

# Westmount High School

## STANDARDS & PROCEDURES WORKSHEET

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| <b>Department or Subject:</b> | <b>Ethics and Religious Culture (CI2)</b> |
| <b>Teacher(s):</b>            | <b>Ms Jafralie</b>                        |
| <b>School Year:</b>           | <b>2016-2017</b>                          |

| <b>Term 1 (20%)</b>  |   |   |
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| <b><i>Competencies Targeted</i></b>  | <b><i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i></b>  | <b><i>General Timeline (e.g., end of term, midterm, etc.)</i></b> |
| Social Order<br>Sec II: C#1<br>Reflects on Ethical Questions   | Some evaluations may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Reflective persuasive essays</li> <li><input type="checkbox"/> Art collages</li> <li><input type="checkbox"/> Dramatic presentations</li> </ul> | Assessments are usually assigned throughout the term              |
| <b><i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i></b> | <b><i>Other Pertinent Information</i></b><br>Student' participation is assessed within each competency.   |   |

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| <p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School notes</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Agenda notes</li> <li><input type="checkbox"/> Report cards</li> <li><input type="checkbox"/> Emails</li> <li><input type="checkbox"/> Phone calls</li> </ul> | <p>Students will also need exercise books, and a pocket folder.</p> <p><b>During the course of this year, some topics and materials may be sensitive, controversial and delicate. Please be reassured that we take in consideration you and your child’s needs. If there are any concerns in regards to participation and/or the material; parents can withdraw their child’s participation from an activity at any time.</b></p> <p><b>Parents will be notified in writing of upcoming sensitive topics and how they will be approached in class. Parents will be asked to return the form should they have objection to their child’s participation.</b></p> <p><b>Thematic Subject:</b> Social Order<br/> Topics include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cyber bullying</li> <li><input type="checkbox"/> Drug usage</li> <li><input type="checkbox"/> Friendship and Love</li> <li><input type="checkbox"/> Kindness</li> <li><input type="checkbox"/> Charity</li> <li><input type="checkbox"/> Addiction</li> <li><input type="checkbox"/> Puberty and Sexuality</li> </ul> |
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| <b>Term 2 (20%)</b>  |  |   |
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| <b><i>Competencies Targeted</i></b>  | <b><i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i></b>   | <b><i>General Timeline (e.g., end of term, midterm, etc.)</i></b> |
| <p>Quebec’s Religious Heritage</p> <p>Sec II: C#2</p> <p>Demonstrates an Understanding of the Phenomenon of Religion</p> | <p>Some evaluations may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Reflective persuasive essays</li> <li><input type="checkbox"/> Art collages</li> <li><input type="checkbox"/> Dramatic presentations</li> </ul> | <p>Assessments are usually assigned throughout the term</p>       |
| <p><b><i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i></b></p>              | <p><b><i>Other Pertinent Information</i></b></p> <p>Student’ participation is assessed within each competency.<br/> Students will also need exercise books, and a pocket folder.</p>   |   |

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| <p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School notes</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Agenda notes</li> <li><input type="checkbox"/> Report cards</li> <li><input type="checkbox"/> Emails</li> <li><input type="checkbox"/> Phone calls</li> </ul> | <p><b>During the course of this year, some topics and materials may be sensitive, controversial and delicate. Please be reassured that we take in consideration you and your child's needs. If there are any concerns in regards to participation and/or the material; parents can withdraw their child's participation from an activity at any time.</b></p> <p><b>Parents will be notified in writing of upcoming sensitive topics and how they will be approached in class. Parents will be asked to return the form should they have objection to their child's participation.</b></p> <p><b>Thematic Subject:</b> Quebec's Religious Heritage<br/> Topics include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notre Dame Cathedral</li> <li><input type="checkbox"/> Saint Joseph Oratory</li> <li><input type="checkbox"/> Islamic Centre of Montreal</li> <li><input type="checkbox"/> Bagg Shul Street</li> <li><input type="checkbox"/> Guru Nanak Gurdwara</li> </ul> |
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| <b>Term 3 (60%)</b>   |  |   |
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| <b><i>Competencies Targeted</i></b>   | <b><i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i></b>   | <b><i>General Timeline (e.g., end of term, midterm, etc.)</i></b> |
| <p>Representations of the divine and mythical beings</p> <p>Sec II: C#1, 2<br/>Reflects on Ethical Questions</p> <p>Demonstrates an Understanding of the Phenomenon of Religion</p> | <p>Some evaluations may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Oral presentations</li> <li><input type="checkbox"/> Reflective persuasive essays</li> <li><input type="checkbox"/> Art collages</li> <li><input type="checkbox"/> Dramatic presentations</li> </ul> | <p>Assessments are usually assigned throughout the term</p>       |

| <b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b>  | <b>End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)</b> | <b>Other Pertinent Information</b>   |
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| <p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School notes</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Agenda notes</li> <li><input type="checkbox"/> Report cards</li> <li><input type="checkbox"/> Emails</li> <li><input type="checkbox"/> Phone calls</li> </ul> | <p><b>No compulsory or complementary exam.</b></p>                           | <p>Student' participation is assessed within each competency.</p> <p>Students will also need exercise books, and a pocket folder.</p> <p><b>During the course of this year, some topics and materials may be sensitive, controversial and delicate. Please be reassured that we take in consideration you and your child's needs. If there are any concerns in regards to participation and/or the material; parents can withdraw their child's participation from an activity at any time.</b></p> <p><b>Parents will be notified in writing of upcoming sensitive topics and how they will be approached in class. Parents will be asked to return the form should they have objection to their child's participation.</b></p> <p><b>Thematic Subject:</b> Representations of the divine and mythical beings</p> <p>Topics include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Divine names</li> <li><input type="checkbox"/> Roman and Greek gods</li> <li><input type="checkbox"/> Mythical animals</li> <li><input type="checkbox"/> Hindu gods and goddesses</li> <li><input type="checkbox"/> Holy Men</li> </ul> |

**Ethics and Religious culture (Éthique et culture religieuse)** is a course taught in all elementary and high schools in Quebec. The aim of the subject is to adopt a descriptive approach to the religious heritage of Quebec. The program's twin paramount principles are: 1) Recognition of others and 2) Pursuit of the Common Good. The ERC course will also promote a “culture of dialogue” among students. It is a program that offers students, from all backgrounds, the tools necessary to better comprehend our society and its cultural and religious heritage.