Faculty of Education  
The University of Western Ontario  
B.Ed. Course Outline  

Curriculum and Pedagogy in Religious Education for the Intermediate Grades  
Catalogue # 5138, Room 1035  
Full Year: Mondays 12:30 – 2:30

**Instructor:** John (Jack) B. Palmer  
**Office:** Room 1084

**Course Coordinator:**

**Calendar Copy:**
An examination of the religious education curriculum for the intermediate grades in Ontario Catholic schools and of the foundations of religious learning in a faith-based learning and teaching environment. Emphasis on theological background, religious literacy, pedagogical skill, curriculum design, and the effective planning and teaching of the religious education curriculum.

**Course Description:**
This course examines the theory and practice of religious education in Ontario Catholic schools for the intermediate grades. Curriculum in the areas of Sacred Scripture, Church teaching, morality, spirituality, and family life education are examined. Instructional strategies, resources, assessment and evaluation, religious literacy, critical thinking, and social responsibility in a multi-faith society are also addressed.

This course applies the principles of effective teaching to the teaching and learning of Religion at the intermediate level. It also examines the history and development of Religious Education as an academic discipline, its various methodologies and the skills necessary to be an effective practitioner in curriculum delivery within the classroom and school setting. It addresses the planning lessons and units in Religious Education for the intermediate grade levels.

Student-teachers will have readings, discussions and assignments in each of these areas: Religious Education in Ontario Catholic Schools; Teaching and Learning Strategies in Religious Education as well as Contemporary Issues in Religious Education.

**Learning Outcomes:**

**Outcomes:**
At the conclusion of this course, the teacher candidate will be able to:

- Analyze and utilize policy documents, course profiles and support materials for intermediate Division Religious Education;
- Identify significant theories of adolescent faith development and the implications of these for the teaching of intermediate Division Religious Education;
- Develop lesson and unit plans in Religious Education with attention to assessment and evaluation procedures;
- Develop effective teaching and learning skills and an understanding of the learning environment of the intermediate division Religious Education classroom;
- Utilize media resources in Religious Education and theology such as CD ROM, the Internet, and audio-visual aids; and,
- Explain and demonstrate ways of creating physical and social environments in classrooms in order to facilitate the Religious Education of adolescents.

Standards of Practice:

Religious Education as a Teachable supports the Standards of Practice for the Teaching Profession in the following ways:

1. **Commitment to Students and Student Learning**
   Teacher candidates enrolled in *Religious Education as a Teachable* learn to:

   - Develop instructional practice that supports student learning, especially with reference to religious literacy and thinking;
   - Build inclusive classrooms based on the inherent dignity of the learner;
   - Develop skills conducive to teaching an integrated program where there are strong connections between religious learning and the life experience of the learner;
   - Demonstrate teaching strategies where students use technology in a moral and ethical way; and,
   - Respect and affirm the diversity and interdependence of the world's peoples and cultures.

2. **Professional Knowledge**
   Religious Education, as an evolving discipline, enables young people to acquire the knowledge, attitudes and skills of life-long learners who value the religious dimension of human experience within a multi-religious society. Essential to this learning is the knowledge associated with sacred writings, creeds and belief systems, moral foundations for living, prayer and worship, and adolescent faith development.

   *Religious Education as a Teachable* supports the growth of professional knowledge in the following areas:

   - Theories of Religious Education;
   - Implement a developmental approach to religious learning;
   - Develop appropriate strategies for Religious Education;
   - Modify learning to meet the needs of all learners;
   - Apply age-appropriate teaching and learning strategies to the delivery of Religious Education;
   - Demonstrate the skills necessary for effective teaching;
   - Contemporary issues in Religious Education (i.e. gender, social justice, environmental concerns, contemporary spirituality).

3. **Professional Practice**
   Religious Education as a Teachable assists teacher candidates to:
Apply age-appropriate teaching and learning strategies to the delivery of Religious Education;
✓ Implement a developmental approach to religious learning;
✓ Develop appropriate strategies for Religious Education;
✓ Modify learning to meet the needs of all learners; and,
✓ Demonstrate the skills necessary for effective teaching.

4. **Leadership and Community**
Religious Education as a Teachable promotes teachers as leaders in several ways. For example, teacher candidates work together in the presentation of seminars that address current issues in Religious Education. They assist in the organization and facilitation of course-related community events within their practicum placements. They discuss strategies to enhance school programs and student learning and ways to build bridges between the classroom, school, and wider community.

5. **Ongoing Professional Learning**
Through this elective, teacher candidates learn that teachers are scholar-practitioners. The teacher candidate will learn that professional growth as a teacher practitioner requires the professional teacher to engage in reflective practice, to embrace the principle of life-long learner, and thus seek new knowledge and methodologies that will contribute to their being effective teacher practitioners in the Ontario Catholic Secondary School context. Teacher candidates will reflect on their practice of teaching with reference to the contemporary context impacting on the learning and teaching context of today’s Catholic school.

**Course Content:**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Expanded Intermediate Units</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Objectives/Know your Audience</td>
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<td>2</td>
<td>Using the Bible as an Inspirational Text and as a Teaching Tool / Diagnostic Testing</td>
<td>Called to Wholeness – Gr. 9, Called to Jesus – Gr. 10 CCC 115-119</td>
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<tr>
<td>3</td>
<td>Understanding Our Roots/How Church Councils Made Us What We are Today</td>
<td>Church Councils</td>
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<td>4</td>
<td>History of Catholic Schools in Ontario/An Inherited Tradition</td>
<td>This moment of Promise, The Enduring Gift</td>
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<td>5</td>
<td>Scripture</td>
<td>Unit 2 – Gr. 4, Unit 1 – Gr. 5 CCC 121-143</td>
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<td>6</td>
<td>Profession of Faith</td>
<td>Called to Transformation – Gr. 9</td>
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<tr>
<td>7</td>
<td>Christian Moral Development</td>
<td>Unit 6 – Gr. 6, Unit 5 – Gr. 8 CCC 1749-56</td>
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<tr>
<td>8</td>
<td>Prayer and Sacramental Life</td>
<td>Called to Be Holy – Gr. 10 CCC 2558-65</td>
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<tr>
<td>9</td>
<td>Family Life</td>
<td>Called to Be and Relate – Gr. 10 CCC 2258-67</td>
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**Course Materials:**
All materials relevant to this course are available online from:
The Institute for Catholic Education (ICE)
Catholic Curriculum Corporation (CCC)
Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO)

**Assignments and Other Course Requirements:**

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<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>ASSIGNMENT VALUE</th>
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<tbody>
<tr>
<td>In Basket Activities/Response Journals</td>
<td>Weeks of: September 17th, October 22nd, January 14th, February 4th</td>
<td>20% (5% each)</td>
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<tr>
<td>Media Evaluation</td>
<td>Week of November 5th</td>
<td>15%</td>
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<tr>
<td>Unit Summative Project</td>
<td>Week of January 14th</td>
<td>30%</td>
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Assessment FOR Learning activities that ensure their students are prepared for the summative project.

**Eucharistic Celebration**
Teacher candidates will develop two Eucharistic Celebrations, selecting themes, readings, (each celebration must have both readings of the day and teacher selected readings) music, and intentions. Any symbolic offerings MUST comply with New Roman Mass dictates. Copies of these celebrations must be provided for all teacher candidates.

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<th>Week of February 4th</th>
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**Church Issues in the 21st Century**
Each teacher candidate will either a power-point presentation **OR** an audio-visual presentation in the guise of an i-movie as a parent meeting to inform parents about upcoming Sacramental preparation.

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<th>Week of February 25th</th>
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**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf).

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late
Assignments will be penalized at a rate of ___5__% per day and will not be accepted more than ___5__ days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken *very seriously* in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s **words** or **ideas** as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. **Advice about plagiarism and how to avoid it can also be found here:** [https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf](https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

c.

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**Western SUPPORT SERVICES**

**FINANCIAL ASSISTANCE:** Registrarial Services ([http://www.registrar.uwo.ca](http://www.registrar.uwo.ca))

**WRITING SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**LEARNING SKILLS SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**INTERNATIONAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**ABORIGINAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**STUDENTS with DISABILITIES:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**SOCIAL & CULTURAL ISSUES:** University Students’ Council ([http://westernusc.ca/services/](http://westernusc.ca/services/)).

**EMOTIONAL or MENTAL DISTRESS:** [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)
**Additional Information:**

About the Course:

About the Instructor:

Jack Palmer taught for over thirty years with the London District Catholic School Board. He began his career in a 6/7 class and retired as department head of Religion at Catholic Central. Over the years, Jack served as a secondary chaplain, headed a Think Literacy writing team for Religion, consulted on textbooks, and coached winning curling teams. His ultimate goal was always to encourage students to become lifelong, Catholic learners.

Teaching Outline: See outline above

Assignment Guidelines: See assignments above

Readings: See reading list above

References: