Christian Ethics 10, 20, 30
2023 Saskatchewan Curriculum

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October 2023 – Due to the nature of curriculum development, this document is regularly under revision. For the most up-to-date content, please visit: www.curriculum.gov.sk.ca.

Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document is the most recent version.

Date of revisions	Type of revisions made

Acknowledgements

Introduction

Christian Ethics 10, 20, 30 are elective courses provided within Saskatchewan's Core Curriculum which is intended to provide Saskatchewan students with an education that will serve them well, regardless of their choices after leaving school.

Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that students are expected to achieve in Christian Ethics by the end of the course. The curriculum reflects current education research and is responsive to changing demographics within the province.

Students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Christian Ethics 10 is designed for students to explore Christian beliefs and identity. Students will investigate the life, teachings and ministry of Jesus as seen in the Gospels. They will also examine approaches to biblical studies. In addition, students will engage in a faith expression action project.

Christian Ethics 20 is designed for students to explore the relationship between faith and doubt. Students will investigate the structure of the Old Testament and how it reveals God's nature and the concept of grace. Students will study Church history and explore different denominations, resulting in an understanding of ecumenism. In addition, students will engage in a faith expression action project.

Christian Ethics 30 is designed for students to explore the development of early Christianity as seen through the New Testament letters. Students will investigate world religions and Indigenous spiritualities to enhance their understanding and respect for self and others. In addition, students will engage in a faith expression action project.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively and critically in a variety of situations, both independently and with others.

Think and learn contextually
- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

Think and learn creatively
- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others and the ability to contribute to a sustainable future.

Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.
- Develop skills, understandings and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value and care for others

- Demonstrate openmindedness* toward, and respect for, all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic and environmental interdependence and sustainability**
- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors.
- Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine, 2007).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies
- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies
- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies
- Create, compute and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns and accomplish shared goals.

Use moral reasoning processes
- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as respect for all.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue
- Model a balance in speaking, listening and reflecting.   - Ensure that each person has an opportunity to contribute.   - Demonstrate courage to express differing perspectives in a constructive manner.   - Use consensus-building strategies to work towards shared understanding.   - Be sensitive to, and respectful of, diversity and different ways of participating.
Take social action
- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.   - Contribute to harmony and conflict resolution in own classroom, school, family and community.   - Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.   - Support individuals in making contributions toward achieving a goal.   - Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, "we can understand one another's knowledge systems" (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine's work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

The aim of Christian Ethics is to foster Christ centred identities and values of Christianity to inspire students to live as followers of Jesus Christ.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of Christian Ethics include:

Biblical Literacy
Investigate and acquire biblical knowledge and understanding to grow spiritually through the Word of God.

Christian Worldview
Develop a Christ-centered identity that considers diverse worldviews.

Application of Faith
Live and apply faith in a way that reflects Christ-centered authenticity and integrity.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.
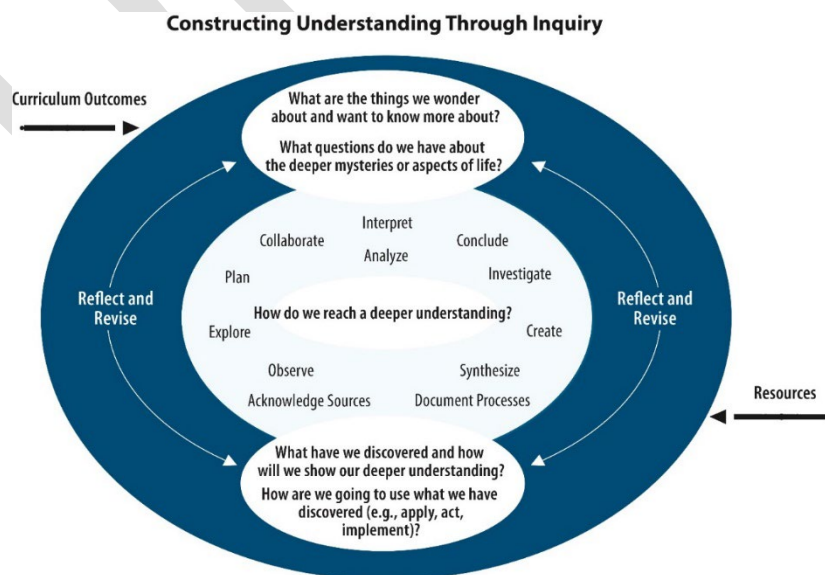
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but showed me! Communication, critical and creative thinking were important." (Elder Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

Constructing Understanding Through Inquiry

Curriculum Outcomes

What are the things we wonder about and want to know more about?

What questions do we have about the deeper mysteries or aspects of life?

Interpret
Collaborate   Conclude
Analyze
Plan   Investigate
How do we reach a deeper understanding?
Explore   Create
Observe   Synthesize
Acknowledge Sources   Document Processes

Reflect and Revise

Reflect and Revise

Resources

What have we discovered and how will we show our deeper understanding?
How are we going to use what we have discovered (e.g., apply, act, implement)?

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions are the key to initiating and guiding students' investigations, critical thinking, problem solving and reflection on their own learning.

Such questions may include:
- What is Christian identity?
- What is the Church?
- What is the purpose of Scripture?
- How is Jesus evident through the Old and New Testament?
- Can the variance between the Old Testament and New Testament be reconciled?
- Have changes to the Christian church led society or followed society?
- How might various worldviews, religions and spiritualities impact a Christian's faith?
- To what degree must one live the teachings of scripture to be a good person?

An Effective Christian Ethics Program

The Christian Ethics curriculum identifies grade-specific outcomes to achieve the program aim and goals. In addition, each grade has an overarching conceptual focus that is emphasized by the outcomes at that grade. An effective Christian Ethics program creates a classroom environment that is open to honest discussion, promotes inquiry and fosters a respect for all people. An effective Christian Ethics program strives to create an understanding of Jesus that inspires personal reflection and growth, emphasizing depth of knowledge and critical thought, rather than focusing solely on the individual's personal faith journey. An effective Christian Ethics program also serves as inspiration for faith expression and action.

Focus of Each Grade

Each grade of the Christian Ethics curriculum has a particular focus for the year or semester.

- *Christian Ethics 10* focus: Understanding Christian identity and the gospel message.
- *Christian Ethics 20* focus: Old Testament, denominations, ecumenism and community.
- *Christian Ethics 30* focus: New Testament, world religions, personal practices.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable, and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests, and prior learning. Teacher-developed indicators must maintain the intent of the outcome.
The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including," "such as" and "e.g." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **e.g.** offers specific examples of what a term, concept or strategy might look like.
- **i.e.** means 'that is' and clarifies the term, concept or strategy it follows.

Outcomes at a Glance

Christian Ethics 10	Christian Ethics 20	Christian Ethics 30
CE10.1 Investigate Christian beliefs and identity.	CE20.1 Explore the relationship between faith and doubt.	CE30.1 Explore the concept of religion.
CE10.2 Explore the life of Jesus.	CE20.2 Examine the genres of the Old Testament.	CE30.2 Investigate various non-Christian world religions, including Judaism, Islam, Sikhism, Hinduism, Confucianism, Taoism and Buddhism.
CE10.3 Explain the gospel message.	CE20.3 Explore how the Old Testament reveals the nature of God.	CE30.3 Explore traditional spiritual belief systems of Indigenous peoples in Canada.
CE10.4 Analyze the Gospels of Matthew, Mark, Luke and John.	CE20.4 Explain the concept of graces as illustrated in the Old Testament.	CE30.4 Explore the Christian New Testament.
CE10.5 Explore the origins and structure of the Bible.	CE20.5 Investigate the history of the Church.	CE30.5 Appraise how the New Testament influences contemporary Christian life.
CE10.6 Examine approaches and methods used to read and study the Bible, and to apply biblical teachings.	CE20.6 Summarize key characteristics of various Christian denominations.	CE30.6 Investigate the discipline of apologetics.
CE10.7 Assess how a Christ-centred identity impacts Christian life.	CE20.7 Examine how understanding various denominations can enhance Christians' love for God and others.	CE30.7 Explore contemporary challenges confronting current Christian congregations.
CE10.8 Explore a variety of theistic worldviews.	CE20.8 Explore careers and vocations one might pursue within the Christian church.	CE 30.8 Assess the impact of religion and spirituality on personal conduct.
CE10.9 Engage in an action project that fosters a personal faith journey.	CE20.9 Engage in an action project that fosters a faith journey in the local community.	CE 30.9 Engage in an action project that fosters a faith journey beyond the local community.

Legend

CE   Course name and grade level

1   Outcome Number

a   Indicator

Christian Ethics 10: Outcomes and Indicators

CE10.1 Investigate Christian beliefs and identity.

Indicators

    a.   Define Christianity.
    b.   Describe what it means to be a Christian.
    c.   Outline the character traits of a Christian found in Galatians 5:22-23.
    d.   Review the various names and characteristics of the Christian concept of God.
    e.   Identify key Christian beliefs based on the Apostles' Creed and The Nicene Creed.

CE10.2 Explore the life of Jesus.

Indicators

    a.   Construct a visual representation of the chronology of Jesus' time on earth.
    b.   Explain the concept of Jesus as fully human and fully God.
    c.   Describe the teachings and ministry of Jesus (i.e., loving God and others, repentance, forgiveness, redemption and restoration).
    d.   Assess the degree of acceptance of Jesus in the society in which he lived as a human being.

CE10.3 Explain the gospel message.

Indicators

    a.   Explain the concept of the gospel as "Good News".
    b.   Summarize gospel messages, including:
- salvation;
- grace and mercy;
- sanctification;
- justification;
- atonement;
- redemption; and,
- eternity.

    c.   Examine Christianity's call to spread the good news of the Gospels.
    d.   Describe historical and contemporary examples of individuals exemplifying the gospel message.
    e.   Articulate a personal response to the gospel message.

CE10.4 Analyze the Gospels of Matthew, Mark, Luke and John.

Indicators

a. Review the background of each of the four Gospels, including a study of the writer of each, and the context of the writing.
b. Compare the unique perspectives of the first three chapters of the Gospels of Mathew, Mark, Luke, and John, showing how they provide a holistic view of Jesus' life.
c. Describe a Gospel story with application to contemporary society.
d. Examine how the nature and character of God is evident in a Gospel story (e.g., *The Sermon on the Mount* in Matthew 5-7).
e. Summarize the message of the Beatitudes as found in Matthew 5: 1-12.
f. Describe the application of each Beatitude in contemporary society.

CE10.5 Explore the origins and structure of the Bible.

Indicators

a. Create a chronology of the origin of the Christian Bible.
b. Outline the processes involved in creating the Bible.
c. Explore the reasons why multiple translations of the Christian Bible exist today.
d. Compare various Bible translations and explain how Christians reconcile the differences between the translations.

CE10.6 Examine approaches and methods used to read and study the Bible, and to apply biblical teachings.

Indicators

a. Apply methods of biblical study, including:
   - Observation (i.e., becoming familiar with a bible passage by reading and observing the text);
   - Genre (i.e., identifying the type of literature being read such as Torah, history, poetry, Gospels, letters and prophecy);
   - Context (i.e., considering the human authorship, the original audience, the date and important historical events at the time of writing);
   - Word study (i.e., examining the language used and read);
   - Themes (i.e., reviewing passages before and after the Scripture being studied to identify themes that emerge);
   - God-Centered approach (i.e., considering what has been learned about the nature and character of God); and,
   - Personal application (i.e., exploring how Scripture applies to personal daily living).
b. Explain why various approaches are applied to studying the Bible.

c. Describe purposes for which each approach is most applicable (e.g., personal application to guide a moral dilemma).
d. Explore how inerrancy, infallibility and inspiration influence an individual's approach in studying Scripture.
e. Select a method for reading the Bible and justify the reason for the selection.

CE10.7 Assess how a Christ-centred identity impacts Christian life.

Indicators

a. Define spiritual gifts identified in 1 Corinthians 12, Romans 12, Ephesians 4, and 1 Peter 4:10.
b. Construct an inventory of personal talents, gifts, and limitations.
c. Discover the purpose and use of spiritual gifts.
d. Identify how Scripture guides values in creating a positive impact on self and others.
e. Analyze personal values in comparison to Christianity's espoused values about:
   - gender and sexual diversity;
   - equality of humans of different racial groups;
   - poverty and economic well-being;
   - treatment of those who hold different religious beliefs; and,
   - the value of each human life.
f. Describe how a Christ-centred identity might influence the process of reconciliation as a sacrament and reconciliation by the church with Indigenous peoples.

CE10.8 Explore a variety of theistic worldviews.

Indicators

a. Define the term worldview.
b. Explain the relationship between values and worldviews.
c. Describe the critical attributes of a variety of worldviews including:
   - Christian theism;
   - agnosticism;
   - atheism;
   - deism;
   - polytheism;
   - nihilism;
   - pantheism;
   - relativism;
   - naturalism;
   - existentialism; and,
   - humanism.

d. Identify aspects of worldview common to all Christian denominations.
e. Identify differences between the worldviews of various Christian denominations.
f. Discuss reasons for the differences between Christian worldviews.

CE10.9 Engage in an action project that fosters a personal faith journey.

Indicators

a. Plan an action project of personal interest (e.g., worship, prayer, mentorship, leadership, healthy relationships, service, equity work, environmental, poverty), including:
a. the purpose and goal of the action project;
b. the components within the project plan;
c. the materials or research necessary to actualize the plan; and,
d. financial or cost factors associated with the project.
b. Implement the action project.
c. Reflect upon the action project, including:
- how these experiences impact faith development;
- what has been learned about self;
- what has been learned about others; and,
- what has been learned about God.
d. Assess the implementation of the action project in terms of:
- achievement of the intended outcome; and,
- effectiveness of the plan.
e. Consider potential revisions for a future action project plan.

Christian Ethics 20: Outcomes and Indicators

CE20.1 Explore the relationship between faith and doubt.

Indicators

a. Define faith.
b. Examine the concept of doubt and its impact on one's personal faith journey.
c. Investigate the faith journeys of various biblical figures.
d. Investigate journeys through challenging times, including the role of doubt and God's response, of the following Old Testament biblical figures:
   - Moses;
   - Abraham; and,
   - David.
e. Investigate the journeys of Thomas and Peter through challenging times, including the role of doubt and God's response.
f. Reflect upon potential growth that may result from the co-existence of faith and doubt.

CE20.2 Examine the genres of the Old Testament.

Indicators

a. Create a representation of chronology of the Old Testament.
b. Identify the author, purpose, and audience of various genres of the Old Testament, including:
   - the law;
   - history narrative;
   - poetry
   - wisdom literature; and,
   - prophetic literature.
c. Describe key events and biblical figures that emerge throughout the Old Testament.
d. Explain the importance of genres to one's understanding of the Old Testament.

CE20.3 Explore how the Old Testament reveals the nature of God.

Indicators

a. Identify the characteristics of God that emerge throughout the Old Testament, such as compassion, love, forgiveness and grace.
b. Define covenant.
c. Describe the significance of the key covenants, including Abrahamic, Noahic, Mosaic and Davidic covenants.
d. Analyze how covenants explain the nature of God.

CE20.4 Explain the concept of grace as illustrated in the Old Testament.

Indicators

a. Define grace.
b. Examine grace as revealed in the Old Testament.
c. Explain how grace in the Old Testament connects to the mission of Jesus in the New Testament.
d. Summarize the significance of grace to contemporary Christianity.

CE20.5 Investigate the history of the Church.

Indicators

a. Summarize main events in Christian Church history, such as:
   - the book of Acts;
   - events described in John 17 (i.e., the beginning of Jesus' Church);
   - Apostle's Creed and Nicene Creed;
   - East-West Schism; and,
   - Protestant Reformation and divisions that followed.
b. Explore the difference between "church" and "Church" (i.e., institutionalized church vs. a group of people that identify as Christians).
c. Identify human contributions to the development of the Church (e.g., martyrs, saints, church leaders and activists).
d. Investigate current issues relating to the Christian church as an institution.

CE20.6 Summarize key characteristics of various Christian denominations.

Indicators

a. Define the concept of denomination within the Christian Church.
b. Research the church structure of various Christian denominations.
c. Describe basic teachings common to all Christian denominations.
d. Identify distinctive features which differentiate various Christian denominations, including traditions, sacraments and forms of worship.
e. Research events that led to the division of Christianity into Protestantism and Catholicism.
f. Investigate reasons for the development of various Protestant denominations following the Protestant Reformation.

CE20.7 Examine how understanding various denominations can enhance Christians' love for God and others.

Indicators

a. Define the term ecumenical.
b. Investigate how Christians choose to which denomination (e.g., Lutheran, Anglican, United Church, Baptist) they adhere.
c. Analyze the importance of inter-faith understanding.
d. Explore reasons many Christians endorse ecumenism.
e. Identify benefits which may be derived from ecumenism.
f. Research reasons some Christians may resist ecumenism.

CE20.8 Explore careers and vocations one might pursue within the Christian church.

Indicators

a. Research the educational qualifications required to be ordained within various Christian denominations.
b. Delineate the variety of paid and unpaid roles that exist within a church of a chosen Christian denomination.
c. Investigate the history of gender-specific roles within the various Christian denominations.
d. Identify the characteristics cited by members of the clergy as critical attributes of individuals in such roles.
e. Assess personal interest toward a formal role within a particular Christian denomination.

CE20.9 Engage in an action project that fosters a faith journey in the local community.

Indicators

a. Plan an action project of personal interest in the community (e.g., worship, prayer, mentorship, leadership, healthy relationships, service, equity work, environmental, poverty) including:
   - the purpose and goal of the action project;
   - the components within the project plan;
   - the materials or research necessary to actualize the plan; and,
   - financial or cost factors associated with the project.
b. Implement the action project.
c. Reflect upon the action project, including:
   - how these experiences impact faith development;
   - what has been learned about self;
   - what has been learned about others; and,
   - what has been learned about God.

d. Assess the implementation of the action project in terms of:
- achievement of the intended outcome; and,
- effectiveness of the plan.

e. Consider potential revisions for a future action project plan.

Christian Ethics 30: Outcomes and Indicators

CE30.1 Explore the concept of religion.

Indicators

a. Define religion.
b. Define spirituality.
c. Discuss the following categories of belief systems:
   - religious;
   - spiritual;
   - philosophical; and,
   - political.
d. Identify the relationship between religion and spirituality.
e. Identify critical attributes of:
   - monism;
   - monotheism; and,
   - polytheism.
f. Examine the role of religion within societies past and present.

CE30.2 Investigate various world religions, including Judaism, Islam, Sikhism, Hinduism, Confucianism, Taoism and Buddhism.

Indicators

a. Discuss origins of various world religions, including the story, the context and the location.
b. Identify contemporary geographic concentrations of various faith groups.
c. Research holy figures, founders, deity or deities, hierarchy and leadership structures of various world religions.
d. Describe beliefs and practices (sacred scripture/texts and symbols, worship/rituals, conduct, purpose of life, afterlife) of various world religions.
e. Depict significant events in the histories of Judaism, Islam, Sikhism, Hinduism, Confucianism, Taoism and Buddhism.
f. Explore themes common to various world religions including Christianity (e.g., belief system teachings, practices depicting personal expressions of faith, rituals, ceremonies of celebration).
g. Explain how the study of various religions facilitates the understanding of self and others.

CE30.3 Explore traditional spiritual belief systems of Indigenous peoples in Canada.

Indicators

a. Conduct an inquiry regarding the spiritual teachings and beliefs of:
   - the peoples of a selection of Saskatchewan First Nations;
   - Métis peoples of Saskatchewan; and,
   - Inuit peoples of Canada.
b. Discuss the significance of the medicine wheel within Indigenous cultures of Saskatchewan.
c. Investigate the Circle of Courage and tipi teachings as they relate to values, morals and lifestyle choices.
d. Research various traditions and ceremonies of spiritual significance to Indigenous cultures of the local area.
e. Describe commonalities and similarities of traditional Indigenous spiritual belief systems and Christian spiritual belief systems, such as:
   - foundational teachings;
   - factors which inform beliefs;
   - practices of faith expression;
   - roles of individuals within belief systems;
   - influences on the conduct of individual members; and,
   - responsibility for others in the community.

CE 30.4 Explore the Christian New Testament.

Indicators

a. Create a representation showing chronology of the establishment of the early church as described in the book of Acts.
b. Investigate the relationship between God, Jesus and the Holy Spirit in Scripture.
c. Examine the role of the Holy Spirit in the development of the Early Church.
d. Describe the genres of the New Testament, including the Gospels, Acts of the Apostles, Letters/Epistles and Apocalyptic.
e. Analyze the genres of the New Testament in terms of the chronology, authorship and thematic structures.
f. Investigate the relationship between the New Testament and the Old Testament.
g. Explain ways in which contemporary Christian ceremonies and rituals reflect connection to the Old Testament and New Testament.

CE30.5 Appraise how the New Testament influences contemporary Christian life.

Indicators

a. Examine how individuals in the New Testament bear witness to the nature and character of God.
b. Explore the of the significance of the Holy Spirit within Christian Communities.
c. Examine the role of the Holy Spirit in a Christian's personal faith journey.
d. Describe how teachings gleaned from an event within the New Testament can be applied to a contemporary situation.

CE30.6 Investigate the discipline of apologetics.

Indicators

a. Define apologetics.
b. Differentiate between absolute truth, objective truth and subjective truth.
c. Describe how 1 Peter 3:15 impacts the discipline of defending a Christian's faith.
d. Recognize the process and benefit of logical reasoning as it relates to Christian religions.
e. Explore a variety of questions about Christianity (e.g., Does God exist? Is God good? Do all religions lead to God? Is there life after death? Why is there evil? Is science at odds with Christianity?).

CE30.7 Explore contemporary challenges confronting current Christian congregations**.**

Indicators

a. Describe the role of Christianity in the colonization of North America, Central America, South America, Africa and Asia.
b. Investigate various Canadian Christian denominations' approaches to the Truth and Reconciliation Commission Calls to Action.
c. Investigate the response of the Church to abusive conduct of some clergy.
d. Assess the response of various Christian denominations to the place of LGBTQ2S+ persons in the Church.
e. Identify trends in 21st century Church membership, and how various Christian denominations are responding to these trends.
f. Discuss the role of missions in contemporary Christian beliefs and practices.
g. Describe how past history regarding social issues has influenced contemporary Canadian Christian religious groups.

CE30.8 Assess the impact of religion and spirituality on personal conduct.

Indicators

a. Describe how Christian faith influences personal beliefs about:
   - community;
   - family;
   - employment;
   - wealth;
   - sharing; and,
   - responsibility for and to others.
b. Identify differences between personal beliefs and the teachings of the Christian faith.
c. Investigate how one might reconcile differences between personal beliefs and the teachings of the Christian religion.

CE30.9 Engage in an action project that fosters a faith journey beyond the local community.

Indicators

a. Plan an action project of personal interest (e.g., worship, prayer, mentorship, leadership, healthy relationships, service, equity work, environmental, poverty) including:
   - the purpose and goal of the action project
   - the components within the project plan;
   - the materials or research necessary to actualize the plan; and,
   - financial or cost factors associated with the project.
b. Implement the action project.
c. Reflect upon the action project, including:
   - how these experiences impact faith development;
   - what has been learned about self;
   - what has been learned about others; and,
   - what has been learned about God.
d. Assess the implementation of the action project in terms of:
   - achievement of the intended outcome;
   - effectiveness of the plan; and,
   - the impact of the project.
e. Consider how the action project might influence or impact one's future faith journey.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment *for* Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: - is teacher-driven for student, teacher and parent use; - occurs throughout the teaching and learning process, using a variety of tools; and, - engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment *as* Learning involves student reflection on learning, monitoring of own progress, and: - supports students in critically analyzing learning related to curricular outcomes; - is student-driven with teacher guidance; and, - occurs throughout the learning process.	Assessment *of* Learning involves teachers' use of evidence of student learning to make judgements about student achievement, and: - provides opportunity to report evidence of achievement related to curricular outcomes; - occurs at the end of a learning cycle, using a variety of tools; and, - provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

Apologetics - the religious discipline of defending religious doctrines through systemic argument and discourse.

Covenant - an agreement which brings about a relationship of commitment between God and people.

Ecumenical - of, relating to, or representing the whole body of churches.

Genre - in the case of the Bible, a grouping of literature which is similar in form, style, or subject matter.

Inerrancy - infallibility; incapable of error.

Inspiration - a divine influence or action on a person believed to qualify him or her to receive and communicate sacred revelation

Worldview - a description of reality providing natural and believable knowledge and generally accepted by members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

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