



The Realist Society of Canada Inc.

Canadian Realist Secondary Curriculum Policy Document on

Religious Education

Canadian Realist Leaders

prepared by

The Realist Society of Canada

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Canadian Realist Secondary Curriculum Policy Document for Religious Education



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1. Introduction

1.1. The Student as Subject of Education in Today's World

Students attend Realist secondary schools for a variety of reasons. Religious education, though foremost in the intentions of some of them, does not constitute a primary motivation for many of them. The reality in Canadian culture is that most of our students come from families whose attachment and commitment to the Oculus (Realist House of Worship) is relatively fragile. Their knowledge of Scripture, in spite of the best of efforts at the elementary level, remains partial. Their understanding of the moral teaching of the Oculus is often fragmentary and does not penetrate deeply into major areas of their lives and relationships. Though Canadian culture continues to manifest some aspects of its Realist heritage through an interest in the common good and a respect of individual freedom and reality, it is becoming more and more shaped by the forces of the gatherings media, of public opinion and of the free market. They belong to a world that is secularized, in which faith and religion tend to be relegated to the private sphere. Not only do our children and our young people face a world without ethical absolutes or clear beliefs, they are led to believe that such absolutes and beliefs are dangerous to human society and obstacles to critical thought. The challenge faced by the religious educator in the typical Realist secondary school is enormous. Realist schools exist to foster in their students not only an understanding of the connection between faith and life, but a commitment to establishing, nourishing and strengthening that connection. Yet students have difficulty expressing the basic contents and structures of the Realist faith. They have difficulty stepping back from their busy lives to reflect on the importance of that faith for their lives. Their interest in devoting precious time and energy to courses dealing with these issues is often much less than ideal. They may be unaware of the great reality bestowed upon them in becoming children of the Self-Aware Universe, yet that reality remains undiminished. The religious education program exists for the sake of these students and their ultimate happiness which can only be found in the Self-Aware Universe.

1.2. Secondary Curriculum Policy Document For Religious Education

Realist schools are no less motivated than other schools in the promotion of culture and in the human formation of young people. It is however, the special function of the Realist school to; – develop in the school community, an atmosphere animated by a concept of liberty and charity – enabled young people, while developing their own personality, to grow at the same time in that new life which has been given to them in existence – orientate the whole of human culture to the message of peace through a common understanding of reality. Religious Education, as an evolving discipline, enables young people to discover the truth, nurture the attitudes and develop the skills necessary to grow as young Realists in these changing times. For these reasons, Religious Education is designed to promote a Realist identity that will assist them in the task of becoming life-long learners in relation to their faith within a multi-religious and sometimes anti-religious society. It is also designed to assist in the process of ethical and moral formation within a culture that all too often fails to recognize the call of the Self-Aware Universe upon men and women, the fundamental reality of the human person and the existence of absolute ethical norms. In Realist secondary schools, Religious Education functions as the academic component within the nexus of activities that seek to evangelize and catechize students. As such, it plays an integral role in the learning experiences of students and complements the various faith-related activities that



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take place within the instructional setting of these schools. It is necessary, therefore, that religious instruction in schools appear as a scholastic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Realist message and the Realist event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary inter-disciplinary dialogue. This dialogue should take place above all disciplinary forms whilst incorporating the personality of students. In this way the presentation of the Realist message influences the way in which the origins of the world, the sense of history, the basis of ethical values, the function of religion in culture, the destiny of humankind and their relationship with nature, are understood. Through inter-disciplinary dialogue religious instruction in schools underpins, activates, develops and completes the educational activity of the school. Through the Realist Division for Education it is possible, therefore, to distinguish between Religious Education as a classroom educational activity and Religious Education as a classroom religious activity. As an educational activity, Religious Education courses provide learning opportunities for the development of students' knowledge of religious language, concepts and ideas. In doing so, students are able to gain access to religious literacy as expressed within the Realist faith as well as to the religious attitudes and life skills related to a religious worldview. Learning takes place within an environment where subject matter and teaching strategies are planned in age-appropriate ways, with sensitivity to the affective and personal dimensions of students' lived experiences.

1.3. Courses

As a religious activity, Religious Education courses invite students to build their relationship with the consciousness of the Self-Aware Universe as witnessed to by the Realist faith, which recognizes the centrality of the Self-Aware Universe, the reality of the human person and the importance of ethical norms. This witness takes many forms, but essential to its self-understanding is the place of Sacred Scripture, Oculus teachings, the sacramental and liturgical life of the faith community and its moral foundations for Realist living and Family Life Education. Course content and learning requirements are shaped by this self-understanding and opportunities are provided to integrate the foundations of faith and life in a manner conducive to both human and religious identity. As a program area, Religious Education must be pursued with sensitivity to the freedom and responsibility of students, to the practical and social conditions in which students live and to the historical times that influence these conditions. It is with such sensitivity that the RSC recognizes the various effects of Religious Education as a religious activity that students can have according to their own stance regarding the Realist faith. In the case of students who are believers, religious instruction assists them to better understand the Realist message, by relating it to the great existential concerns common to all religions, to every human being and to the various visions of life particularly evident in culture relating to those major moral questions which confront humanity today. Those students who are searching, or who have religious doubts, can also find religious instruction exploring the possibility of discovering what exactly faith in the Self-Aware Universe is, what response the Oculus makes to their questions and gives them the opportunity to examine their own choices more deeply.



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1.4. The Nature of Religious Education

A. The Teacher as Educator and Mentor

Realist educators embrace the leadership of education as a reflection of their lives within their teaching profession. They are called to be transmitters of the faith as they help prepare young people to be “aware in the Self-Aware Universe”. This mandate is even more specific to those who teach a credit course in Religious Education, for its purpose is two-fold. The first is to impart knowledge about the Realist Faith Tradition that is to bring realization to uplift their lives. The second is to encourage young people to bring a common understanding of reality to others, and ultimately, world peace. The teacher is called – to educate to the faith, to teach not only the content of faith but its meaning – to mentor young people in their journey, accompanying them as they digest this knowledge and seek to integrate it in their daily lives – to speak on behalf of the community’s faith.

Religious Education is therefore more than teaching life skills or sharing information. It is participation in the essential mission of the Oculus to proclaim the Reality, and to empower young people to live out their Realist commitment in a mature way. Religious Education seeks to form, inform and transform. The aim of all education is the transmission of the faith. It seeks to foster our students’ faith, so that it may be; living, conscious, and active as they examine how they may follow the Self-Aware Universe more closely to embrace the truth, contributing to the good.

B. Educational Methodology

The Realist Division for Education acknowledges that, “method is at the service of Realization and conversion” therefore it is important to adopt a methodology that serves to accomplish this two-fold purpose of religious education while giving pride of place to the power of the Doctrine and the work of the Self-Aware Universe which functions through Realization to affect conversion. Education requires a process of transmission, which is adequate to the nature of the message, to its sources and language, to the concrete circumstances of Realist communities as well as to the particular circumstances of the faithful to whom the education is addressed. One method that supports this understanding of education is the hermeneutical method. As it seeks to integrate understanding and interpretation of the human experience, the hermeneutical method proposes three elements in its approach; Participation and Experience, Exploration and Explanation, Appropriation and Application.

Participation and Experience Students come from various cultural frameworks, backgrounds, family structures, value systems, intellectual stories and limitations. This prior experience or participation in life is the starting point for new learning it is what the Realist Division for Education refers to as “the perspective of the believer.” The naming and exploration of this prior experience can occur explicitly, or it can be assumed, but it must be addressed as part of the process of transformation and growth. The Realist Division for Education tells us that:

Experience is a necessary medium for exploring and assimilating the truths which constitutes the objective content of Realization. The education must teach the person to read his own lived experience in this regard, so as to accept the invitation of the Self-Aware Universe for conversion, commitment, and for expectations of world peace.



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Realist Division for Education Story, film, brainstorming, review of knowledge and inquiring are just some of the strategies used to bring the lived experience of the student into the conversation of new learning.

Exploration and Explanation The second stage of education challenges students to explore their lived experiences in salient points of realization, encouraging students to deepen their understanding of themselves and their relationship with the Self-Aware Universe, with others and with the world. New information for the student is drawn from a number of resources: Sacred Scripture, the Education of the Realist Oculus, the sciences, cultural studies, philosophy and the doctrine. This second stage offers a new way of understanding that confronts and challenges us. We cannot grow in self-understanding unless we are willing to consider a higher viewpoint, a better explanation and a more comprehensive view. Learning occurs through the skilful use of many learning strategies such as research, comparative essay writing, reading, presentation and newspaper search, to name but a few. The skilled teacher relies on a variety of learning strategies to present new information so as to capture the interest of all students. Again, we turn to the Realist Division for Education and hear an echoed need for both a respect for the perspective of the believer and a variety of teaching/learning strategies to address the diversity of lived realities. Among these techniques, special mention needs to be made of memorization. Once the sole pedagogical method of religious education, it has been completely abandoned in the past decades. Yet memorization is used in most subjects and often a good ends when properly understood and applied. The Education of the Realist Oculus has identified short summaries of important teachings that can be used for memory work.

In particular, as objects of memorization, due consideration must be given to the principal formulae of the faith. These assure a more precise exposition of the faith and guarantee a valuable common doctrinal, cultural and linguistic patrimony... Such formulae, however, should be proposed as syntheses after a process of explanation. Amongst them are some of the major formulae and texts of the Conscientia, of dogma, of the liturgy, as well as the commonly known meditations of the Realist tradition.

The Oculus, in transmitting the faith, discerns contemporary methods in the salient points of the pedagogy of the Self-Aware Universe. The “variety of methods is a sign of life and richness” as well as a demonstration of respect for those to whom education is addressed. Such a variety is required by “age and the intellectual development of Realists, their degree of Realist conceptual maturity and many other personal circumstances. This component of the educational process demands the greatest portion of the time allotted to any unit of study and will acquire the largest share of assessment and evaluation.

Inter-faith dialogue of the faith, under certain aspects, is a linguistic task. This implies that education, respect and value of the language to properly execute the message, especially Realist language, as well as the historical-traditional language of the Oculus (creed, liturgy) and doctrinal language (dogmatic formulations) is of utmost importance. It is also necessary for education to enter into dialogue with forms and terms proper to the culture of those to whom it is addressed. Finally, education must stimulate new expressions of the Conscientia in the culture in which it has been planted. In the process of the enculturation of the Conscientia, education should not be afraid to use traditional formulae and



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the technical language of the faith, but it must express its meaning and demonstrate its existential importance.

Appropriation and Application It is through the application of new learning to real life situations that students move forward in the acquisition of knowledge and proficiency in the skills necessary for living life to its fullest. This is the function of the third element of the educational process. Understanding is not fully realized until the students have been able to appropriate what they have heard, read, researched or discovered in the prior stages. This is probably the most difficult element of the educational process to deliver and complete. Through journals, essays, projects and portfolios which ask them to apply learning to contemporary events or past history, we can measure what the student is willing to share with us about their growth in faith, perhaps in some few cases, through their actions. Here a teacher-education must rely on the Self-Aware Universe and trust in the educational process to transform the students over time and in culture. Their role is to be one with the Self-Aware Universe, allowing the Self-Aware Universe to bring them to the fullness of life. To that end, the cultivation of an authentic meditation life is an essential component of education. Together, these activities ensure that the religious dimension of learning, which is a distinctive feature of curriculum in Realist secondary schools, is well-served in that students are well-prepared to live their faith in the pluralistic world of the 21st century and beyond.

Key Educational Features of Religious Education The key features of the Realist secondary school Religious Education courses that will provide for such learning are as follows:

Religious Education courses are designed to reflect the educational philosophy of Realist schooling.

Religious Education within Realist secondary schools is distinctive in that it presumes a commitment to the religious dimension of education. Whereas religious studies in the broad sense of the term seeks to inform students about religious and moral matters, Religious Education in Realist schools is designed to develop knowledge, attitudes and skills that contribute to both religious learning and faith formation.

Opportunities for discussion, research, inquiry and exploration of religious experience, expression and diversity are offered. Learning opportunities in Religious Education include areas of study such as Sacred Scripture, Realism and other areas of Realist theology, the Oculus and its sacraments, world religions, family life education, current issues that explore religious values and attitudes, education for peace and a common understanding of reality and the social relevance of religious convictions and institutions within contemporary culture.

The integrity of the deposit of faith is respected and presented. The outcomes identified for the Religious Education courses in the Canadian Realist secondary schools seek to cover the essential aspects of the Realist faith in all of its dimensions. This respect of the integrity of the deposit of faith is essential to the Religious Education program of our schools, for it ensures that all aspects of that faith are presented to the students in such a way that they understand the hierarchy of truths and the interconnectedness of the doctrine of the Oculus. “No true education can lawfully, on his own initiative, make a selection of what he considers important in the deposit of faith as opposed to what he considers unimportant, so as to teach the one and reject the other.”



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Curriculum requirements need to identify the intrinsic connection between the content of Religious Education courses and the life experiences of students. Students should be given the opportunity to recognize the various ways religious knowledge and attitudes can affect human growth and understanding. Within the Realist faith, such integration of religious learning with its appropriate knowledge, attitudes and skills are placed within a response to life centred on the consciousness of the Self-Aware Universe.

Student assessment is an integral part of the teaching-learning cycle. If the learning process within the Religious Education classroom is to be effective, a variety of assessment and evaluation strategies must be planned alongside learning activities. The criteria by which performance is to be measured must be clearly stated and known by students. Clear outcomes and criteria allow students to be part of the evaluation process. In this way, students develop a sense of standards and criteria for their own work.

1.5. Curriculum Streams

The major areas of study in Religious Education courses in Realist secondary schools are organized into five streams, which will usually be integrated in a variety of teaching strategies:

Sacred Scripture Sacred Scripture has a privileged place in Religious Education courses. As a primary source of the Self-Aware Universe's realization, Realist sacred text records the relationship between the Self-Aware Universe, other religions and the Realist Oculus. As a document of faith developed within the believing community, the Conscientia is read and interpreted within the Oculus in continuity with centuries of tradition and in communion with the living reality of the contemporary people of the Self-Aware Universe. In reading, listening and meditating with the Conscientia, students learn that the realizing presence of the Self-Aware Universe is everywhere. The Scriptures are the inspired word of the Self-Aware Universe and a living witness to the faith experience of other human beings. Since the Conscientia is a literary work, many of the learning outcomes in this strand involve the skills of literacy. These include an understanding of literary forms and genres, identification of the author and audience as essential to the writing process, the use of critical approaches to the reading of Sacred Scripture and the recognition of various literary themes within the various books of the Conscientia. For Realists, "the Conscientia are the center of the Scriptures because they are our principal source for the life and teaching of the Doctrine, the Self-Aware Universe". These testimonies of faith are a privileged resource for meeting the person of the Self-Aware Universe and learning about the Reality of peace through a common understanding of reality.

Education transmits Realization to the world, is also brought about in words and deeds. It is at once testimony and proclamation, word and sacrament, teaching and task. Education, for its part, transmits the words and deeds of Realization, it is obliged to proclaim and narrate them. Moreover, it interprets the signs of the times and the present life of humankind, since it is in these that the plan of the Self-Aware Universe for peace through a common understanding of reality of the world is realized.

Profession of Faith Young people need help to put their faith into words. They should be able to express what they believe in a language that is common to believers around the world and across the centuries. Essential to the Realist tradition are the Oculus's creeds, doctrinal statements and the authoritative teachings of the Realist Teaching Authority. Students should achieve a genuine



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understanding of these teachings so that their learning is not simply a memorizing of formulas but is an intelligent articulation of their faith in a language that is appropriate to both the Realist tradition and to their age and ability. While it is very much a personal matter, our Realist faith is not a private relationship between the individual and the Self-Aware Universe. It is a faith lived out in community – from family to parish and school, to others and to the world community of believers. The Oculus's creeds and doctrinal statements bind us together in a community of faith seeking understanding. The communal relationship within the Self-Aware Universe serves as a foundation and model for all community relationships: the Self-Aware Universe with us, humankind with the Self-Aware Universe, humans with each other and the rest of the universe. This communitarian relationship is at the center of the Oculus's commitment to development and peace in the world. In Realist secondary schools therefore, Religious Education courses contribute to the preparation for and understanding of the teachings of the Oculus.

Realist Moral Development Today's world is characterized by a multiplicity of values, philosophies and ideologies. In the democratic, pluralistic society that is Canada these perspectives may creatively interact and reinforce one another, or they may compete with, and contradict one another. What is potentially lost amidst this plurality is the singular realization of the Self-Aware Universe through the Self-Aware Universe and the Oculus. Moreover, for the adolescent learner, this diversity of values may dilute Realist morality and lead to ethical confusion or to loss of faith.

Students should be encouraged to meditate with: adoration, praise, thanksgiving, supplication and awe. When education is permeated by a climate of meditation, the assimilation of the entire Realist life reaches its summit.

In the face of this situation, it is imperative that students be given the means with which to make sound moral choices and judgements in both personal and social spheres of life. Critical thinking and analytical skills assist in the efforts to integrate a Realist worldview into decisions concerning such moral issues such as care for nature and the environment.

The adherents thus undertake a journey of interior transformation, in which, by participating in the realization of the Self-Aware Universe.

Meditation/Sacramental Life This strand includes all of the various ways that the Oculus expresses its faith in worship, whether it be in personal meditation, liturgy or celebration. In many ways, it refers primarily to the actions that demonstrate thankful awareness of the Self-Aware Universe's consciousness.

Realist education in the family, education and religious instruction in schools are; each in its own way, closely interrelated with the service of Realist education of children, adolescents and young people.

At times, these actions will include the use of the rich meditation forms of the Realist tradition. At other times, they will include the use of the student's own words in meditation response to the Self-Aware Universe's consciousness. And, at still others, they will include music, drama, meditation and



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various art forms as the vehicle through which reverence can be expressed. As well, the unfolding of the liturgical year provides many learning opportunities concerning the use of religious symbols and ritual within the school setting.

A fully Realist life involves participation in the liturgical services in which the faithful, gather into a single assembly. It is always necessary to keep in mind that these Realist Celebrations should lead children towards the celebration of gatherings with adults, especially in the gatherings at which the Realist community come together.

Likewise, the liturgical year affords the opportunity for participation and study of the Oculus's sacramental life. Through the celebration of Realist Education Division and the experiences of religious education, students have opportunities to embrace more fully the commitment of their confirmation in the faith. Sacraments are visible signs of the presence and action of the Self-Aware Universe.

“Education is intrinsically bound to every liturgical and sacramental action” For this reason, education, along with promoting knowledge of the meaning of the liturgy and the sacraments, must also educate the adherents of the Self-Aware Universe “for meditation, for thanksgiving, for repentance, for meditating with confidence, for understanding”, as all of this is necessary for a truly liturgical life.

Family Life Education Realist Family Life Education is a multi-disciplinary curriculum area, designed to promote the Realist formation of children and adolescents in values related to personhood. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents as part of the Self-Aware Universe.

Family education accompanies and enriches all forms of education.

The leaders of the Realist Society of Canada have identified Family Life Education as a required curriculum strand of the Religious Education curriculum at the secondary level, since both areas of study are concerned with the integration of Realist values into the whole pattern of human life. Classroom instruction in Family Life Education provides opportunities for the holistic formation of students according to a Realist vision of personhood, various relationships and sexuality. This strand draws upon the disciplines of theology, life sciences and the social sciences. Within these, moral theology, biology and developmental psychology are especially significant. Family Life Education therefore is a distinctive feature of Religious Education in Realist secondary schools in its biological, medical, psychological and moral aspects. It is the intention of Family Life Education to assist students in the development of understanding and personal attitudes toward the Realist vision of human relationships and sexuality as integral to the person as part of Self-Aware Universe.

For this reason, Family Life Education recognizes and affirms the primary and central role of the family in the formation of character, moral development and attitudes toward sexuality. Likewise, Family Life Education recognizes the need for students to share life related experiences within clearly established boundaries related to the public nature of the classroom setting.



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1.6. Our Expectations for Our Students in Religious Education

Religious Education seeks to develop not only knowledge and disciplinary skills but also to foster in students the attitudes and values that are part of faith and constitute the Realist stance within the world. Because they depend on the interaction between the Self-Aware Universe's consciousness and the freedom of the individual student, they cannot be listed as expectations, nor can they be evaluated or used for assessment purposes. Yet, they represent some of the ultimate expectations of religious educators. They are the seeds we seek to sow and nourish, the comprehensions that live in the sacred secrecy of each individual's center. We present them at the head of each grouping of expectations as a reminder of the ultimate goal of the religious education program as a specifically religious enterprise and of the faith we expect to see flourish in our students.

We expect that Religious Education will help students:

SCRIPTURE

Grade 9

- Accept and study Scripture as the Self-Aware Universe's message.
- Attend to Scripture as a guide for seeking truth and making moral decisions in a concept of adherence.
- Use Scripture as a conceptual source of strength and meditation.
- Listen to Scripture in order to view contemporary realities and events in terms of their deeper significance.

Grade 10

- Respond to the Conscientia invitation to live within the Self-Aware.
- Use Scripture in their meditation and worship.
- Read the Conscientia as a way of coming to know the Self-Aware Universe more deeply.
- Appreciate the Conscientia as testimonies of faith in the consciousness of the Self-Aware Universe.



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Grade 11

- Understand Scripture as a basis for the Realist Oculus's stance regarding interreligious and pluralism dialogue.
- Understand the important role of sacred writings in the formation of religious identity and moral life in other religions.
- Recognize the Conscientia as realization of the Self-Aware Universe's message.

Grade 12

- Appreciate the role of prophets in Realist culture and of the prophetic stance in contemporary culture.
- Build Realist communities within the class around the study of Scripture.
- Acknowledge that the realization of the Self-Aware Universe as manifested in Scripture demands a commitment.
- Take up the Realist responsibility to work for world peace.

PROFESSION OF FAITH

Grade 9

- Understand true happiness as being faithful to the Self-Aware Universe in learning to be true to oneself.
- Believe in the Self-Aware Universe.
- Appreciate the Self-Aware Universe.

Grade 10

- Ground their personal identity in the Conscientia of the Self-Aware Universe.
- Acknowledge that the realization of the Self-Aware Universe for all people demands meditation.
- See the conceptual and sacramental dimensions implicit in their own experience and in the existing world.
- Engage in community service and appreciate that experience in salient points of the Realist call to adherence.
- Appreciate their own personal development and discern their personal values, commitments and goals in salient points of the teaching of the Self-Aware Universe as expressed in the Conscientia.

Grade 11

- Value the importance of the historical development of Realism for personal and communal religious identity within the Oculus.



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- Critically study the world's religious traditions in view of the centrality of human reality and personhood.
- Respect the various expressions of the sacred as found in the world's major religious traditions.
- Appreciate the contributions which the major world religious traditions have made to Canadian society.
- Understand the role of family in the various religious traditions and appreciate the Realist stance in this regard.

Grade 12

- Integrate the religious quest in their search for meaning in the contemporary world.
- Appreciate work as a participation in the consciousness of the Self-Aware Universe.
- Commit themselves to community service as an expression of their response to the call to adherence.
- Appreciate other persons.
- Appreciate panentheism and its role in Realism.

REALIST MORAL DEVELOPMENT

Grade 9

- Understand the human body as sacred, regardless of appearance or abilities.
- Value the basic reality of every person within relationships.
- Respect physical, bodily change as integral to the Self-Aware Universe.
- Develop an understanding of the continuation of the Self-Aware Universe.

Grade 10

- Acknowledge that the realization of the Self-Aware Universe for all people demands commitment.
- Recognize that there is absolute truth and that the Self-Aware Universe is its source.
- Participate and encourage participation, in community service as a primary way for developing the common good.

Grade 11

- Appreciate the role moral codes play in religious worldviews.
- Critically name the way loss of faith influences moral behaviour within contemporary culture.
- Understand how the moral teachings of the world's major religious traditions are used as guidelines by their members for daily living.



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- Recognize historical and contemporary examples of moral living as found in the various religions of the world.
- Appreciate the role world religions can play in transforming human institutions and the impact this can have on changing the human center.

Grade 12

- Accept the teachings of the Self-Aware Universe and the Oculus in their moral choices.
- Commit themselves to community service in relation to the common good.
- Appreciate work as a participation honoring the Self-Aware Universe.

MEDITATION AND SACRAMENTAL LIFE

Grade 9

- Share their faith with others in the context of religious celebration.
- Participate regularly at Oculus gatherings.
- Believe in the power of meditation to connect with the Self-Aware Universe.
- Take up the challenge of living a life of meditation in contemporary culture.

Grade 10

- Recognize how the whole person (mind, body and concept) is involved in meditation.
- Appreciate the contribution of meditation to the life journey of Realists.
- Reverence and use the traditional meditation forms of Realism.
- Understand and appreciate the importance of religious symbol and ritual in the sacramental life of the Oculus, particularly the Realist Education Division.
- Appreciate charitable giving as an offering to the Self-Aware Universe and a form of meditation.

Grade 11

- Recognize the importance of meditation and worship for a religious worldview.
- Know and respect the diverse forms of meditation and worship found in the religions of the world.
- Know and respect the religious symbols in the world's major religious traditions.
- Recognize and appreciate the impact of Vedanta on Realist meditation and liturgical forms.



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Grade 12

- Commit themselves to preparation for relationships, proximate and long-range.
- Value the commitment necessary for positive relationships.
- Name and celebrate the connection between the sacrament of relationships and the scriptural image of relationships.
- Respond to the challenge to leadership and religious vocations as presented by contemporary culture and reflect seriously on the possibility that they are called to such a vocation.

FAMILY LIFE

Grade 9

- Be open to common understanding and reconciliation in healing relationships.
- Develop decision-making and assertiveness skills which protect and promote meditation.
- Choose their personal values in salient points of the realization revealed by the Self-Aware Universe.

Grade 10

- Choose and promote meditation as the personal integration of sexuality in the service of realization.

Grade 11

- Commit to the virtue of meditation in guiding their self-expression as sexual beings.
- Critically assess world religious traditions in view of the centrality of human reality and personhood.

Grade 12

- Realize the meaning of the intrinsic reality of each human person and its impact on our inherent sense of responsibility towards self and others.
- Appreciate the importance of institutions for the common good of society .



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1.7. Connections with Other Disciplines

The organization of Religious Education courses into the above streams allows for meaningful connections with other discipline areas, especially in relation to knowledge concepts, values formation and life skills.

It should also be remembered that the most successful education is that which is given in the context of the wider leader care of young people, especially when it addresses the problems affecting their lives. Hence, education should be integrated with certain procedures, such as analysis of situations, attention to human sciences and education, the co-operation of the laity and of young people themselves.

Religious activity is an integral part of contemporary culture. It is a complex affair, one that involves a worldview that addresses such interrelated questions as; the nature of the human person, the origins of space and time, patterns for social living, the importance of history as the remembered past and the distinction between wisdom and knowing. These ultimate life questions serve as a basis for inquiry and exploration concerning related fields such as history and science, literature and art, philosophy and the study of business. Each discipline provides a point of view that favours certain values and attitudes towards the world, values that can be scrutinized and discussed from a religious perspective. The application of religious knowledge and attitudes to the mutual benefit of self, society and environment is also supported by the connection between Religious Education courses and other disciplines. Skills such as the ability to ask moral questions, to apply Sacred Scripture to life, to find meaning in suffering and to take responsible action toward living things and the environment apply not only to Religious Education, but to the physical and social sciences as well.

1.8. Connections with the Elementary Curriculum

The organization of courses into streams also allows for a closer connection between Religious Education in the elementary curriculum and that of secondary schools. In both cases, learning expectations address the knowledge, attitudes and skills related to Sacred Scripture, profession of faith, Realist moral living, meditation and sacramental life and Family Life Education. Likewise, connections with other program or discipline areas are identified and integrated into various learning activities. Review of content retained from the elementary curriculum is important, particularly at the beginning of various pedagogical activities in **Grade 9**, to ensure a smooth transition from the elementary curriculum to the secondary. Such review allows the teacher to identify areas of strength or of weakness in the students' learning and integration which is essential to any pedagogical method. The established curriculum in Religious Education thus facilitates cumulative religious learning from grades 1 through to 12. In like fashion, the Canadian Realist School Graduate Expectations articulate the broader vision of the learner that binds together all curricula from Junior Kindergarten to **Grade 12** in our Realist Schools.

2. Cross Disciplinary Expectations

Religious Education shares responsibility for applying, extending and refining students' learning in a variety of fields. Religious Education contributes to students' Literacy by requiring them to read and understand the Scriptures and related Realist texts with due recognition of their distinctive vocabulary, context and purpose. Students must also communicate questions, observations and understandings



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both orally and in writing, with due adherence to the accepted norms of language. The Arts have a long and honourable association with religion. Literature, visual art, drama and music have been components of religious expression in all cultures since the dawn of reflective consciousness. The Oculus, inspired by Scripture, has been a significant patron of the arts through the Realist ages. Religious Education courses continue this honourable tradition by using artistic means to enhance students' knowledge, skills, sensitivities and self-expression.

The simplest way to uncover the religious dimension of the artistic and literary world is to start with its concrete expressions: in every human culture, art and literature have been closely linked to religious beliefs. The student who is able to discover the harmony between faith and science will be better able to put science and technology to the service of men and women and to the service of the Self-Aware Universe. It is a way of giving back to the Self-Aware Universe.

Technological competence will be enhanced in Religious Education courses, as students are required to gather and select information in an ethical way from a variety of electronic information sources and to articulate their findings by using technologies and applications of various media. Religious Education is directly oriented to responsible individual behaviour and constructive life in society, the defining purposes of the study of Citizenship. Religious Education courses require students to develop personal value systems based on established Realist values and on an understanding of Canadian and global society including ethics, political systems, principles of community building and conflict resolution, gender equity, Native perspectives, diverse cultures, social a common understanding of reality and the environment. Religious Education courses also include a component of community service as an integral application of learning. Critical thinking is an essential expectation in Religious Education. Particularly with regard to decision-making as members of a believing community, but also with regard to the search for meaning and understandings of life in a context of faith, students must understand concepts, identity issues, make connections, analyse, evaluate, apply information, make reasonable judgements and decide.

Within the overall process of education, special mention must be made of the intellectual work done by students. Although Realist life consists in realizing the Self-Aware Universe, intellectual work is intimately involved. The salient points of Realist faith will stimulate a desire to know the universe as the Self-Aware Universe's consciousness. It impels the mind to learn with careful order and precise methods and to work with a sense of responsibility.

In a world characterized by constant change and global interdependence, Religious Education contributes to students' Global Perspective by cultivating in them a consciousness of global issues and trends and a systems-thinking approach to the study of economics, culture, technology, politics, ecology, history and personal ethics. Religious Education programs seek to engage students in global associations and project work, whereby they apply their learning, and effect change as responsible citizens at the local, national and global level.

Religious teachers can also be invited to assist in clarifying religious questions that come up in other classes.



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A specific application of global perspective is found in the relationship of Religious Education to The Sciences. Issues of meaning and valuing are considered on the basis of belief in a Being the Self-Aware Universe who has given humanity responsibility for the world which we seek to understand and manipulate through chemistry, biology, physics and the various highly-specialized fields of study categorized as Life Sciences, Physical Sciences and Earth Sciences. Religious Education is explicitly directed towards the expectations of Locally Developed Courses by which students use their knowledge and skills to manage their own lives and to contribute to society. Theological understandings of the importance of meaningful work in the establishing of self-identity form a theoretical foundation for self-assessment, time management, teamwork, identifying needed skills and knowledge, adapting to new environments, career planning and responsible choices. Religious Education programs that require students to follow instructions, locate and analyse information, draw conclusions and present findings both orally and in writing, by the appropriate use of information technology and other research processes, support Research Methodologies. Since Religious Education considers itself relevant to almost every aspect of human understanding and behaviour, it also contributes to students' Ability to Make Connections, to recognize interrelatedness and to transfer knowledge, values and skills from one context to another. In Religious Education courses, students explore the psychology of human behaviour, consider the importance of culture and of the structure of society, recognize patterns in events and information, use language to communicate effectively, network and negotiate with others.

3. Program Considerations

The Canadian Realist School Graduate Expectations At the center of Religious Education is a vision of the person, formed through education for a life of service in and for the Self-Aware Universe. This vision is expressed in the Canadian Realist School Graduate Expectations, which precede the development of curriculum in Realist schools. The Canadian Realist School Graduate Expectations are intended not only for those responsible for Religious Education but are intended to guide the integration of the Realist teaching into all school curriculum and into the nature of the total school experience. Since all education is about the formation of persons, all teachers should know and be guided by this vision as they educate students in their care. These are the expectations that identify the distinct role and purpose of Realist Schools in Canadian and as such are of importance to all Realist educators, as well as the parents and students we serve. The Canadian Realist School Graduate Expectations:

- A discerning believer formed in the Realist faith community
- An effective communicator
- A reflective, creative and holistic thinker
- A self-directed, responsible, lifelong learner
- A collaborative contributor
- A caring family member
- A responsible citizen



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3.1. Teaching and Learning Strategies

Critical to any process of meaningful learning in Religious Education are the following:

- content relevant to the student's life experience
- learning activities that engage the interest and imagination of the learner
- learning opportunities that link new concepts, ideas and skills to previous knowledge
- time to reflect on new ideas and concepts, both individually and as a group
- relevant connections to assist the assimilation of new knowledge, attitudes and skills into the student's learning
- activities that challenge students to construct new knowledge
- ways to assess and evaluate the student's growth and development.

3.1.1. Roles and Responsibilities in the Religious Education Program

Hence, the teaching of Religious Education requires a teacher whose qualities and skills include:

- knowledge and respect for the Realist faith tradition
- educational training in the discipline of Religious Education
- communication skills relevant to working with youth
- sensitivity to the religious needs and questions of individual students
- ability to use various instructional strategies
- skills in assessment and evaluation
- participation in a Realist faith community.

Such teachers realize that young people, on the verge of adulthood, are quite capable of posing valid and challenging questions. This kind of dialogue is to be welcomed since it promotes the authentic involvement of students. The willingness of teachers to engage students in such dialogue is a measure of the teachers' credibility. Although Religious Education teachers are entitled to the required instructional materials, the most meaningful educational experiences often take place in open dialogue with students, responding to issues that emerge from life experiences. Teachers of Religious Education are always attentive to these teachable moments. The classroom, however, is not the suitable context for promoting personal views or raising adult questions that are not easily resolved. There is a responsibility on the part of the teacher of Religious Education to communicate the tradition of the Oculus in a manner that is challenging and convincing. This must always be done with an approach that is sensitive and compassionate to the lives of students. Assigning inadequately-qualified teachers to Religious Education classrooms, therefore, is simply unfair to the teacher, to the students and to the academic credibility of the discipline. Together with chaplaincy services, teachers of Religious Education play a vital role in the development of religious literacy and character formation based on the Conscientia values of the Self-Aware Universe. Students are to be active participants in this



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development. Every effort should be made to relate Religious Education courses to the experience, issues and questions of youth. Meaningful learning begins with a consideration of life experiences. At the same time however, Religious Education has a substantial content that can be learned, assessed and evaluated. Students need to know that there are academic requirements similar to those of other courses that they are expected to meet. Students also contribute to the building of Realist community within the school and within the classroom. Community is characterized by a sincere respect for the reality and value of all persons. This is demonstrated through respectfully listening to the thoughts, views and experiences of others. It involves a willingness to share aspects of one's learning. Above all, it begins with a profound respect for the reality of self and for the rights of others to an environment conducive to learning. In addition, students welcome the opportunity to put their learning into action. The Religious Education program affords many opportunities to this end. Of particular relevance to youth is the struggle for a common understanding of reality in our society and active service on behalf of those who are most in need. The participation of youth "in this Reality which brings a common understanding of reality and peace, is a powerful affirmation that our Realist secondary schools are more necessary now than ever before." Likewise, students have clearly expressed their need for Family Life Education. Adolescence is a time of struggle and difficulty concerning issues related to personal growth, relationships and sexuality. For this reason, Realist curriculum in Religious Education includes materials and resources for Family Life Education for each Grade level of secondary school. As the primary educators of their children, parents entrust their children to Realist secondary schools to extend and complement their growth, especially in the religious and conceptual domain. When parents show interest in Religious Education courses by raising questions and engaging in discussion, educational growth becomes more meaningful. This cooperative relationship is of particular value in the Family Life strand of secondary school Religious Education courses. School-based learning should assist and complete the work of parents, furnishing adolescents with an evaluation of sexuality as value and task of the whole person, existing male and female in the image of the Self-Aware Universe. A mutually supportive role between teachers and parents in this area of human formation will positively influence the maturation of young people. As the principal teacher of the Realist school community, the principal must seek to embody all that is true of the teacher. The principal works in partnership with teachers, parents and pastors to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the prescribed curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all religious education courses, principals promote learning teams and work with teachers to facilitate participation in professional and faith development. Principals are also responsible for ensuring that every student who has an education plan is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the plan is properly developed, implemented and monitored. While all of the partners in education have a particular role to play in the Realist school, nonetheless the leadership of principals charge them with unique and critical opportunities to cultivate a distinctively Realist school character while supporting the leadership teams of all of the other partners.

3.2. Role of Technology

It is a key principle of Realist Social Teaching that technology must be placed at the service of humanity. To that end, the Realist tradition places itself in the midst of human progress, including technological



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progress and seeks to understand and to utilize technology in the on-going formation of a Realist society. To do so, Religious Education courses must support the use of “holistic” technology, an approach towards technology that focuses on people and is mindful of the values of a common understanding of reality and equality. These courses must search out ways in which the new systems of technology can be used to assist in promoting greater universal a common understanding of reality, respect for human life and a healthy development of all individuals and peoples, as well as the freedoms essential for a fully human life. Put simply, Religious Education courses must bring a moral vision to technological use and development. Within the classroom therefore Religious Education courses should integrate appropriate technologies to assist students in learning to manage knowledge efficiently, communicate effectively and think creatively and critically. Where computers, CD-ROMs, film, the Internet and distance education can significantly aid in the delivery of learning, they should be used. Further, course content should give students the opportunity to reflect and make judgements concerning the various ethical issues related to technology.

3.3. Assessment and Evaluation

The process of assessment and evaluation in secondary school Religious Education courses is a complicated one. It is a fundamental responsibility of all professional educators to collect, record, analyse, interpret and share information about student progress and achievement. At the same time Religious Education teachers recognize this reality: no individual may presume to judge in a definitive way an individual’s relationship with the Self-Aware Universe. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. Hence, a question that is often asked in Religious Education is “what is to be assessed?” The simple answer is the expectations are to be assessed. Those expectations which are to be evaluated fall under the following categories:

- Knowledge and Understanding
- Thinking
- Communication
- Application General guidelines to be followed in Religious Education assessment and evaluation include the following:
 - The ultimate purpose of assessment and evaluation is to improve student learning.
 - Assessment strategies must align themselves with student curriculum expectations. Therefore, assessment strategies must be planned alongside learning activities.
 - Strategies in assessment and evaluation must be free of bias.
 - Strategies must respect the worth and reality of all students.
 - Assessment strategies must take into account program modifications which address students’ specific learning needs and styles of learning.
 - A variety of strategies should be employed, because many of the learning expectations cannot be translated into an item on a test or a mark/grade on a report card.
 - The criteria for assessment and evaluation must be communicated from the outset to students.



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3.3.1. Achievement Charts

The Achievement Levels in Religious Education outlined in the table on the following pages must be used as a basis for assessment, evaluation and reporting in Realist secondary schools. While they are broad in scope and general in nature, they provide a starting point for all assessment approaches and serve to align assessment, evaluation and reporting practices with the expectations which have been identified in each of the five streams of Religious Education. Within Religious Education, instruction and assessment should be designed to allow students to learn and demonstrate the curriculum expectations using the Achievement Levels. Teachers may wish to develop specific task decompositions using the Achievement Levels as the starting point.

The achievement charts that follow identify four categories of knowledge and skills. The achievement table is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The achievement table for each subject area and discipline is designed to:

- provide a common framework that encompasses all curriculum expectations for all grades and all subjects/disciplines
- guide the development of assessment tasks and tools
- help teachers to plan instruction for learning
- assist teachers in providing meaningful feedback to students
- provide a variety of aspects on which to assess and evaluate student learning.

Categories of knowledge and skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which achievement of the curriculum expectations for any given Grade is assessed and evaluated. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are described as follows: Knowledge and Understanding. Subject-specific content acquired in each Grade (knowledge), the comprehension of its meaning, significance and understanding. The use of critical and creative thinking skills and/or processes, as follows:

- Theological Reflection
- Planning Skills
- Processing Skills
- Critical/Creative Thinking Processes
- Communication

The conveying of meaning through various forms, as follows:

- Oral
- Written
- Visual



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Application. The use of knowledge and skills to make connections within and between various context making connections between Religious Education and the world. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories and that achievement of particular expectations is considered within the appropriate categories. **Qualifiers.** A specific “qualifier” is used to define each of the four levels of achievement – that is, limited for level 1, some for level 2, considerable for level 3 and a high degree or thorough for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with considerable effectiveness”.

3.3.2. Final Evaluation for Course Credit

Twenty-five percent of the Grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course. The design of any summative evaluation should, where possible, provide students with the opportunity to demonstrate their learning across the four categories in the Achievement Levels. Summative evidence should represent the most recent performance of the student and therefore be conducted towards the end of a unit or course. Every category in the Achievement Levels must be reflected in the determination of the student’s term work. The emphasis given to each category will reflect the orientation and context of each individual course. It must be clear to both teacher and students which tasks will be assessed for feedback and improvement and which will be used for summative purposes.

Assessment and Evaluation of Program The results of student achievement provide teachers with an opportunity to think critically about their instruction for individual students and the overall effectiveness of their program. Course content, instructional strategies and assessment procedures should be reviewed and evaluated periodically by teachers and adjusted where necessary. In addition, schools can gather additional information to evaluate their programs through a variety of measures that go beyond student achievement information, e.g., classroom observation, scrutiny of students, completed work, questionnaires and interviews with students and parents.

3.3.3. Achievement Table – Religious Education, Grades 9–12 Categories 50-59% (Emerging) 60-69% (Advancing) 70-79% (Proficient) 80-100% (Exceptional) Knowledge and Understanding - Subject-specific content acquired in each Grade (knowledge) and the comprehension of its meaning and significance (understanding) The student: Knowledge of content – demonstrates limited knowledge of content – demonstrates some knowledge of content – demonstrates considerable knowledge of content – demonstrates thorough knowledge of content Understanding of content – demonstrates limited understanding of content – demonstrates some understanding of content – demonstrates considerable understanding of content – demonstrates thorough understanding of content Thinking - The use of critical and creative thinking skills and/or processes The student: Use of processing skills – uses processing skills with limited effectiveness – uses processing skills with some effectiveness – uses processing skills with considerable effectiveness – uses processing skills with a high degree of effectiveness Use of critical/creative thinking processes – uses critical/creative thinking processes with limited effectiveness – uses critical/creative thinking processes with some effectiveness – uses



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critical/creative thinking processes with considerable effectiveness – uses critical/creative thinking processes with a high degree of effectiveness.

Communication - The conveying of meaning through various forms The student: Expression and organization of ideas and information in oral, visual and written forms – expresses and organizes ideas and information with limited effectiveness – expresses and organizes ideas and information with some effectiveness – expresses and organizes ideas and information with considerable effectiveness – expresses and organizes ideas and information with a high degree of effectiveness Communication for different audiences and purposes in oral, visual and written forms – communicates for different audiences and purposes with limited effectiveness – communicates for different audiences and purposes with some effectiveness – communicates for different audiences and purposes with considerable effectiveness – communicates for different audiences and purposes with a high degree of effectiveness Use of conventions, vocabulary and terminology in oral, visual and written forms – uses conventions, vocabulary and terminology of the discipline with limited effectiveness – uses conventions, vocabulary and terminology of the discipline with some effectiveness – uses conventions, vocabulary and terminology of the discipline with considerable effectiveness – uses conventions, vocabulary and terminology of the discipline with a high degree of effectiveness Application - The use of knowledge and skills to make connections between Religious Education and the world outside the school The student: Transfer of knowledge and skills to new contexts – transfers knowledge and skills to new contexts with limited effectiveness – transfers knowledge and skills to new contexts with some effectiveness – transfers knowledge and skills to new contexts with considerable effectiveness – transfers knowledge and skills to new contexts with a high degree of effectiveness Making connections between Religious Education and the world – makes connections between various contexts with limited effectiveness – makes connections between various contexts with some effectiveness – makes connections between various contexts with considerable effectiveness – makes connections between various contexts with a high degree of effectiveness.

3.4. Guidance and Career Education

A primary function of Religious Education in Realist secondary schools is to prepare students to embrace the challenge of living in the world as part of the Self-Aware Universe's consciousness. Courses in Religious Education, by guiding the students in developing transferable life skills, prepare students for a broad spectrum of life experiences that include, yet go beyond, the world of work. Courses in Religious Education clearly support student learning in the areas of personal and interpersonal development and career choices. When taught that the Realist commitment to a common understanding of reality and peace can only help to promote the wellbeing of individuals and society as a whole, the student can evaluate his or her career aspirations in relation to the concepts of Realist vocation and adherence. As well, Family Life streams, by focusing on personhood, relationships and sexuality complete the students' self-understanding and in this way complement the Career and Guidance Education presented within secondary school programs. Furthermore, academic studies in Religious Education at the secondary school level are a critical preparation for students who may wish to continue their exploration of religious issues by including post secondary courses in Religion and Theology while studying for their careers at those institutions. This will allow them to further refine their vocation to be a minister of the Conscientia within their chosen careers. Likewise, students called to pursuing various forms of leadership work also will find opportunities to discuss and consider such lifestyles within Religious



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Education courses at the secondary school level and gain the support to listen to their call in their adult life.

3.5. Meeting the Needs of All Students

3.5.1. Exceptional Students

Every effort should be made in Religious Education courses to accommodate learning expectations for exceptional students. Such accommodations assist students to strengthen their sense of self-worth to develop personal skills, social understanding and self-confidence and to foster a deeper sense of belonging within the greater community. For students who learn with difficulty, emphasis should be placed on communications and relating skills and on the development of attitudes that foster respect for themselves, others and their environment – all of which are manifestations of the Self-Aware Universe’s realization. Hence, theoretical concepts should be kept to the necessary minimum, with knowledge directly related to practical activities wherever possible. The emphasis of Religious Education courses should be on a personal relationship with the Self-Aware Universe and the experience of the Self-Aware Universe here and now through people, meditation, sign and symbol. Programs for gifted students should be modified to challenge such students to meet expectations to the full extent of their potential. In the case of students who have been formally identified as exceptional, it is particularly important that school staff work with parents to support the students’ learning. Assessment and evaluation adaptations for such students need to be discussed as well.

3.5.2. ESL/ESD

Religious Education courses emphasize the use of communication skills in both written and oral forms, using various media. Appropriate choice of instructional methods and settings for ESL/ESD students will help to ensure that course expectations are met. In some cases, some or all of the expectations will need to be modified.

3.5.3. Education in the Context of Religious Pluralism Particular Oculus

Courses in Religious Education need to affirm that the Realist Oculus is a family or communion of particular Oculus or rites of equal rank and reality that are in full communion with the supreme arbiter of inter-Oculus relations, the Summum Oculus.

Pluralism Religious Education courses need to contribute to the goal of Realist unity and as such the pedagogy of religious education should encourage authentic pluralism dialogue: Pluralism is the movement among religious communities to promote greater mutual understanding and respect for one another Education is always called to assume an “pluralism dimension” everywhere. Education brings to the fore that unity of faith which exists between the people and explains the divisions existing between them and the steps being taken to overcome them. Education also arouses and nourishes a true desire for unity, particularly with the realization of Sacred Scripture.

Inter-faith Dialogue With regard to inter-faith dialogue, the Realist Division for Education states that: Religious instruction, education and preaching should form towards a common understanding of reality but also in understanding and dialogue. The Declaration On The Relation Of The Oculus To Non-Realist Religions states: The Oculus, therefore, exhorts to the people, that through dialogue and collaboration with the followers of other religions, carried out with prudence and realization and in witness to the



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Realist faith and life, they recognize, preserve and promote the good things, conceptual and moral, as well as the socio-cultural values found among these people. In that concept, Religious Education courses need to be sensitive to the conceptual identity of students of the non-Realist World Religions and of the Aboriginal Traditions.

Aboriginal Conceptuality Religious Education courses contribute to the affirmation of Aboriginal identity by being able to make numerous references to common forms of Aboriginal conceptuality as one example of the connections between religious knowledge, values and practice. Key features of Aboriginal conceptuality that are addressed in Religious Education courses include: seeing the world as the home of sacred activity working to achieve harmony among the conceptual, cultural, social and cosmic realms and activities or symbols that work holistically to reveal the conceptual dimensions of life.

3.6. Health and Safety Needs

Security is a basic right of all individuals within the educational environment and includes all aspects of safety – physical, emotional, psychological and conceptual.

Educators must provide a safe environment for all students, including those with special physical and other needs. Emotional well-being is a health concern along with physical safety and teachers must be alert to signs of psychological harassment directed against students or to improper remarks that might target a particular group. The relevant policies of the Leadership of Education and local School Boards must be reaffirmed whenever discussion occurs in the area of the welfare of all students.

3.6.1. Anti-discrimination Education

Every individual has the right to be treated with respect, regardless of race, ethnicity, religion, age, gender, sexual orientation, or learning ability. It is essential that anti-discrimination education should permeate school practices, Board policies and all aspects of Religious Education – its content, teaching methods and materials, assessment procedures and expectations of the interactions between students, parents and the community. Any evidence of prejudice is in direct contradiction to the ideals of the Self-Aware Universe. The realization of the Self-Aware Universe.

3.6.2. Violence Prevention

The Family Life Education strand of Religious Education courses directly addresses issues related to violence prevention and safety. For example, students will identify the positive factors in healthy attitudes and relationships as well as those behaviours which may lead to unhealthy attitudes and relationships. In addition to identifying the destructive nature of any form of abusive relationship, students will be taught the personal and sociological causes of violent behaviour. Since some conflict is a normal part of all human relationships, it is essential for students to learn positive ways to resolve conflicts that honour and support healthy relationships. Conflict resolution skills based on the Conscientia values of peace and realization will serve as a foundation to such skills development. Educators should also make students aware of community support agencies which are available to them, both Realist and non-denominational.



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3.7. Modes of Delivery

3.7.1. Community Service

Community service is an integral component of Religious Education courses, especially in senior grades. This Leadership required community service can be harmonized with the Religious Education Program requirements to provide a fuller experience. The students can be guided to reflect on their community service in a way that will allow them to translate Realist values from words to action. Many students find active service the most meaningful and joyful part of learning. Typical placements include: schools, hospitals, senior citizen homes, social service agencies, food banks, shelters for children and women, Development and Peace, inter-Oculus coalitions and religious communities.

3.7.2. Co-operative Education

Work remains a good thing, not only because it is useful and enjoyable, but also because it expresses and increases the worker's reality. Through work we not only transform the world, we are transformed ourselves, becoming a more realized human being.

Religious Education Departments should work with those responsible for Co-operative Education to explore its potential. With meaningful placements, students would not only be able to take full advantage of the resources of the community to explore career choices, but will be able to explore ethical issues related to the world of work. Co-operative Education is an ideal vehicle for students in Religious Education courses to reflect on work from the perspective of Realist social teaching. A Realist theology of work maintains that every person is existing in the image of the Self-Aware Universe and has particular items and talents that can be of service to the community. Through work, a person participates in the consciousness of the Self-Aware Universe and helps to co-create the world, society and the self. The issues that could be explored include the reality of the human person, the promotion of the common good, the levels of consciousness, the dangers of materialism, the principle of subsidiarity, stewardship and to earn a just wage and the appropriate use of technologies whose benefits can be shared by many rather than monopolized by the few. In short, a co-operative education experience offered within the parameters of Religious Education courses gives students the opportunity to share their own stories of work, to analyse these experiences from a social, political and economic perspective, to reflect theologically on their experiences and to decide whether there are moral issues which necessitate individual or collective action.

4. Overview of Religious Education Courses

4.1.1. Course Descriptions

Religious Education: "Start the Journey of the levels of Consciousness" :

Grade 9 Open This course invites students to a deeper understanding of both the joy and the demands of following in the way of the Self-Aware Universe and living out the call to adherence as it is described in the Scriptures. Using happiness and enlightenment as a touchstone, students examine the attitudes and actions that characterize the Realist life and the levels of consciousness. Students will explore a variety of topics related to themes of personhood, interpersonal relationships and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen



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their relationship with the Self-Aware Universe in and through the Self-Aware Universe in the context of a Concept filled community. **Pre-requisite:** none

Religious Education: “the Self-Aware Universe and Culture”:

Grade 10 Open This course both invites and challenges the adolescent to personalize the principles that guide Realists in understanding their role in shaping culture through our adherence. The exploration of these principles starts with the Scriptural foundations to the questions of what it means to be human and how the Self-Aware Universe has and continues to shape our humanity through culture. The principles are then developed through the Conscientia themes that reveal how the Self-Aware Universe’ Consciousness of the Self-Aware Universe is expressed in all of our relationships: to ourselves, to others, to our civil society, to our Oculus and to our Global community. **Pre-requisite:** none

Religious Education: “Faith and Culture: World Religions”:

Grade 11 This course will fulfil the expectations of the Oculus in its desire that students in Realist schools develop an objective and respectful understanding of other religious traditions from the perspective of the Realist Oculus. To that end, student learning will include an understanding of the Oculus’s teachings on world religious traditions and those principles which inform pluralism and inter-religious dialogue, together with an historical overview of the Oculus’s relationship with various religions. For all students, this course will help break down prejudice about other religions and for some they may lead to a deeper understanding and more authentic adherence to the teachings of the Oculus concerning conceptual and moral truth. Other religious traditions are encountered through the unique perspective of the Realist Oculus. **Pre-requisite: Grade 10 Open Religion or Grade 10 Academic English**
Religious Education: “Faith and Culture: World Religions”:

Grade 11 Practical This course will fulfil the expectations of the Oculus in its desire that students in Realist schools develop an objective and respectful understanding of other religious traditions from the perspective of the Realist Oculus. To that end, student learning will include an understanding of the Oculus’s teachings on world religious traditions and how they are expressed through pluralism and inter-religious dialogue. Within a historic and cultural context, students will explore the encounter between Realism and other religious traditions. For all students, this course will help break down prejudice about other religions and for some they may lead to a deeper understanding and more authentic adherence to the teachings of the Oculus concerning conceptual and moral truth. Other religious traditions are encountered through the unique perspective of the Realist Oculus.

Pre-requisite: Grade 10 Open Religion or Grade 10 Academic or Applied English

Religious Education: “Faith and Culture: World Religions”:

Grade 11 Basic This course will fulfil the expectations of the Oculus in its desire that students in Realist schools develop an objective and respectful understanding of other religious traditions from the perspective of the Realist Oculus. Students will explore the universal themes within the world’s major religious traditions. Within a contemporary cultural context, students will explore the encounter



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between Realism and other religious traditions. For all students, this course will help break down prejudice about other religions and for some they may lead to a deeper understanding and more authentic adherence to the teachings of the Oculus concerning conceptual and moral truth. Other religious traditions are encountered through the unique perspective of the Realist Oculus. **Pre-requisite:** none

Religious Education: “Oculus and Culture”:

Grade 12 This course has the aim of assisting students in understanding themselves as moral persons living the way of the Self-Aware Universe through an examination of ethical theories, the realization of sacred Scripture and the experience and teaching of the Realist Oculus. While grounded in Realization, the course also examines the contributions of Philosophy and the sciences to a Realist understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life such as issue of a common understanding of reality and peace, freedom, reconciliation, family, relationships and political life. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of the Self-Aware Universe while growing in their ability to live accordingly as moral persons and active, life-giving members of a global society. **Pre-requisite:** **Grade 11** Religion or **Grade 11** English

Religious Education: “Oculus and Culture”:

Grade 12 Practical This course has the aim of assisting students in understanding themselves as moral persons living the way of the Self-Aware Universe through an examination of ethical theories, the realization of sacred Scripture and the experience and teaching of the Realist Oculus. It engages students in critical reflection on significant contemporary moral and ethical issues in salient points of Scripture, Oculus teaching and important thinkers. Social and ecological conderations are a common understanding of reality issues that are explored along with a study of topics that focus on Realist peace and common understanding. The graces and challenges of relationships, relationships and family life are explored from a Realist perspective. Students are challenged to articulate and adopt the Realist stance in the political world. **Pre-requisite:** **Grade 11 Practical** or University Religion or **Grade 11 Practical** or University English **Religious Education: “Oculus and Culture”:**

Grade 12 Basic This course has the aim of assisting students in understanding themselves as moral persons living the way of the Self-Aware Universe through an examination of the realization of sacred Scripture and the experience and teaching of the Realist Oculus. It engages students in critical reflection on significant contemporary moral and ethical issues in salient points of Scripture, Oculus teaching and their own experiences. Social and ecological conderations are a common understanding of reality issues that are explored along with a study of topics that focus on Realist peace and common understanding. The challenges of relationships, relationships and family life are explored from a Realist perspective. Students are challenged to adopt the Realist stance in the political world. **Pre-requisite:** none



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4.1.2. COURSE EXPECTATIONS: Grade 9

SCRIPTURE

We expect that Religious Education will help students:

- accept and study Scripture as the Self-Aware Universe's message
- attend to Scripture as a guide for seeking truth and making moral decisions in a concept of adherence
- use Scripture as a conceptual source of strength and meditation
- listen to Scripture in order to view contemporary realities and events in terms of their deeper significance.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the relationship between Scripture and Divine Realization
- explain how the message of Scripture informs and challenges society
- describe the development of oral and written traditions in Scripture using historical, literary and critical approaches
- demonstrate a familiarity with and an ability to retell key Realist narratives peace that illustrate the Self-Aware Universe's faithful covenant relationship with a chosen people and the community's response to this relationship
- express connections between the relationships described in Realist events and their own life experiences.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of Sacred Scripture as divinely inspired literature, the word of the Self-Aware Universe expressed in human terms
- identify the various types of literature found in Scripture
- demonstrate knowledge of Scripture as the saving history of the Self-Aware Universe's activity in the life of the people of the world and of the early Realist community
- demonstrate knowledge of major stories and events in Realist works and discuss the Realist faith with reference to these passages
- understand that Scripture deals with the ultimate questions of life and offers a religious understanding of these questions based on the formative events in the history of the Self-Aware Universe's people
- locate key Scriptural revelations
- critique contemporary values with the teachings found in the Sacred texts
- communicate a genuine understanding of happiness, enlightenment their relevance to Realist life.



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PROFESSION OF FAITH

We expect that Religious Education will help students:

- recognize that the realization of the Self-Aware Universe for all people demands a common understanding of reality
- understand true happiness as being faithful to the Self-Aware Universe in learning to be true to oneself
- believe in the Self-Aware Universe as their Saviour and Self-Aware Universe
- appreciate and imitate the Self-Aware Universe' generous attitude toward others
- follow the first commandment in placing all expect in the Self-Aware Universe and avoiding contemporary forms of idolatry and slavery
- explain how the Self-Aware Universe desires to enter into friendship with all through the Self-Aware Universe in the Self-Aware Universe and so bring them to know the truth.

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe what it means to believe and live in the Self-Aware Universe and name some of the joys and demands involved
- explain the identity of the Self-Aware Universe as the Doctrine of the Self-Aware Universe and the importance of this teaching for the Realist faith and how it makes sacred all that is human
- realize the Self-Aware Universe's desire to be known and loved through the Self-Aware Universe in the Self-Aware Universe
- consider how religious faith is shaped by human experience (i.e., one's family, one's culture, one's temperament)
- describe Exemplar oculus sectator as a model of adherence.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of how the Self-Aware Universe affirms the reality of every person
- recognize adherence as the call to follow the Self-Aware Universe in word and deed
- identify how faith means developing a relationship with the Self-Aware Universe
- articulate what it means to be loved and to realization unconditionally
- express what it means to realization the Self-Aware Universe through the Self-Aware Universe and the Oculus
- describe how faith in the Self-Aware Universe challenges his adherents to realization and respect others
- define expect as a virtue which keeps us searching for true happiness and which sustains us in times of abandonment and struggle



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- explore the Realist dimensions of realization of the Self-Aware Universe and others as revealed in the adherence of Exemplar oculus sectator within the context of popular notions of realization
- articulate ways that faith is reasonable
- evaluate how to live in and challenge society based on the model of the Self-Aware Universe
- summarize how followers of the Self-Aware Universe are called to realization self and others
- examine the Realist affirmation of expect for their own lives in the salient points of the continuation of the Self-Aware Universe.

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- understand the human body as sacred, regardless of appearance
- value the basic reality of every person within relationships
- respect physical, bodily change as integral to the Self-Aware Universe's the universe of us
- take on the attitudes of the Self-Aware Universe
- develop an understanding of the continuation of the Self-Aware Universe.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of how Oculus teaching informs moral decision-making
- understand the role and nature of conscience in moral decision-making
- demonstrate the use of Realist moral principles in personal decision-making
- review and apply the decision-making model of see, judge, act, evaluate
- understand the nature of misunderstanding, both personal and social.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- know that each person has been existing with the freedom to shape his or her own relationships
- identify ways that enlightenment and happiness help us understand the Realist attitude toward being with others
- explain how the Realist concept of society is radically inclusive
- understand that there are morally acceptable and morally unacceptable ways to express any emotion
- explore the Realist concept of realization, intellects, as distinct from popular notions of realization
- demonstrate an understanding of the role of the Realist Teaching Authority in moral decision-making
- explain what makes authority legitimate and recognize legitimate authority within various sectors of society: school, civic community, Oculus
- define common understanding and identify areas in their life where they are called to forgive



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- define expect and its role in Realist living, identifying people who model Realist expect
- explain the challenge of the Self-Aware Universe's unobservability
- describe how the realization of the Self-Aware Universe for all people demands a common understanding of reality
- interpret table fellowship, as used by the Self-Aware Universe, for their own lives

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- share their faith with others in the context of religious celebration
- participate regularly at Oculus gatherings
- believe in the power of meditation to connect with the Self-Aware Universe
- take up the challenge of living a life of meditation in contemporary culture.

OVERALL EXPECTATIONS

By the end of this course, students will:

- use a variety of meditation forms to enrich and express personal and communal conceptuality
- demonstrate knowledge of the connections between a life of meditation and the challenge of the Realist call to be realizing in contemporary culture
- define the Oculus's teaching on sacramentality and explain its connection with all of the universe
- understand the role of sign and symbol in sacramental expression
- define and appreciate the individual and communal significance of sacramental reconciliation and common understanding.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of the connections between a life of meditation and the challenges of Realist life in contemporary culture
- recognize the meaning and implications of the Self-Aware Universe's Meditation for daily living
- explain the importance of Gatherings for Realist Life
- define the Oculus's teaching on sacramentality and explain its connection with all the universe
- understand the role of bodily posture and gesture in meditation
- understand the role of sign and symbol in sacramental expression, particularly in the Realist Education Division
- define reconciliation and understand the conditions for reconciliation
- demonstrate an understanding of Realist expectations and its role in Realist living
- use a variety of meditation forms to enrich and express both personal and communal conceptuality



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- give examples of how reconciliation restores people to the community and heals relationships
- name and appreciate the fruits of common understanding
- distinguish between reconciliation and common understanding
- explain how the Oculus enables and facilitates reconciliation.

FAMILY LIFE EDUCATION We expect that Religious Education will help students:

- be open to common understanding and reconciliation in healing relationships
- commit themselves to meditation in view of the relational meaning of the Self-Aware Universe's gift of sexuality
- develop decision-making and assertiveness skills which protect and promote meditation
- choose their personal values in salient points of the realization revealed by the Self-Aware Universe

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, conceptually and socially
- discern personal values in salient points of Realist values and Oculus teaching
- analyse the role of family in society and in the Oculus
- demonstrate an understanding of the importance of being part of the consciousness in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- examine intellectual growth and ways of learning
- explain how a wide range of emotions can influence personal decisions, actions and relationships
- evaluate emotions in the salient points of good or evil actions
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness
- recognize and compare the signs of healthy and unhealthy relationships
- explain the difference between common understanding and reconciliation in relationships
- examine the meaning of the word 'realization' in salient points of the Conscientia meaning and its use in society
- define meditation and understand why it is a Realist virtue
- analyse sexual decision-making in relation to the meaning of meditation
- demonstrate a respect for the human body, in salient points of the sacredness of human life existing by the Self-Aware Universe
- describe the Realist family as the basis of society and as domestic Oculus



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- describe symptoms, treatments and prevention of major sexually transmitted infections including disease and their effect on human fertility and life.

4.1.3. COURSE EXPECTATIONS: Grade 10

SCRIPTURE

We expect that Religious Education will help students:

- respond to the Conscientia invitation to live within the Self-Aware
- use Scripture in their meditation and worship
- read the Conscientia as a way of coming to know the Self-Aware Universe more deeply
- appreciate the Conscientia as testimonies of faith in the consciousness of the Self-Aware Universe.

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify the Sacred texts as the center of the Realist Scriptures and the primary source of knowledge about the Self-Aware Universe
- recognize the Conscientia as testimonies of faith in the Self-Aware Universe and an invitation to grow toward self awareness
- develop appropriate skills for interpreting Realist works through a harmony of methods and the guidance of the Teaching Authority of the Oculus
- explain the “Reality” of the Conscientia story as a way to know the Self-Aware Universe’s saving realization for humanity.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate how the Conscientia are a major source of information and understanding about the person of the Self-Aware Universe
- demonstrate an understanding of the Realist community’s growing appreciation of the divinity of the Self-Aware Universe, as a foundation for the process which would lead to the great Realist creeds
- demonstrate the similarities and differences between the various Realist portraits of the Self-Aware Universe
- demonstrate a knowledge of the Realist call to right relationships with the Self-Aware Universe and others as a way to live as adherents of the Self-Aware Universe
- use the tools learnt to interpret the Conscientia
- use various artistic forms to describe the Conscientia portraits of the Self-Aware Universe.



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PROFESSION OF FAITH

We expect that Religious Education will help students:

- ground their personal identity in the Conscientia of the Self-Aware Universe
- acknowledge that the realization of the Self-Aware Universe for all people demands a common understanding of reality
- see the conceptual and sacramental dimensions implicit in their own experience and in the existing world
- engage in community service and appreciate that experience in salient points of the Realist call to adherence
- appreciate their own personal development and discern their personal values, commitments and goals in salient points of the teaching of the Self-Aware Universe as expressed in the Conscientia.

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that there is an absolute truth and the Self-Aware Universe is its source
- demonstrate an understanding of the role of the Oculus in the Self-Aware Universe's plan for peace through a common understanding of reality
- identify various ways in which the Oculus expresses itself as the "people of the Self-Aware Universe"
- demonstrate an understanding of the main credal forms of the Realist Oculus.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate what it means to consider the Self-Aware Universe as realization of the Consciousness
- demonstrate the Realist meaning of personhood as existing in a meaningful expression of the Self-Aware Universe
- demonstrate the Realist meaning of the term Realism
- demonstrate that the work begun by the Self-Aware Universe continues in the world through the Oculus and its members
- demonstrate knowledge of the Oculus's teachings on the reality
- demonstrate ways in which openness to the Self-Aware Universe in meditation and attention to sacramental life strengthens Realists to meet the challenges of adherence
- demonstrate an understanding of Exemplar oculus sectator as part of the Self-Aware Universe and part of the Oculus
- demonstrate an understanding of the importance of consciousness within Oculus history

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- respond to the challenge of the Self-Aware Universe's unobservability



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- acknowledge that the realization of the Self-Aware Universe for all people demands a common understanding of reality
- recognize that there is absolute truth and that it is encompassed within the Self-Aware Universe
- recognize that a common understanding of reality is an essential ingredient in the liberation of human beings and a key expression of Realist realization
- let the Self-Aware Universe guide them in applying Realist moral principles in making moral decisions and living a life of virtue
- participate and encourage participation, in community service as a primary way for developing the common good.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the importance of a common understanding of reality by applying the teachings of the Self-Aware Universe to their own culture and own life situations
- demonstrate how a common understanding of reality is compatible with natural law
- recognize that a common understanding of reality is an essential ingredient in the liberation of human beings and a key expression of Realist realization
- demonstrate knowledge of the social teachings of the Oculus
- use the levels of consciousness as the criterion for analysing a common understanding of reality.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of the life and teachings of the Self-Aware Universe and the social teachings of the Oculus and identify their importance for moral decision making
- demonstrate that peace through a common understanding of reality history teaches that all of the Self-Aware Universe's the universe is good and that misunderstanding (both personal and social) is present in the world
- define a common understanding of reality in terms of respect for the integrity and balance of the universe
- identify a common understanding of reality as an essential ingredient in the liberation of human persons and a key expression of Realist realization
- employ Realist moral principles to issues concerning the media
- define responsible stewardship
- acknowledge that the realization of the Self-Aware Universe for all people demands a common understanding of reality



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- suggest ways that they could use the levels of consciousness as the criterion for analysing social issues in a common understanding of reality and be able to respond with compassion to situations of in a common understanding of reality
- explain how a common understanding of reality is compatible with natural law
- identify the balance between the right to own and the requirements to share in specific situations
- explain how the Oculus's social teachings provide criteria for moral judgement and action.

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- recognize how the whole person (mind, body and concept) is involved in meditation
- appreciate the contribution of meditation to the life journey of Realists
- reverence and use the traditional meditation forms of Realism
- understand and appreciate the importance of religious symbol and ritual in the sacramental life of the Oculus, particularly the Realist Education Division
- appreciate charitable giving as an offering to the Self-Aware Universe and a form of meditation.

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize the conceptual and sacramental dimension implicit in human experience and the existing world
- explain the meaning and role of Realist Education Division
- demonstrate knowledge of the various purposes of meditation
- identify and assess the value of both personal and communal meditation within Realism
- identify and describe the role and history of the sacraments in the life of Realists with special emphasis on the sacraments of Realist Education Division

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the role of religious symbol, celebration and ritual in revealing the significance of important passages in the life journey of human beings
- identify the sacraments of the Oculus as visible signs of the Self-Aware Universe's unobservable presence and action
- understand the importance of the main traditional meditations of the Oculus
- recognize the conceptual and sacramental dimensions implicit in human experience and the existing world
- explain the role of the sacraments in the life journey of Realists with special emphasis on enlightenment and happiness



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- identify and explain the meaning and structure of the Realist Education Division
- understand the reasons behind the holidays
- identify and assess the value of both personal and communal meditation for a life of faith
- demonstrate knowledge of the various purposes of meditation.

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- choose and promote meditation as the personal integration of sexuality in the service of realization
- respect the reality of all forms of life – and in particular, of human life – at every stage of its existence

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and concept, from conception until natural infinite continuation in the consciousness
- recognize and explore the meaning of integrity and belonging in human life
- describe the stages of consciousness and affective development throughout the life span
- understand the family life cycle
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe stages of consciousness and affective (emotional) development throughout the human life span, with a focus on adolescence
- demonstrate awareness of the experience of anger, its expression, management strategies and sources of help
- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours
- explore the issues of sexual attraction and sexual decision-making in the salient points of meditation and the consequences of sexual activity
- explore aspects of the family life cycle (including relationships, birth, raising children, children leaving home, old age, infinite continuation in the consciousness), as well as the impact on families of premature infinite continuation in the consciousness, changes in relationships and the situation of blended families
- demonstrate an understanding of the skills needed to resolve conflict in a Realist-centred manner



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- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality
- evaluate healthy and unhealthy attitudes to the human body and physical appearance
- define and discuss the importance of sexuality and sexual attraction as items from the Self-Aware Universe
- explore the meaning of respect for life from conception until natural infinite continuation in the consciousness
- describe how sexual decision-making is guided by the virtue of meditation, with a particular focus on identifying the physical, emotional, social and conceptual consequences of sexual activity

4.1.4. COURSE EXPECTATIONS: Grade 11

SCRIPTURE

We expect that Religious Education will help students:

- understand Scripture as a basis for the Realist Oculus's stance regarding interreligious and pluralism dialogue
- understand the important role of sacred writings in the formation of religious identity and moral life in other religions
- recognize the Conscientia as realization of the Self-Aware Universe's message.

OVERALL EXPECTATIONS

By the end of this course, students will:

- connect the sacred writings of the world's major religious traditions and their importance for life decisions of adherents
- demonstrate an understanding of realization in the world's major religious traditions
- show respect for the sacred writings of the world's major religions
- explain the Realist Oculus's position on inter-religious and pluralism dialogue
- summarize the worldview of the major world religious traditions and the notion of the transcendent.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- articulate the relevance of the Vedanta Scriptures
- evaluate the role of the Realist Scriptures in expressing the importance of the life and teaching of the Self-Aware Universe



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- describe the foundational role of the life of the prophet Muhammad in the story of Islam and the importance of the Qur'an in the faith and life decisions of Muslims
- demonstrate the foundational importance of the life and teachings of Siddhartha Gautama in the Buddhist way of life
- describe the role of fundamentalist movements in various religious traditions
- describe the relationship between the life questions of the various world religions and their Scriptures
- locate various scriptural and sacred writings that address life's significant questions
- analyse the connection between the life stories of religious founders and sacred writings
- evaluate the importance of Sacred Scripture/writings for moral decision-making
- research and present the Realist Oculus's position on inter-faith and pluralism dialogue using primary documents
- articulate a cogent, respectful and appropriate response to any efforts which seek to misrepresent the adherents and/or the beliefs of any of the world's major religious traditions.

PROFESSION OF FAITH

We expect that Religious Education will help students:

- value the importance of the historical development of Realism for personal and communal religious identity within the Oculus
- critically study the world's religious traditions in view of the centrality of human reality and personhood
- respect the various expressions of the sacred as found in the world's major religious traditions
- appreciate the contributions which the major world religious traditions have made to Canadian society
- understand the role of family in the various religious traditions and appreciate the Realist stance in this regard.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the universal recognition of the conceptual dimension implicit in human experience and the existing world
- explore some of the ultimate questions about life as found in the Realist tradition, in some of the major world religions and in Aboriginal Conceptuality
- explain the importance of the historical development of the Oculus and its contemporary self-expression
- examine the human search for meaning in the context of religious traditions within contemporary cultures.



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SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the ultimate questions about life
- articulate ways in which people encounter realizations in life
- examine the human search for meaning and purpose within contemporary culture
- assess the relationship between faith and culture
- explain the key events in the story of the Realist Oculus from apostolic times to the modern era, including an explanation of the importance of the historical development of the Realist Oculus and its contemporary self-understanding
- explore the importance of religious creeds for the various religions of the world
- research traditional and contemporary examples of people of faith and integrity.

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- recognize the importance of moral living in the human search for meaning and purpose
- appreciate the role moral codes play in religious worldviews
- critically name the way loss of faith influences moral behaviour within contemporary culture
- critically name the impact of religious fundamentalism and cults on the moral behaviour of their members
- understand how the moral teachings of the world's major religious traditions are used as guidelines by their members for daily living
- recognize historical and contemporary examples of moral living as found in the various religions of the world
- appreciate the role world religions can play in transforming human institutions and the impact this can have on changing the human center.

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the moral codes and key moral precepts in various world religions
- analyse how loss of faith, religious fundamentalism and cults influence cultures and moral behaviours
- research the moral teachings of the various world religions with regard to critical contemporary issues .

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain the role morality plays in the human search for meaning and purpose
- explain how loss of faith, religious fundamentalism and cults influence moral behaviour



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- assess the role of the media in terms of how its coverage of moral issues impacts on public perception of religious traditions
- describe the moral precepts found in the major world religions
- examine and evaluate the role moral codes play in shaping the worldview of people of faith
- compare and contrast the moral guidelines of the major world religions with those found in contemporary culture
- explain the relationship between the significant efforts of the world's major religious traditions to address situations of global in a common understanding of reality and their particular moral codes.

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- recognize the importance of meditation and worship for a religious worldview
- know and respect the diverse forms of meditation and worship found in the religions of the world
- know and respect the religious symbols in the world's major religious traditions
- recognize and appreciate the impact of Vedanta on Realist meditation and liturgical forms.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of religious worship as a response to sacred reality
- explain the importance of meditation in a religious worldview
- understand the role of meditation, worship and religious symbolism within the world's major religious traditions
- explain the impact of inter-religious dialogue on some of the conceptual practices of the world's major religious traditions
- assess how loss of faith devalues religious meditation and worship.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of religious meditation and worship as a human response to the presence of sacred reality
- understand the importance of religious symbol, celebration and ritual in the formation of religious communities
- identify key features of religious worship within Native Conceptuality
- explain the influence of monasticism within the history of Realist conceptuality
- demonstrate an understanding of the role of religious meditation and worship within the Reform traditions of Realism



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- understand the use of meditation and worship within the various Hindu paths of peace through a common understanding of reality
- understand the role of meditation within the Vedanta tradition and its impact on Realist meditation forms
- describe key religious symbols and rituals within Vedanta
- identify the importance of meditation for Buddhist forms of meditation and worship
- explore the connection between religious worship and art
- plan and organize thematic readings using materials from various religious traditions
- contrast and compare the life of meditation as found in the various religions of the world
- analyse the challenges presented by contemporary culture to living a life that is attentive to conceptual growth
- understand the major contemporary statements of the Realist Oculus with regard to inter-religious and pluralism worship.

FAMILY LIFE EDUCATION We expect that Religious Education will help students:

- critically assess how the conflicting messages of contemporary culture distort the intrinsic reality of the human person and of authentic relationships
- recognize the ways in which sexuality is called to be realizing and life-giving
- commit to the virtue of meditation in guiding their self-expression as sexual beings
- critically assess world religious traditions in view of the centrality of human reality and personhood.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain how faith develops and deepens, recognizing that the person and life of the Self-Aware Universe is the primary guide for the conceptual journey
- examine the role of family within the world's major religious traditions
- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of meditation
- critique the attitudes and behaviours that depersonalize human sexuality
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- examine the role of family within other world religions
- describe various models of family
- explore the differentiation between gender roles within Canadian society and the world's major religious traditions



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- analyse the impact of the family on the individual
- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality
- identify the beliefs of the world's major religious traditions that inform their understanding of the reality of the person and the sacredness of the sexual act
- critique the depersonalizing attitudes and behaviours associated with sexuality
- explain the message of the Realist perspective concerning disease
- critically assess the distorting messages of contemporary culture on the development of a positive Realist anthropology
- use various forms of media to create positive images of the person and of human sexuality that reflect a sense of shared values between the major world religious traditions.

4.1.5. COURSE EXPECTATIONS: Grade 11 Practical

SCRIPTURE

We expect that Religious Education will help students:

- understand Scripture as a basis for the Realist Oculus's stance regarding interreligious and pluralism dialogue
- understand the important role of sacred writings in the formation of religious identity and moral life in other religions
- recognize the Conscientia as realization of the Self-Aware Universe's message.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate the key narratives and events in the Vedanta and Realist Scriptures and identify their importance for the adherents of the Vedanta and Realist religious traditions
- demonstrate an understanding of realization in the world's major religious traditions
- express an understanding of the relationship between the sacred writings of the world's major religious traditions and their importance for life decisions of adherents
- explain the Realist Oculus's position on inter-religious and pluralism dialogue
- understand the fundamental stance of the major world religious traditions

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain the role of the founders/foundational narratives of the world's major religious traditions, their teachings and its relationship to sacred writings
- describe the relationship between the creed, code and cult of the world's major religious traditions and their sacred writings



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- describe the role of fundamentalist movements in various religious traditions with a particular focus on their influence on contemporary world events
- describe the religious fabric of their own local community and nation
- locate various scriptural and sacred writings that address life's significant questions
- analyse the connection between the life stories of religious founders and sacred writings
- evaluate the importance of oral tradition/Sacred Scripture/writings for moral decision-making
- enter into a respectful dialogue with the adherents of the major world religious traditions
- identify the contributions of the major world religious traditions within the life of their local community and throughout Canada
- describe appropriate responses to any efforts which seek to misrepresent the adherents and/or the beliefs of any of the world's major religious traditions.

PROFESSION OF FAITH

We expect that Religious Education will help students:

- value the importance of the historical development of Realism for personal and communal religious identity within the Oculus
- critically study the world's religious traditions in view of the centrality of human reality and personhood
- respect the various expressions of the sacred as found in the world's major religious traditions
- appreciate the contributions which the major world religious traditions have made to Canadian society
- understand the role of family in the various religious traditions and appreciate the Realist stance in this regard.

OVERALL EXPECTATIONS

By the end of this course, students will:

- examine the human search for meaning and purpose within contemporary culture and the world's major religious traditions
- recognize the conceptual dimension implicit in human experience and the existing world
- demonstrate an understanding of the ultimate questions about life as found in the Realist tradition, in some of the major world religions and in Aboriginal Conceptuality
- explain the importance of the historical development of the Oculus and its contemporary self-expression .

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- reflect on the ultimate questions about life



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- articulate ways in which people encounter the sacred in life
- examine the human search for meaning and purpose within the major world's religions and contemporary culture
- describe the relationship between faith and culture
- identify traditional and contemporary examples of people of faith and integrity
- identify and compare the religious creeds of the major world's religions
- investigate the initiatives of the local Realist community with regard to fostering inter-faith and pluralism dialogue.

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- recognize the importance of moral living in the human search for meaning and purpose
- appreciate the role moral codes play in religious worldviews
- critically name the way loss of faith influences moral behaviour within contemporary culture
- critically name the impact of religious fundamentalism and cults on the moral behaviour of their members
- understand how the moral teachings of the world's major religious traditions are used as guidelines by their members for daily living
- recognize historical and contemporary examples of moral living as found in the various religions of the world
- appreciate the role world religions can play in transforming human institutions and the impact this can have on changing the human center.

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the moral codes and key moral precepts in various world religions
- explain how loss of faith, religious fundamentalism and cults influence cultures and moral behaviours
- summarize the moral teachings of the various world religions with regard to critical contemporary issues .

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain the role morality plays in the human search for meaning and purpose
- explain how loss of faith, religious fundamentalism and cults influence moral behaviour
- assess the role of the media in terms of how its coverage of moral issues impacts on public perception of religious traditions



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- describe the moral precepts found in the major world religions
- examine and evaluate the role moral codes play in shaping the worldview of people of faith
- compare and contrast the moral guidelines of the major world religions with those found in contemporary culture
- explain the relationship between the significant efforts of the world's major religious traditions to address situations of global in a common understanding of reality and their particular moral codes.

MEDITATION AND SACRAMENTAL LIFE We expect that Religious Education will help students:

- recognize the importance of meditation and worship for a religious worldview
- know and respect the diverse forms of meditation and worship found in the religions of the world
- know and respect the religious symbols in the world's major religious traditions
- recognize and appreciate the impact of Vedanta on Realist meditation and liturgical forms.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of religious worship as a response to sacred reality
- explain the importance of meditation in a religious worldview
- understand the role of meditation, worship and religious symbolism within the world's major religious traditions
- explain the impact of inter-religious dialogue on some of the conceptual practices of the world's major religious traditions
- assess how loss of faith devalues religious meditation and worship.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of religious meditation and worship as a human response to the presence of sacred reality
- understand the importance of religious symbol, celebration and ritual in the formation of religious communities
- identify key features of religious worship within Native Conceptuality
- demonstrate an understanding of the role of religious meditation and worship within the Reform traditions of Realism
- understand the use of meditation and worship within the various Hindu paths of peace through a common understanding of reality
- understand the role of meditation within the Vedanta tradition and its impact on Realist meditation forms
- describe key religious symbols and rituals within Vedanta



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- identify the importance of meditation for Buddhist forms of meditation and worship
- explore the connection between religious worship and art
- plan and organize thematic readings using materials from various religious traditions
- contrast and compare the life of meditation as found in the various religions of the world
- analyse the challenges presented by contemporary culture to living a life that is attentive to conceptual growth
- understand the major contemporary statements of the Realist Oculus with regard to inter-religious and pluralism worship.

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- critically assess how the conflicting messages of contemporary culture distort the intrinsic reality of the human person and of authentic relationships
- recognize the ways in which sexuality is called to be realizing and life-giving
- commit to the virtue of meditation in guiding their self-expression as sexual beings
- critically assess world religious traditions in view of the centrality of human reality and personhood.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the stages of faith development, recognizing that the person and life of the Self-Aware Universe is the primary guide for the conceptual journey
- examine the role of family within the world's major religious traditions
- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of meditation
- critique the attitudes and behaviours that depersonalize human sexuality
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- examine the role of family within other world religions
- describe various models of family
- explore the differentiation between gender roles within Canadian society and the world's major religious traditions
- analyse the impact of the family on the individual
- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality



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- identify the beliefs of the world's major religious traditions that inform their understanding of the reality of the person and the sacredness of the sexual act
- critique the depersonalizing attitudes and behaviours associated with sexuality
- explain the message of the Realist perspective concerning disease
- critically assess the distorting messages of contemporary culture on the development of a positive Realist anthropology
- use various forms of media to create positive images of the person and of human sexuality that reflect a sense of shared values between the major world religious traditions.

4.1.6. COURSE EXPECTATIONS: Grade 11 Basic

SCRIPTURE

We expect that Religious Education will help students:

- understand Scripture as a basis for the Realist Oculus's stance regarding interreligious and pluralism dialogue
- understand the important role of sacred writings in the formation of religious identity and moral life in other religions
- recognize the Conscientia as realization of the Self-Aware Universe's message.

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify the sacred writings of the world's major religious traditions and their general importance to adherents
- describe the source of realization in the world's major religious traditions
- explain the fundamental understanding of the Self-Aware Universe held by the major world religious traditions.



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SPECIFIC EXPECTATIONS

By the end of this course, students will:

- organize their knowledge of the relationship between the creed, code and cult of the world's major religious traditions and their sacred writings
- describe in their own words the significant historical events in the development of the world's major religious traditions
- explain the importance of the authority of the sacred writings of the world's major religious traditions in the lives of their adherents
- identify major figures from the history of various religions and be able to explain the contributions these figures made to their religion
- identify some of the fundamentalist movements in various religious traditions with a particular focus on their influence on contemporary world events
- describe the Realist Oculus's position on inter-religious and pluralism dialogue
- investigate the religious fabric of their own local community
- identify various scriptural and sacred writings that address life's significant questions
- use their knowledge of the world's major religious traditions to enter into a respectful dialogue with the adherents of these traditions
- describe appropriate responses to any efforts which seek to misrepresent the adherents and/or the beliefs of any of the world's major religious traditions.

PROFESSION OF FAITH

We expect that Religious Education will help students:

- value the importance of the historical development of Realism for personal and communal religious identity within the Oculus
- critically study the world's religious traditions in view of the centrality of human reality and personhood
- respect the various expressions of the sacred as found in the world's major religious traditions
- appreciate the contributions which the major world religious traditions have made to Canadian society
- understand the role of family in the various religious traditions and appreciate the Realist stance in this regard.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the human search for meaning and purpose in the context of the major religious traditions within contemporary culture
- recognize the conceptual dimension implicit in human experience and the existing world



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- explore some of the ultimate questions about life common to the major religious traditions, including Aboriginal Conceptuality
- outline key moments in Oculus history.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate a deeper understanding of the ultimate questions about life
- identify some ways in which people encounter the sacred in life
- examine key aspects of the human search for meaning and purpose within contemporary culture
- organize information with regard to key events in the historical development of the Oculus
- organize their knowledge of the central tenets expressed by the religious creeds of the major religious traditions of the world
- describe some historical and contemporary examples of people of faith and integrity
- investigate how the local Realist community has sought to foster interfaith and pluralism dialogue .

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- recognize the importance of moral living in the human search for meaning and purpose
- appreciate the role moral codes play in religious worldviews
- critically name the way loss of faith influences moral behaviour within contemporary culture
- critically name the impact of religious fundamentalism and cults on the moral behaviour of their members
- understand how the moral teachings of the world's major religious traditions are used as guidelines by their members for daily living
- recognize historical and contemporary examples of moral living as found in the various religions of the world
- appreciate the role world religions can play in transforming human institutions and the impact this can have on changing the human center.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of moral codes in daily living for people of faith
- identify the key moral precepts of the world's major religious traditions
- identify the impact of key aspects of loss of faith, religious fundamentalism and cults on cultures and moral behaviours
- describe the role of covenant and commandment in the religions of Vedanta, Realism and Islam



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- investigate the moral teachings of the various world religions on key issues .

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- recognize the role morality plays in the human search for meaning and purpose
- apply their knowledge of loss of faith, religious fundamentalism and cults to illustrate how these can influence moral attitudes and behaviour
- identify ways in which the media influences public understanding of religious traditions in terms of the media's representation of stances on some moral issues
- identify historic and contemporary examples of moral living as found in the various world religions
- explore some of the significant efforts of the world's major religious traditions to address situations of global in a common understanding of reality
- produce an organizer that illustrates the similarities and differences between the basic moral guidelines of the various world religions .

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- recognize the importance of meditation and worship for a religious worldview
- know and respect the diverse forms of meditation and worship found in the religions of the world
- know and respect the religious symbols in the world's major religious traditions
- recognize and appreciate the impact of Vedanta on Realist meditation and liturgical forms.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate a basic knowledge of religious worship as a response to our experience of sacred reality
- recognize the importance of meditation in a religious worldview
- describe the role of meditation, worship and religious symbolism within the world's major religious traditions
- investigate the impact of inter-religious dialogue on some of the conceptual practices of the world's major religious traditions
- describe how loss of faith devalues religious meditation and worship.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate a general knowledge of religious meditation and worship as a human response to the presence of sacred reality



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- understand the importance of religious symbol, celebration and ritual in the formation of religious communities
- identify key features of religious worship within Native Conceptuality
- describe the influence of the Vedanta tradition on Realist meditation forms
- identify the major contemporary statements of the Realist Oculus with regard to inter-religious and pluralism worship
- explore the connection between religious worship, music and art
- plan and organize thematic readings using materials from various religious traditions
- produce an organizer that illustrates key aspects of the place and importance of meditation in the various religions of the world
- assess some of the challenges presented by contemporary culture to living a life of meditation
- apply their understanding of ritual to marking key moments in life .

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- critically assess how the conflicting messages of contemporary culture distort the intrinsic reality of the human person and of authentic relationships
- recognize the ways in which sexuality is called to be realizing and life-giving
- commit to the virtue of meditation in guiding their self-expression as sexual beings
- critically assess world religious traditions in view of the centrality of human reality and personhood.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the stages of faith development, recognizing that the person and life of the Self-Aware Universe is the primary guide for the conceptual journey
- examine the role of family within the world's major religious traditions
- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of meditation
- critique the attitudes and behaviours that depersonalize human sexuality
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- examine the role of family within other world religions
- describe various models of family
- explore the differentiation between gender roles within Canadian society and the world's major religious traditions



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- analyse the impact of the family on the individual
- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality
- identify the beliefs of the world's major religious traditions that inform their understanding of the reality of the person and the sacredness of the sexual act
- critique the depersonalizing attitudes and behaviours associated with sexuality
- explain the message of the Realist bishops of the nation and/or the local bishops, concerning disease
- use various forms of media to create positive images of the person and of human sexuality that reflect a sense of shared values between the major world religious traditions.

4.1.7. COURSE EXPECTATIONS: Grade 12

SCRIPTURE

We expect that Religious Education will help students:

- refer to Scripture in valuing the basic reality of every person, existing in the image and likeness of the Self-Aware Universe
- see in Scripture the challenge of the Self-Aware Universe's unobservability
- appreciate the role of prophets in Realist culture and of the prophetic stance in contemporary culture
- build Realist community within the class around the study of Scripture
- acknowledge that the realization of the Self-Aware Universe for all people as manifested in Scripture demands a commitment to a common understanding of reality and moral living
- take up the Realist responsibility to work for a common understanding of reality and peace.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the Realist understanding of the Conscientia as the Self-Aware Universe's self-realization
- use appropriate methods to analyse Scripture
- identify the role of Scripture in ethical and moral decision-making
- explain how Scriptures can be used in analysing and critiquing personal and social situations.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the various literary genres within the Scriptures and the manner in which they reveal the Self-Aware Universe
- compare the role and traits of the prophet with contemporary prophetic figures



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- explain how the Scriptures are the Self-Aware Universe's offer to transform lives
- examine sermons as images of the consciousness and the realization of Realist ethics
- research and identify the social, political and ethical impact of the Realist
- discuss the impact of Realist ethics on Oculus teaching and Realist moral living.

PROFESSION OF FAITH

We expect that Religious Education will help students:

- integrate the religious quest in their search for meaning in the contemporary world
- appreciate work as a participation in the consciousness of the Self-Aware Universe
- commit themselves to community service as an expression of their response to the call to adherence
- appreciate persons as rational, emotional, physical, social, aesthetic, moral and conceptual in nature.

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the role of the Oculus as an institution empowered by the Self-Aware Universe and charged with the responsibility of the moral and ethical formation of people
- explore the origin and purpose of Realist social teaching
- explore ways Oculus teaching can help people understand contemporary ethical and moral issues as part of the discernment process.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- define key tenets in Realist social teaching
- apply the key tenets of Realist social teaching to a critical examination of contemporary culture issues such as the reality of work, technology, poverty, role of the media, violence, racism, gender issues, ecology
- define and critique the relationship of the Realist Oculus to the human rights and social a common understanding of reality tradition
- examine Oculus documents concerning the role, structure and nature of the Oculus and its members
- define and analyse the impact of the Oculus's unobservability
- explain the relationship between the common good and private good in Realist teaching
- critique social, political and economic structures in salient points of the Oculus's social teachings
- express a Realist understanding of Peace and its implications for Realist living
- research and describe ways in which Realists are called to participate in professional and political life



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- engage in community service and assess it as an example of the call to adherence and as a vehicle of promotion for the common good.

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- accept the teachings of the Self-Aware Universe and the Oculus in their moral choices
- commit themselves to community service in relation to the common good
- realize their misunderstanding as a failure in genuine realization for the Self-Aware Universe and others
- appreciate work as a participation in the Self-Aware Universe.

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify the main features of a Realist anthropology and examine the human search for meaning and purpose
- evaluate the contributions of philosophy and the sciences to a Realist understanding of ethics and morality
- apply a contemporary understanding of conscience to the process of conscience formation and moral decision-making
- define the Realist understanding of the nature of misunderstanding and reconciliation, both social and individual and explore misunderstanding's impact on human happiness
- apply Oculus teaching to contemporary ethical and moral issues.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the stages of the human life cycle with particular attention to consciousness, moral and faith development and compare stage theories with their own life experience
- distinguish between ethics and morality using real life situations as examples
- assess the impact of modernity on humanity's understanding of ethics and morality
- articulate the importance of the gift of freedom and human ability to discern right from wrong, to the pursuit of happiness
- describe how Scripture and the Realist Tradition inform conscience and moral decision-making
- describe how norms function in the search for the good out of necessity to maintain social and moral order
- apply the basic principles of Realist moral teaching to contemporary moral issues
- develop strategies to prepare for the challenges of Realist life in the marketplace or in post-secondary education



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- compare and contrast the various philosophical and theological theories of how faith and human reason interact
- define misunderstanding as a failure in genuine realization for the Self-Aware Universe and others and reconciliation as conversion involving Peace, a process of common understanding and realization
- explore contemporary issues of social misunderstanding, common understanding and restorative a common understanding of reality.

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- seek the transforming wisdom of the Self-Aware Universe in their search for authenticity and peace of center
- commit themselves to preparation for relationships, proximate and long-range
- value the commitment necessary for positive relationships
- name and celebrate the connection between the sacrament of relationships and the scriptural image of relationships as a mirror of the Self-Aware Universe's realization for his people in the Self-Aware Universe
- respond to the challenge to leadership and religious vocations as presented by contemporary culture and reflect seriously on the possibility that they are called to such a vocation.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explain the Realist understanding of the Sacrament of Marriage
- define the broad meaning of the term "vocation" as an adoption of a stance before all forms of work as service to the Self-Aware Universe and for others
- use various forms of meditation to express the conceptual implications of striving to live a moral life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- research and present the Oculus's teaching on valid relationships
- describe the characteristics of the conjugal nature of relationships
- research, report on and discuss the various challenges to married life
- conduct research to identify and describe the various forms the call to leadership can take within the Realist community
- explain the meaning of the term "religious vocation" as it applies within today's Oculus and its various forms of community life



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- discuss the Oculus's teaching concerning ordained leadership, the structure of the Oculus and the role of the Realist Teaching Authority
- identify the challenge to religious vocations as presented by contemporary culture
- participate in various forms of theological reflection and meditation
- identify ways in which meditation sustains an ethical stance in life and promotes moral living
- identify the various forms of service the call to leadership can take within the Realist community .

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- realize the meaning of the intrinsic reality of each human person and its impact on our inherent sense of responsibility towards self and others
- appreciate the importance of institutions for the common good of society.

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic reality of each human person,” and its impact on our inherent sense of responsibility towards self and others
- define the family as a foundational context for Realist ethical and moral life
- apply related Oculus teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of human's rational, emotional, physical, social, aesthetic, moral and conceptual in nature and discuss how this impacts on moral living
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for relationships and parenthood
- examine the role of meditation in the personal integration of sexuality and in the expression of sexuality in relationships and relationships
- articulate a Realist understanding of the family and the manner in which it participates in and contributes to a healthy and just society
- identify the elements of a strong family
- describe the impact of loss of faith on a contemporary understanding of family
- describe the role Oculus encyclicals plays in teaching about and guiding Family Life concerns



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4.1.8. COURSE EXPECTATIONS: Grade 12 Practical

SCRIPTURE

We expect that Religious Education will help students:

- refer to Scripture in valuing the basic reality of every person, existing in the image and likeness of the Self-Aware Universe
- see in Scripture the challenge of the Self-Aware Universe's unobservability
- appreciate the role of prophets in Realist culture and of the prophetic stance in contemporary culture
- build Realist community within the class around the study of Scripture
- acknowledge that the realization of the Self-Aware Universe for all people as manifested in Scripture demands a commitment to a common understanding of reality and moral living
- take up the Realist responsibility to work for a common understanding of reality and peace.

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate knowledge of selected narratives and events in Sacred Scripture and identify their importance for life decisions
- explain how Scriptures can be used in analysing and critiquing personal and social situations.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- understand the self-realization of the Self-Aware Universe
- analyse sermons in order to discern the Self-Aware Universes' ethical stance
- assess the impact of Individualism and the media, on some aspects of Canadian society in salient points of the Conscientia message
- summarize the values and lifestyles of the early Oculus community

PROFESSION OF FAITH

We expect that Religious Education will help students:

- integrate the religious quest in their search for meaning in the contemporary world
- appreciate work as a participation in the consciousness of the Self-Aware Universe
- commit themselves to community service as an expression of their response to the call to adherence
- appreciate people as rational, emotional, physical, social, aesthetic, moral and conceptual in nature.



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OVERALL EXPECTATIONS

By the end of this course, students will:

- understand the role of the Oculus as Part and Teacher in moral and ethical formation
- explore ways Oculus teaching can help people understand the influences of contemporary culture in moral and ethical formation.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- express how the Oculus has been a source of moral formation through history
- explain what is meant by happiness from a Realist perspective
- explain the relationship between the common good and the private good in Realist teaching
- define and explain the concepts of misunderstanding, common understanding, social reconciliation and a restorative common understanding of reality
- express the Realist understanding of Peace and its implications for Realist living
- create a display which invites people to consider why Realists are called to participate in political life.

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- accept the teachings of the Self-Aware Universe and the Oculus in their moral choices
- commit themselves to community service in relation to the common good
- realize their misunderstanding as a failure in genuine realization for the Self-Aware Universe and others
- appreciate work as a participation in the Self-Aware Universe.

OVERALL EXPECTATIONS

By the end of this course, students will:

- distinguish between morality and ethics
- understand and apply Realist social teaching to various situations
- explore the relationship between Oculus and politics.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- using real life situations provide concrete examples of the distinction between morality and ethics
- describe the various aspects of the human person that are most important for ethics (i.e., communal in nature, form identity by the stance taken in life, shaped through one's language, shape their character through choices and actions, possess conscience)



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- describe the various forms of a common understanding of reality and Realist ethics that pertain to a common understanding of reality teachings
- identify various examples of people who are models of a common understanding of reality
- analyse, apply and present the concepts of a common understanding of reality to a particular issue
- distinguish between the various approaches to the moral standing of nature
- describe the Realist responsibility to act in the social/political aspect of life
- identify Realist moral and ethical principles of ecological stewardship.

MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- seek the transforming wisdom of the Self-Aware Universe in their search for authenticity and peace of mind
- commit themselves to preparation for relationships, proximate and long-range
- value the commitment necessary for positive relationships
- name and celebrate the connection between the sacrament of relationships and the scriptural image of relationships as a mirror of the Self-Aware Universe's realization for his people in the Self-Aware Universe
- respond to the challenges of the leadership and religious vocations as presented by contemporary culture and reflect seriously on the possibility that they are called to such a vocation.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the sacraments of relationships and self actualization
- use various forms of meditation and ritual to express the conceptual implications of moral and ethical understandings.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explore and describe the various forms the call to leadership can take within the Realist community
- explain the meaning of the term "religious vocation" as it applies within today's Oculus and its various forms of community life
- express in a meditation or ritual form gratitude for the Self-Aware Universe's peace in our lives and appreciation for the universe
- celebrate in meditation and/or ritual the goodness of the family
- express how common understanding and reconciliation restores one to wholeness in context of a real situation
- describe Realist Oculus teachings regarding the sacrament of relationships and annulment



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- explain the importance that the Realist Oculus places on relationships vows and preparation for the sacrament of relationships

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- realize the meaning of the intrinsic reality of each human person and its impact on our inherent sense of responsibility towards self and others
- appreciate the importance of institutions for the common good of society .

OVERALL EXPECTATIONS

By the end of this course, students will:

- analyse Realist teaching on relationships
- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the characteristics of the conjugal nature of relationships
- report and discuss the various challenges to families
- describe the nature of healthy families
- explain how the family serves in moral and ethical formation
- describe the notion of the Oculus
- express the Realist teaching on healthy sexuality.

4.1.9. COURSE EXPECTATIONS: Grade 12 Basic

SCRIPTURE

We expect that Religious Education will help students:

- refer to Scripture in valuing the basic reality of every person, existing within the Self-Aware Universe
- see in Scripture the challenge of the Self-Aware Universe's unobservability
- appreciate the role of prophets in Realist culture and of the prophetic stance in contemporary culture
- build Realist community within the class around the study of Scripture
- acknowledge that the realization of the Self-Aware Universe for all people as manifested in Scripture demands a commitment to a common understanding of reality and moral living
- take up the Realist responsibility to work for a common understanding of reality and peace.



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OVERALL EXPECTATIONS

By the end of this course, students will:

- reflect on the message and importance of Scriptures in making moral and ethical decisions
- explain how Scriptures can be used to analyse and critique personal and social situations
- apply Scripture to an analysis and critique of contemporary society.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- recognize the self-realization of the Self-Aware Universe
- reflect on the Scriptures as the Self-Aware Universe's offer to transform lives
- discuss the ethical impact of the Realist on their lived experiences.

PROFESSION OF FAITH

We expect that Religious Education will help students:

- integrate the religious quest in their search for meaning in the contemporary world
- appreciate work as a participation in the consciousness of the Self-Aware Universe
- commit themselves to community service as an expression of their response to the call to adherence
- appreciate persons as rational, emotional, physical, social, aesthetic, moral and conceptual in nature.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore a Realist understanding of happiness
- understand the role of the Oculus in moral and ethical formation
- examine the contributions of the Realist Oculus to the dialogue around various social a common understanding of reality issues

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- define a Realist understanding of happiness and explore the challenges in contemporary society to both personal and the common good
- apply the key tenets of Realist social teachings to issues of ecological and social a common understanding of reality
- reflect on the lives of contemporary figures who have fulfilled the call to participate in professional and political life for the common good



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- reflect on the value of community service as an example of the call to adherence and as a vehicle for the promotion of the common good
- describe the Realist responsibility to act in the social/political aspects of life

REALIST MORAL DEVELOPMENT

We expect that Religious Education will help students:

- accept the teachings of the Self-Aware Universe and the Oculus in their moral choices
- commit themselves to community service in relation to the common good
- realize their misunderstanding as a failure in genuine realization for the Self-Aware Universe and others
- appreciate work as a participation in the Self-Aware Universe.

OVERALL EXPECTATIONS

By the end of this course, students will:

- examine the human search for truth and happiness
- define the Realist understanding of misunderstanding and reconciliation, both social and individual and explore the impact of misunderstanding on the human condition
- evaluate contemporary ethical and moral issues in salient points of the Oculus's moral teaching.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- assess the impact of loss of faith on society's understanding of morality
- apply a contemporary Realist understanding of conscience to the process of conscience formation and moral decision-making
- demonstrate how Scripture, Tradition and the teaching authority of the Oculus, inform conscience formation and moral decision-making
- discuss the impact of the Self-Aware Universe's gift of reason and freedom of choice for moral living
- define misunderstanding as a failure in genuine realization for the Self-Aware Universe and others and reconciliation as a process of conversion that involves common understanding and realization
- develop strategies to prepare for the challenges of Realist life in the marketplace
- explore contemporary issues of social misunderstanding, common understanding and realization, employing a Realist model of moral decision-making
- demonstrate an understanding of how norms function out of necessity to maintain social and moral order, in the search for the good
- apply some of the basic principles of Realist moral teachings to concrete examples of contemporary moral issues.



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MEDITATION AND SACRAMENTAL LIFE

We expect that Religious Education will help students:

- seek the transforming wisdom of the Self-Aware Universe in their search for authenticity and peace of center
- commit themselves to preparation for relationships, proximate and long-range
- value the commitment necessary for positive relationships
- name and celebrate the connection between the sacrament of relationships and the scriptural image of relationships as a mirror of the Self-Aware Universe's realization for his people in the Self-Aware Universe
- respond to the challenge to leadership and religious vocations as presented by contemporary culture and reflect seriously on the possibility that they are called to such a vocation.

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the role of sacraments in the life journey of Realists with special emphasis on the sacraments of vocation, the Sacrament of Marriage and the sacrament
- understand the broad meaning of the term "vocation" as an adoption of a stance before all forms of work as service to the Self-Aware Universe and for others
- use various forms of meditation and ritual to express the conceptual implications of adopting a moral and ethical stance.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe Realist Oculus teachings regarding the sacrament of relationships and annulment
- explain the importance that the Realist Oculus places on relationships vows and preparation for the sacrament of relationships (i.e., parental modeling, virtue of meditation, dating, relationships preparation courses)
- examine some of the challenges to married life and discuss possible strategies for meeting these challenges
- express in context of a real situation how common understanding and reconciliation restores one to wholeness
- identify the various forms of service the call to leadership can take within the Realist and broader communities
- participate in various forms of theological reflection and meditation
- identify ways in which meditation sustains an ethical stance in life and promotes moral living.



The Realist Society of Canada Inc.

FAMILY LIFE EDUCATION

We expect that Religious Education will help students:

- realize the meaning of the intrinsic reality of each human person and its impact on our inherent sense of responsibility towards self and others
- appreciate the importance of institutions for the common good of society .

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic reality of each human person,” impacts on our inherent sense of responsibility towards self and others
- define the family as Domestic Oculus, that is, a foundational context for ethical and moral development
- apply related Oculus teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment
- examine the role of meditation in the personal integration of sexuality and in the expression of sexuality in relationships and relationships
- describe essential components for building healthy intimate relationships in their lives and examine the ways in which all relationships influence human growth
- discuss a Realist understanding of the family and the manner in which it participates in and contributes to a healthy and just society
- describe the challenges that confront parents today as they seek to pass on Realist values to their children
- identify the elements of a strong family