none"> <li>- Calendar year (time recording, holidays)</li> <li>- Names (people, streets)</li> <li>- Institutions (schools, hospitals)</li> <li>- Clubs and organizations (YMCA, service groups)</li> <li>- Cemeteries</li> <li>- Laws (legal system, dietary laws, work week)</li> <li>- Entertainment (T.V. and radio programmes)</li> <li>- Media (newspapers and magazines)</li> </ul>	<p>4 periods</p>
<p>2.0 demonstrate an appreciation for the diversity of religious expression in world cultures</p>	<p>2.1 describe the ways man communicates his beliefs by identifying the symbols of at least three major world religions and describing what they represent</p> <p>2.2 describe the ways man communicates his beliefs by examining the art inspired by at least three major world religions and identifying distinguishing features of each</p>	<p>2.1.1 <b>Religion and Symbols</b></p> <ul style="list-style-type: none"> <li>- Characteristics and meaning of symbol</li> <li>- Symbols of World Religions</li> <li>- Identification of belief conveyed</li> </ul> <p>2.2.1 <b>Religion and Art</b></p> <ul style="list-style-type: none"> <li>- Painting and sculpture</li> <li>- Architecture</li> <li>- Music</li> </ul>	<p>3 periods</p> <p>6 periods</p>

# **THE INDIVIDUAL AND WAYS OF LIVING**

## **MODULE 3**

### **BEHAVIOUR**

#### **INTRODUCTION**

The development of a sense of personal responsibility for one's behaviour and for the consequences of one's actions provides the focus for the third module of the Secondary 2 programme.

The influence of emotions, rules, family and peers on individual behaviour, as well as the personal and social values which are expressed in individual decisions provide the content to be examined. Self-insight, personal discipline and concern for the welfare of others are important attitudes to be promoted and discussed.

THEME: **The Individual and Ways of Living**  
 TOPIC: **Behaviour**

LEVEL: 2  
 MODULE: 3

**GENERAL OBJECTIVE: To develop an awareness of the factors which influence behaviour and the impact of individual behaviour on the self and others**

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
The student will be able to:  1.0 recognize the influence of emotions on the way we feel and the way we act         2.0 demonstrate an understanding that every society has views about what are felt to be the normal, or proper or expected ways to act	The student will be able to:		
	1.1 describe how emotions affect behaviour by listing a variety of feelings and illustrating how each may be expressed	1.1.1 <b>Emotions</b> - Definition and purpose - Verbal and non-verbal expression	2 periods
	1.2 describe the relationship between self-control and self-expression by identifying situations which elicit strong negative emotions and suggesting alternate ways of dealing with them	1.2.1 <b>Self-Control</b> - Coping with fear - Coping with anger	2 periods
	2.1 describe the social norms that influence individual behaviour by compiling a list of the various rules established by the home, school and peer group	2.1.1 <b>Standards of behaviour</b> - Habits and customs - Courtesy and manners - Rules and laws	2 periods
	2.2 identify the values or guiding principles which form the basis of social norms by analyzing the rules selected to determine the function they serve	2.2.1 <b>Function and Social Norms</b> - To guide behaviour in various situations - To protect individual rights - To guarantee the survival of society	3 periods
	2.3 describe how social norms influence individual behaviour by examining the means by which various rules are enforced	2.3.1 <b>Rewards and Punishment</b> - Formal awards and sanctions - Peer pressure - Individual conscience	3 periods

TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES	CONTENT	TIME ALLOTMENT
3.0 demonstrate an appreciation that mature behaviour implies increased responsibility towards others and toward oneself	3.1 describe the relationship between responsibility and growth by comparing the responsibilities acquired since childhood with the decisions he can now make for himself	3.1.1 <b>Mature Behaviour</b> - Growth in responsibility - Growth in autonomy	2 periods
	3.2 examine objectively the impact of individual behaviour on the self and others by evaluating the consequences of individual action in at least three situations presented in class	3.2.1 <b>Actions and Consequences</b> - Impact of individual behaviour on personal health and safety (smoking, alcohol and drugs) - Impact of individual behaviour on interpersonal relationships (family, peer relationships, dating) - Impact of individual behaviour on the school (vandalism)	5 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.\*

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\* 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. 65-2210A) and in the "General Policy for Educational Evaluation" (Document No. 16-7500A).

