



## ST. GEORGE'S COLLEGE

### **RATIONALE:**

The third form curriculum creates an opportunity for students to explore the concept of stewardship from the secular and religious perspectives. It gives religious significance to a number of topics that students would have studied in the social sciences, hence promoting the concept of 'integration' across the subject areas. In addition, at this stage, students will be exposed to the basics of particular areas of the school's vision statement as it relates to Ignation Spirituality and its relationship with stewardship.

The theme, Human Life Issues, is a critical component of the Caribbean Examinations Council's (CXC/CSEC) Religious Education curriculum. If students achieve a level of mastery of the third form content, they will be in a better position to satisfy the requirements of the pertinent units in the CSEC syllabus.

Overall, the curriculum should foster civic and moral awareness, analytical thought and interpretation of specific Bible passages related to stewardship thus, contributing to the holistic development of learners at this crucial stage of their lives.

UNIT TOPIC/KEY CONCEPTS	OBJECTIVES
<p><b>1. Introduction to Stewardship</b></p> <p>Greek word for stewardship: ‘oikonomia’ is a combination of two words: ‘oikos’ meaning house and responsibility, integrity, self-esteem, khalifa, citizenship ‘nemein’ meaning to divide, distribute or apportion.</p> <p>Types of Stewardship:</p> <ol style="list-style-type: none"> <li>1. Personal Recognize the natural consequence of poor stewardship</li> <li>2. Corporate Religion and Stewardship <ul style="list-style-type: none"> <li>• Environmental Stewardship</li> <li>• Environmental stewardship in the four major religions</li> <li>• The natural world reveals characteristics about God (Psm. 24)</li> </ul> </li> </ol>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the Greek word for stewardship</li> <li>• Define: steward, stewardship, talent, accountability,</li> <li>• Differentiate between personal (eg. use of time, hygiene etc.) and corporate stewardship (eg. Care for the environment)</li> <li>• Outline some of the benefits of good stewardship</li> <li>• Accept the consequence of breaking rules</li> <li>• Evaluate themselves in order to discover their talents and identify their skills</li> <li>• Identify examples of good stewards across the major world religions</li> <li>• Examine various parables in the Bible and discuss their moral lessons in relation to stewardship eg. The Talents; The Rich Fool; The Good Samaritan</li> <li>• Identify ways that good relationships may be fostered in family, school and the wider community.</li> <li>• Examine personal issues facing young adults</li> <li>• Use religious and moral principles to analyze situations and make mature decisions about right and wrong.</li> <li>• Discuss the sacredness of nature</li> </ul>

<p><b>2. Coming of Age ceremonies and how they lead to responsible adult behavior.</b></p> <ul style="list-style-type: none"> <li>• Coming of age ceremonies in the four major religions</li> <li>• Parental and youth responsibilities as stipulated by religious groups</li> <li>• Relationship between coming of age ceremonies and stewardship</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• List and discuss coming of age ceremonies across the four major religions</li> <li>• Review practices that mark ‘Coming of Age’ in the major religions</li> <li>• Share experiences of their observance of coming of age ceremony eg. Bar Mitzvah, Confirmation, or any leadership responsibility at church.</li> <li>• Outline responsibilities of a young person who is said to have come of age</li> <li>• Show how coming of age ceremonies are related to stewardship</li> </ul>
<p><b>3. Biblical Teachings on the Meaning and Purpose of Life</b></p> <p>(i) The human family – The family of God (Gen. 22:20, Acts 3:25, Eph. 3:15)</p> <p>(ii) Human beings – creatures of God created in God’s image And likeness (Gen. 1:26-27; Psm. 8:5-8; Acts 17:27-29; Eph. 2:10)</p> <p>(iii) Human beings were created male and female (Gen. 1:26-27; Mark 10:6-9)</p> <p>(iv) Human beings are endowed with intelligence and free-will (Gen. 3:7-14; Isaiah 6:9-10; Matt. 5,6,7; St. John 14,15, 16)</p>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning and purpose of life as reflected in the Bible</li> <li>• Develop answers to questions of personal identity from a biblical and societal point of view: Who am I? Why am I here? Where am I going? Relate the biblical teachings on the nature of human beings</li> <li>• Recognize the sacredness of human life from a biblical standpoint</li> <li>• Explain the concept of stewardship and its application to daily living Show how human beings may display responsible behavior based on the intelligence and free-will they have been given</li> <li>• Show how failure to act responsibly may result in</li> </ul>

<p>Acts 13:40-41</p> <p>(v) God is the source of life and human values (Gen. 2:3; Ezk. 37:5; Acts 17: 25; Rom. 8:11</p>	<p>negative consequences eg. (Prodigal Son Luke 15: 11-24)</p> <ul style="list-style-type: none"> <li>• Examine the importance of God’s role as <b>creator and sustainer</b> of life and the responsibility placed upon human beings as a result.</li> <li>•</li> </ul>
<p><b>4. Human beings as co-workers with God</b></p> <p>(i) God affirmed the worth of individuals as seen in Gen. 1:28-30 and 2 Corinthians 9: 6-9</p> <p>(ii) <u>Jesus affirmed the worth of individuals in various categories:</u></p> <p>(a) The sick: Mark 3:1-6; Matt. 20:29-34; Luke 13:10-17</p> <p>(b) The suffering: Mark 5:1-4; Luke 17:12-19; Matt. 15:21-28</p> <p>(c) The child: Luke 8:40-56; 18:15-17; Psalm 131:1-2; Prov. 22:6; 1 Corinthians 13:11; Eph. 6:1-4</p> <p>(d) The outcast: St. John 8:1-11; Luke 17:11-19; Luke 19:1-10</p> <p><b>5. Individual Roles and Responsibilities and rights in areas of family life and work.</b></p> <ul style="list-style-type: none"> <li>• Family life Genesis 42</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss God’s concern for the life of the individual person from the biblical perspective in relation to everyday life experiences.</li> <li>• Develop a positive attitude to self and others</li> <li>• Recognize their own potential for making positive contributions for the betterment of society</li> <li>• Use role – play and drama to illustrate how Jesus showed the worth of individuals in various categories Discuss from incidents in the Gospels, Christ’s care and concern for individual persons Explain how the teachings of Jesus/stewardship can be applied to every-day life.</li> </ul> <p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define: role, responsibility, adultery, fornication</li> <li>• Create posters showing the roles of individuals in the</li> </ul>

<ul style="list-style-type: none"> <li>• Marital Relations (husband &amp; wife) – Ephesians 5:21-33; 1 Peter 3:1-7</li> <li>• Parental Responsibilities – Ephesians 6:4; Colossians 3:21</li> <li>• Children – Ephesians 6: 1-3; 1 Timothy 5: 1-17</li> <li>• Work – Deut. 5:13; Ecc. 3:17, 9:10. 2 Thess. 3:10; John 5:17</li> <li>• Master and slave – Col. 3:22-25; Eph. 6:5-9; 2 Thess. 3:6-14; 1 Tim.5:18</li> </ul>	<p>family Summarize and explain each scripture passage</p> <ul style="list-style-type: none"> <li>• Discuss the responsibilities and rights of individuals in areas of family life and work as reflected in the Bible</li> <li>• Examine different types of family structures</li> </ul>
<p><b>6. Issues Related to Stewardship (the value and dignity of Human life)</b></p> <ul style="list-style-type: none"> <li>✓ Sexuality</li> <li>✓ Child abuse</li> <li>✓ Wealth and Poverty</li> <li>✓ Abortion</li> <li>✓ Euthanasia</li> <li>Conflict resolution</li> <li>✓ Honesty and dishonesty</li> <li>✓ Unemployment</li> <li>✓ Treatment of the mentally and physically challenged</li> <li>✓ Time, work and leisure</li> <li>✓ Crime and punishment</li> <li>✓ Substance abuse</li> <li>✓ Capital punishment</li> <li>✓ Dealing with Human Immuno Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Assess issues related to justice and peace and the value and dignity of human life as reflected in the Bible</li> <li>• Develop possible ways in which these problems can be alleviated in given case studies Make presentations in groups</li> <li>• Discuss newspaper articles relating to issues eg. ‘Dear Pastor’ /letters to the editor, News headlines</li> <li>• Conduct class debates on the issues</li> <li>• Hold Panel discussion</li> </ul>

<p><b>7. Social Justice (St. Ignatius' teachings)</b></p> <ul style="list-style-type: none"> <li>• Amos: Prophet of Social Justice</li> <li>• Injustices in Jamaica</li> <li>• Who is Amos?</li> <li>• What era did he prophesy in Israel?</li> <li>• What was Amos' mandate?</li> <li>• God's judgment on the Gentile and Jewish Nations</li> <li>• Identify injustices mentioned in the book of Amos</li> <li>• Amos' visions</li> <li>• Who was the King during Amos' day?</li> <li>• Who was Amaziah, how did he provoke God and what was the consequence of his action?</li> <li>• Definition of remnant – A Remnant shall return</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Social Justice</li> <li>• Discuss the seven (7) principles of social Justice according to Catholic teachings</li> <li>• Explain the seven (7) principles of Catholic social teachings with the use of a table</li> <li>• Explain the concept 'Men for others'</li> <li>• Show the relationship between the term 'men for others' and Jesus' parable of the last judgement (Matt. 25:37-40)</li> <li>• Explain how the terms: 'men of competence', 'men of conscience' and 'men of compassion' relates to Ignatian Spirituality.</li> <li>• Write a letter to a friend /reflect on any of the Catholic teachings and its relation to stewardship.</li> <li>• List injustices in Jamaica and obtain explanations for unfamiliar terms shared with the class.</li> <li>• Watch video on the life and work of Amos and provide explanation on who this person is and the time frame when he prophesied.</li> <li>• Compare and contrast injustices in Amos's time with injustices in Jamaica as well as discuss them.</li> <li>• State how Jamaicans deal with matters of injustice</li> <li>• State how God dealt with the Gentile and Jewish nations that committed injustices</li> <li>• Memorize passages which have been identified for the purpose to support their answers.</li> </ul>
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	<ul style="list-style-type: none"><li>• Note that actions have consequences</li><li>• Assess the visions of Amos and state the relevance of each to the Nation of Israel</li><li>• Assess actions taken by God to deal with Amaziah, Jeroboam and the children of Israel</li><li>• State the reason why God left a few faithful to rebuild his nation.</li></ul>
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**Recommended assessment**

Questioning, discussion, Songs, (Secular and Religious) game situations if they relate to the theme, poetry, plays written and produced by the students, CDs, Videos, DVDs etc. may be used. Christian concepts are to be stressed so that the pupils can reflect upon them; these may be applied in their lives and the difference it could make to their various relationships. Family life education is to be infused into the subject area through the various themes.