

Religious Studies NCEA Level 1 Sample Course Outline 2 – guide to aid teacher planning

Purpose

This sample course outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create year-long programmes of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level. This not Ministry endorsed, but rather a guide to aid teacher planning only.

Context

This programme has been produced to show how a Year 11 RE course can be assessed using the new RS achievement standards.

Teaching and Learning Programme Sequence

		Learning Focus	Connections to the Curriculum	Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Big Ideas & Significant Learning	Learning Activity	Suggested Assessment Opportunities
Term 1	6-7 week	<p>Characteristics of a religion. What is a religion?</p> <p>Students look at rituals and festivals of religions.</p>	<p>Te whakapono me te tikanga - Religious systems and cultures</p> <p>Religious traditions begin and develop in specific places at specific times. The beliefs, rules, tikanga, and rituals of religious groups adapt over time and through movement such as migration. The history and development of these communities can be explored through the concept of whakapapa. Religious systems and cultures develop ways of thinking and talking about place and space, both local and distant as well as physical and metaphorical.</p>	<p>Students look at both indigenous and world religions.</p> <p>Students to look at Te Iwa O Matariki and compare to other New Year celebrations.</p>	<p>Explore the differences and similarities between religions and other belief systems.</p> <p>Students hand in a summative assessment of their findings.</p> <p>This prepares students for RS 1.2: Describe a characteristic found in two different religious traditions.</p> <p>Students start to collect evidence for RS1.3: Describe a significant religious narrative within a religious tradition.</p>

Term 1/2	9 weeks	<p>Storytelling – different types of stories, biographies, autobiographies</p> <p>Literary forms. Composition of narratives. Particular sacred narrative in light of the features studied above.</p>	<p>Kōrero pūrākau - Authoritative narratives and texts</p> <p>The construction of religious knowledge comes from prayers, karakia, hymns, songs, waiata, genealogies, whakapapa, parables, pūrākau, other narratives, theology, doctrine, dogma, creed, and recognise the religious use of metaphor, simile, poetry, religious experience, and imagination. These are authoritative sources and require a specific vocabulary and set of skills to interpret, read, and discuss.</p>	<p>Looking at how different stories are told. Who writes these stories? What are the reasons for recording these stories?</p> <p>My story – everyone has a story, family, iwi, tribe. Types of truth – how reliable are the sources for our stories.</p> <p>What sources can be relied on to tell the truth. How stories change with retelling. How do we know if a story is true?</p> <p>Literary form will shape the form the narrative is written. Look at the intended audience and the message.</p>	<p>Bias in the telling of stories. Why are some stories recorded and not others? Show the importance of human storytelling is what makes us human.</p> <p>What makes a story important enough that is written down?</p> <p>Can stories change overtime, if so why? Compare and contrast different narratives and the audiences that narrative has been written for.</p> <p>End of week 6, give out the assessment task for RS1.3: Describe a significant religious narrative within a religious tradition. Class has three weeks to complete it.</p>
Term 2/3	9 weeks	<p>Look at different ethical systems and principles, in particular human dignity. What makes us human?</p> <p>Cultural theft versus cultural appropriation and social media.</p>	<p>Ngākau tapatahi - Religion and ethical issues in the contemporary world</p> <p>The beliefs and understandings of religious communities inform their responses to contemporary issues. People show respect for others when they make the effort to learn about what others take to be important in life, and how they approach ethical issues. Being good citizens does not require that all citizens share the same beliefs. This is where the idea of ngākau tapatahi (or impartial consideration of an issue, without taking sides; working together) becomes an integral part of relating to others.</p>	<p>A religion will have key ethical principles around human dignity and what it means to be a good human being. These are explored by the students throughout the term, including characteristics of good human behaviour.</p> <p>Look at “identity theft,” what does that actually mean. Use “Parihaka,” as an example. Land confiscation was a way of stealing the identity of the Māori people.</p> <p>Example: French lawyers performing a haka.</p>	<p>What is theft? Why is it a crime? Why does identity as a human being need protecting?</p> <p>Students start to collect evidence for RS1.1: Describe the development of a religious community within Aotearoa New Zealand</p> <p>End of week 6, give out the assessment task for RS1.4: Describe an ethical principle within a religious tradition. Class has three weeks to complete it.</p>
Term 3/4	8 weeks	<p>Students to discover how a particular religion arrived in Aotearoa.</p>	<p>Te Whakapono i roto i Aotearoa - Religion in Aotearoa New Zealand</p> <p>Understandings of, and relationships to, religion are affected by social and geographical contexts. This relationship is reciprocal as religion also affects natural and social environments over time. Aotearoa has a unique and diverse cultural landscape. To understand the communities we live in and with, we need to understand the beliefs and practices of these communities. The cultural and religious landscape of Aotearoa is also deeply influenced by its position in the Pacific and patterns of interaction and migration both past and present. All students bring their own unique cultural context and this Big Idea is broad enough so that students can engage with contexts that are most relevant to their local and personal context.</p>	<p>Students study the origins of a religious tradition from where it began, through to how it arrived in NZ and was adopted. Students gather data on the development of religions in New Zealand as part of this.</p> <p>For example: the arrival of Christianity in Aotearoa – Samuel Marsden and Bishop Pompallier.</p> <p>Students to look at the Māori response to arrival of Christianity.</p>	<p>The religions that have existed for a long time and those religions that have just recently arrived. Which religions are growing and which ones are not? Is there a reason?</p> <p>Student to look at the life and work of these missionaries.</p> <p>Assessment task for RS1.1: Describe the development of a religious community within Aotearoa New Zealand – 2 weeks to complete.</p>

