

Grade 8

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

Grade 8

Theme/Organizer: Historical Development of Values

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>1.1 explore how religious beliefs have influenced 'coming of age' in various cultures and traditions</p> <p>1.2 explore how, historically, religion has impacted on the development and acceptance of values in various cultures and traditions</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> • divide class into groups. Have each group research a different selected religion to discover the various adolescent rites of passage. Have students present orally to the class. <p>Students could:</p> <ul style="list-style-type: none"> • discuss marriage traditions in various cultures. Explore how closely these traditions relate to religious beliefs. • create a collage, story board or artwork depicting adolescent rites of passage.

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

Grade 8

Theme/Organizer: Historical Development of Values

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none">• collage• story board• artwork <p>Oral presentation</p> <p>Discussion</p>	<p>As with so many topics, a sensitive approach will be vital when dealing with values and traditions.</p>

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

Grade 8

Theme/Organizer: Emotions, Values and Principles

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>2.1 examine how emotions are connected with religious beliefs, principles and practices</p> <p>2.2 understand how religion influences decision making</p> <p>2.3 explore how values are shaped by religious beliefs, principles and practices</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> • Have students bring to class music that they feel has religious connotations. Choose selections and discuss how the music may evoke emotions. <p>Students could:</p> <ul style="list-style-type: none"> • research and discuss how various faiths express joy and sorrow in life and death. • discuss how one or more of the following can be affected by religious convictions: dress, food, activities, day of rest, times of prayer and worship. • invent a situation where peer pressure could impact on one's religious values or religious convictions. Dramatize this situation. Discuss consequences of standing up for tjeor convictions when they are in a minority situation.

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

Grade 8

Theme/Organizer: Emotions, Values and Principles

Sample Assessment Activities	Notes/Vignettes
Research Discussion Drama	

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

Grade 8

Theme/Organizer: Sacred Texts

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>3.1 be familiar with the development of selected sacred texts</p> <p>3.2 examine the meaning and relevance of sacred texts and their teachings regarding respect for self and others</p> <p>3.3 explore what selected sacred texts teach about various emotions</p> <p>3.4 examine the teachings of various sacred texts regarding values and decision making</p>	<p>Students could:</p> <ul style="list-style-type: none"> • select a central figure involved in the development of selected sacred texts. Write a brief account of that person's involvement. • create a web of teachings from sacred texts regarding respect for self and others. Choose one of the teachings and create a collage or a computer slide show depicting the theme.

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

Grade 8

Theme/Organizer: Sacred Texts

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none">• writing activity• web• collage• slide show	

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

Grade 8

Theme/Organizer: Self Discovery

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>4.1 explore the personal faith journeys of key individuals in selected religions</p> <p>4.2 examine the role of personal search in life</p> <p>4.3 develop an understanding that human sexuality is an integral part of personal search</p> <p>4.4 recognize obstacles and supports in one's personal search for meaning in life</p> <p>4.5 understand the importance of commitment</p>	<p>Students could:</p> <ul style="list-style-type: none"> • choose an individual within the Newfoundland and Labrador context who, because of his/her religious commitment impacted on Newfoundland and Labrador society. Write a character sketch of this individual. • brainstorm and generate a list of things in life that require commitment. Examine the importance of these commitments. Identify obstacles and supports related to these commitments.

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

Grade 8

Theme/Organizer: Self Discovery

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none">• character sketch <p>Discussion</p>	

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

Grade 8

Theme/Organizer: Ethics and Morality

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>5.1 examine how both societal and religious ethical and moral standards sometimes change</p> <p>5.2 understand the relationship between religious belief and individual moral code</p>	<p>Students could:</p> <ul style="list-style-type: none"> • interview an older person(s) in the community to hear his/her views on changes in society regarding moral and ethical standards. Present findings to the class. This can be done through presentations, web pages, or other formats. • investigate the commonalities that exist among selected faiths in determining morality, e.g., <ul style="list-style-type: none"> - Ten Commandments - Eightfold Path - Four Noble Truths

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

Grade 8

Theme/Organizer: Ethics and Morality

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none">• interview• presentation• web page	<p>For the interview project brainstorming needs to be done in class to determine topics. The Language Arts Survival Guide can be used for interview techniques.</p>

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

Grade 8

Theme/Organizer: Creation

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>6.1 develop an awareness of the complexity and beauty of creation</p> <p>6.2 examine the teachings of various living belief systems with respect to the role of the individual as part of creation</p> <p>6.3 discover how the local environment is a microcosm of creation</p> <p>6.4 discover how each person is an active participant in creation</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> • arrange for students to go on a field trip/nature walk where they spend time actually observing creation. <p>Students could:</p> <ul style="list-style-type: none"> • create a collage depicting the beauties of creation. • make a detailed list of their daily activities and discuss the impact they have on the environment. • exchange letters or e-mail with students in another school discussing the physical characteristics of their environment. <p>Possibly students could exchange pictures.</p>

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

Grade 8

Theme/Organizer: Creation

Sample Assessment Activities	Notes/Vignettes
<p>Student products:</p> <ul style="list-style-type: none">• collage• letters• e-mail <p>Observation</p> <p>Discussion</p>	<p>The letter exchange or e-mail can connect with a social studies project.</p>

Students will be expected to demonstrate an understanding of the relationship between religion and science.*Grade 8**Theme/Organizer: Religion and Science*

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<p><i>By the end of Grade 8 students will be expected to</i></p> <p>7.1 explore various aspects of the relationship between religion and science</p>	<p>Students could:</p> <ul style="list-style-type: none">• research how scientific discoveries have had an impact on religious beliefs, e.g.,<ul style="list-style-type: none">- cloning- genetically altered food- fertility- archaeological discoveries• report their findings to the class.

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

Grade 8

Theme/Organizer: Religion and Science

Sample Assessment Activities	Notes/Vignettes
Research Reports	The research project can be an individual or group project. When dealing with the relationship between religion and science, sensitivity is required.

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

Grade 8

Theme/Organizer: Religion - Contemporary Focus

Specific Curriculum Outcomes	Sample Activity/Teaching Strategies
<i>By the end of Grade 8 students will be expected to</i>	

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

Grade8

Theme/Organizer: Religion - Contemporary Focus

Sample Assessment Activities	Notes/Vignettes
	<p>This General Curriculum Outcome is not covered in grade 8.</p>

