

# Saint Mary's College High School Religious Studies

## Course Outline

<b>Course Name</b> Faith and Religion	<b>Teacher</b> Mr Chris Trinidad
<b>Room Number</b> 800 (Beside Campus Ministry Office)	<b>Period</b> 3 and 7
<b>Semester</b> Fall 2010 and Spring 2011 (inclusive)	<b>Contact Information</b> ctrinidad@stmchs.org

### Course Description

In *Faith and Religion*, we will examine the basic beliefs and foundational principles of the Catholic Christian tradition. As a springboard to other courses in religious studies, *Faith and Religion* is a prerequisite course that contains the essentials of *The Catechism of the Catholic Church* while using language, examples, and concepts that are geared to young people.

This course is roughly divided into four sections that encompass an outline of the tenets stated in the *Apostles Creed*, an introduction to *Liturgical and Sacramental Traditions*, an overview of *Morality and Social Justice*, and an exploration of *Prayer*. In addition, we will investigate the roles and uses of sacred scripture and sacred tradition, and look at the lives of several saints including Mary, the Mother of God, and John Baptist de La Salle, the founder of the Brothers of the Christian Schools.

While *Faith and Religion* is required in order to graduate from Saint Mary's College High School, the student does not need to be Catholic in order to positively engage in open-minded academic discourse, and honest, personal inquiry regarding religion and spirituality.

### Big Ideas

The practices of religion and spirituality cannot be isolated from one another.

Any student can profit from the inherent wisdom found in religion and religious practices, and in particular, through the teachings of the Catholic Church.

The communal and personal value of spirituality, from a Catholic Christian perspective, is necessary for a life well lived for others and for self.

Truly *living* the Gospel message of Jesus Christ in daily life requires dedication, devotion, and discipline.

### Essential Questions

Is it possible to struggle with faith, with religious issues, or with characteristics and teachings of the Catholic Christian tradition and still be considered a Catholic Christian? If so, how? If not, why not?

What are the roles, uses, and benefits of prayer and meditation in daily life? What is the value of participating in the liturgical and sacramental tradition of the Catholic Church to Catholics and the value of learning *about* that tradition for non-Catholics?

In light of the Gospel message, why is it not possible to ignore the call to peace and the call to love when confronted by the injustices that occur in the world?

### **Core Tasks**

Each student will continually develop the critical thinking skills required to understand the nuances, subtleties, and complexities of religion and spirituality, and particularly the doctrine and dogmas of the Catholic Church.

Each student will continually develop the analytical writing skills required to effectively express their thoughts, feelings, and ideas about religion and spirituality.

Each student will continually develop the rhetorical verbal skills required to justify their convictions, experiences, and values about religion and spirituality.

### **Required Materials**

*Textbook:*

Singer-Towns, Brian. *The Catholic Faith Handbook*. (Second Edition) Winona, MN: Saint Mary's Press, 2008.

*Writing and Reflecting:*

An organized and dedicated binder for *Faith and Religion*;

Sufficient looseleaf paper [3 hole punched and *not* spiral bound notebook paper];

A dark blue or black ink pen [no neon gel pens, please!]

*Project Work:*

Access to computers, multimedia software, and the Internet [available on campus]

### **Academic Expectations**

Plagiarism is academic fraud. All grades are earned.

All assignments and projects are due on the assigned date. No late assignments are accepted unless accompanied with an excused absence note. Each student is responsible for submitting assignments or completing tests *in advance* if an extra curricular or co curricular activity prevents the student from attending the class in which the assignment is due or in which the test is written.

### **Behavioral Expectations**

... to be decided (co-written with students) ...

## **Grading Categories**

*Facts and Information:* each student can recall essential basic conceptual knowledge and foundational details.  
(25%)

*Analysis and Comprehension:* each student can understand the relationships between facts and information and prior knowledge or experience. Each student can also interpret, evaluate, and summarize ideas using appropriate terminology.  
(25%)

*Synthesis and Self Knowledge:* each student can apply essential basic conceptual knowledge and prior knowledge or experience using appropriate analytical skills to create new knowledge for the benefit of self and others.  
(25%)

*Communication and Presentation:* each student can effectively communicate to others through written, graphical, or verbal means.  
(25%)

## **Grading Guidelines**

**A** [Outstanding: 90 – 100]

... completes all assignments and projects; participates consistently in class activities as an active questioner, commentator, and listener; exhibits superior comprehension and organizational ability in testing, speaking, and writing; exhibits unusual insight or originality in work; is consistently and actively engaged and self-directed for learning; a model citizen in attendance and behavior.

**B** [Very Good: 80 - 89]

... completes all assignments and projects; generally participates in class activities as an active questioner and listener or as an occasional commentator; exhibits good comprehension and organizational ability in testing, speaking, and writing; exhibits consistently good work, but is not characterized as unusually insightful or original; shows initiative, but tends to rely on teacher direction.

**C** [Satisfactory: 70 – 79]

... completes most assignments and projects; participates in class activities as an interested learner or an infrequent commentator; exhibits fair comprehension and organizational ability in testing, speaking, and writing; sees what is explicit but reveals little insight or originality; relies on teacher direction.

**D** [Minimum Achievement: 60 - 69]

... does not complete all assignments and projects on time or at all; participates in class activities as a listener, and comments only if prompted; exhibits minimum comprehension or organizational ability in testing, speaking, and writing; often misses explicit connection between content and themes; relies on teacher direction.

**F** [Failure due to Unsatisfactory Achievement: 0 - 59]

... does not complete assignments and projects; rarely or never participates in class activities in any capacity; exhibits little comprehension; consistently misses explicit connection between content and themes; relies upon but fails to follow teacher direction.

## Acknowledgment

Please sign and date this course outline and have a parent or guardian do the same to acknowledge that this course outline has been read and understood.

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[student signature]

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[date]

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[parent or guardian signature]

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[date]