

Deerfield Beach High School  
I.B. Theory of Knowledge  
**Application Assessment #3 – Religious & Indigenous KS**

CONTEXT: This assessment is intended as an opportunity to self-explore religion and related categories, including cultural knowledge.

PREPARATION: You have one of two choices. **(1)** You may either choose 2 religions (one of which may be derived from an indigenous culture) you do not practice to research and address the questions assigned; or **(2)** you may choose 1 religion and compare it to the religion you personally practice and address the questions assigned. *You should identify your choice clearly at the beginning of your task assignment.*

RESOURCES: Use whatever relevant resources necessary to complete the research for the task. Answer as many of the questions as you can using this research, and all sources should be cited with clearly.

TASK:

**PART 1** - Provide research on your choices of religions in the form of responses to the following questions, outlined as #1-10:

- (1) Metaphysical beliefs – What central beliefs are held about the creation of the world and life after death? Do these metaphysical beliefs affect other beliefs (i.e. how & why to live a good life)? Do they provide an explanation for the purpose of life?
- (2) Deities – Are there deities within this religion? Is there a single deity or multiple? Does it (or they) have a single name? What is the nature (qualities) of the deity? What is its relationship with humans? What knowledge does the deity possess and what knowledge do humans have of it?
- (3) Spiritual leaders – Are there any major spiritual leaders in the founding or development of the religion? What status are their teachings given (Like as revelation of metaphysical reality, prophesy, or guiding wisdom for life)? How wide is the diversity of opinion among believers about the divine or human qualities of the leader? Are their words accepted as indisputably true, or considered to be wise advice and guidance?
- (4) Sacred texts – Does this religion have sacred text? How did it (or they) come into being? Is the writing believed to be human, supernatural, or a combination? What status is the written text given (Like as revelation of metaphysical reality, prophesy, or guiding wisdom for life)? What is the role of translation in the history of this text? Is it considered important for followers of this religion to be familiar with the sacred text, or to memorize parts?
- (5) Prayer or meditation – Does this religion use prayers? Are they private or public, and are they silent, spoken, or sung aloud? What is their role? Does this religion use meditation? If so, what is its role? Are prayer and meditation an expression of feelings and ideas, a means of communication, or a means towards knowledge? Does the religion have a tradition of mystics and mystical experience?
- (6) Religious events – Are there any major events regularly celebrated within the calendar year? What is the role of rituals and sacred ceremonies? What is the role of symbolism? Are the events linked with a version of history significant to the members of the religion? Are the events linked with reflection and learning?

- (7) Sacred space – What is the role of religious spaces (e.g. church, temple, synagogue, mosque) in the belief system and in the social and cultural context of the religion? Are there also holy places in other parts of the world? What do they mean to people of this religion? Is there a tradition of pilgrimage to sacred places? If so, what is gained by this pilgrimage?
- (8) Social structures – Does this religion have an institution with a social structure and hierarchy? If so, who are the supreme leaders of the organization, and what is their role and authority? What is the process by which they are identified or elevated to their position? What are the means for resolving disputes or declaring official views on religious beliefs or practices? Is this religion the official state religion of any government?
- (9) Religion and ethics – Is there any central statement in this religion of what it means to live a moral life? What are the core ethical beliefs? What are the roles of impurity or sin? Are there possibilities and processes of purification and redemption? How does this religion deal with those who do not comply with ethical practices? How does it reward those who do? How significant are the roles of faith and good works? How much does it emphasize engagement in the world of suffering, or detachment from it?
- (10) Attitudes toward dissent – How does this religion deal with those who question religious teachings or leave the religion? Does it expel followers, and if so, what are the implications? If it attempts to spread its beliefs, what process does it use? What is the attitude of this religion towards other religions?

**PART 2** - Write a well-argued and supported analysis of these religious knowledge systems:

- (1) Summarize the primary points of comparison and contrast.
- (2) Identify the knowers' perspectives - On what grounds do religious adherents seem to hold their beliefs?
- (3) Are there justifications that these religions you examined would offer for their beliefs, the same *kind* of justifications, even if the beliefs themselves are different?
- (4) When you think of a religion, do you think about both its beliefs (doctrine) and its culture of practices, rituals, events, use of sacred space, and institutional structures? Why do you think this distinction important?
- (5) Do you believe religious “literacy” matters in the world today? If so, why? If not, why not?

The analysis should include evidence of a personal connection (where appropriate), a demonstrated understanding of key concepts in this unit, and a careful consideration of the explicit and implicit aspects of this task. Please refer to the learning scale for the scoring of this assignment.

**FORMAT:** Your response must be typed into the body of an email sent to Mr. Collazo. The subject title must be **YourLastName-Period -AA#3** (so if it were my assignment: *Collazo-Period1-AA#3*). As a guideline for length, Part 1 requires brief responses in an outline; Part 2, the analysis, must be at least 500 words. *Failure to comply with these formatting specifications and requirements will result in an immediate 2 point deduction before scoring commences.*

**DEADLINE:** **Submit by 11:59pm on 2/5/2019 (T), sent to dbhssensei@gmail.com**

*Failure to meet this deadline will result in a 4 point deduction for each day it is late, beginning at 12:00am on 2/6/2019 (W).*

### Assessment Application #3: Learning Scale for Task

<p><u>Standard:</u> <b>LAFS.1112.L.3.6</b> - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p><b>DOK Level 4</b></p> <p><b>Score: 19-20</b></p>	<p><b>In addition to Score 3</b>, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student’s response includes evidence of a personal connection and identifies key knowledge questions in which the student describes and applies ideas/concepts within the context and therefore demonstrates mastery.</p>
<p><b>DOK *Level 3*</b></p> <p><b>Score: 17-18</b></p>	<p><b>In addition to Score 2</b>, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student research clearly addresses the category questions and he/she responds to the questions in the task with a well-argued and supported response. The response includes evidence of a personal connection, demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes a clear example to support the student’s claims.</p>
<p><b>DOK Level 2</b></p> <p><b>Score: 15-16</b></p>	<p>The student recognizes and describes specific terminology such as doctrine, practice, deity, spirituality, metaphysics, sacred/profane, ethics, perspectives, knowledge claims and knowledge questions.</p> <p>The student’s research is adequate, but not thorough. No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p><b>DOK Level 1</b></p> <p><b>Score: 13-14</b></p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task. The student’s research may not be completely adequate for the task.</p>
<p><b>DOK Level 0</b></p> <p><b>Score: 0-12</b></p>	<p>Even with help, little to no understanding or skill demonstrated; or Student did not respond to this question/task; or Student submitted the assignment beyond the 4-day late grace period.</p>