

# Westmount High School

## STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Ethics and Religious Culture (CII 4)
Teacher(s):	Ms Jafralie (HoD)
School Year:	2016-2017

Term 1 (20%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Existential Questions</p> <p>Sec IV: 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> <li><input type="checkbox"/> Video production</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>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><i>Other Pertinent Information</i></b></p> <p>Student' participation is assessed within each competency. 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> Existential Questions Topics include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Abortion</li> <li><input type="checkbox"/> Mental Health</li> <li><input type="checkbox"/> Sexually Transmitted Infections</li> <li><input type="checkbox"/> HIV and AIDS</li> <li><input type="checkbox"/> Contraception (e.g. condom, IUD, birth control pill)</li> <li><input type="checkbox"/> Sexual Fluidity</li> </ul>	

<b>Term 2 (20%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</b>	<b>General Timeline (e.g., end of term, midterm, etc.)</b>
<p>The Future of Humanity through films</p> <p>Sec IV: C#1 Reflects on Ethical Questions</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> <li><input type="checkbox"/> Video production</li> </ul>	<p>Assessments are usually assigned throughout the term</p>
<p><b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b></p> <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>Other Pertinent Information</b></p> <p>Student' participation is assessed within each competency.</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> The Future of Humanity</p> <p>Topics through films include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Humanity</li> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Religion</li> </ul> <p>Some films this year but not limited to this list:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Help</li> <li><input type="checkbox"/> Divergent</li> <li><input type="checkbox"/> Dr. Who episodes</li> <li><input type="checkbox"/> Heaven on Earth</li> <li><input type="checkbox"/> World War Z</li> <li><input type="checkbox"/> Children of Men</li> <li><input type="checkbox"/> Crash</li> <li><input type="checkbox"/> Book of Eli</li> <li><input type="checkbox"/> I robot</li> <li><input type="checkbox"/> Wall – E</li> <li><input type="checkbox"/> Star Trek</li> <li><input type="checkbox"/> The Hunger Games</li> <li><input type="checkbox"/> Day After Tomorrow</li> <li><input type="checkbox"/> War of the Worlds</li> </ul>	

<b>Term 3 (60%)</b>		
<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>Religions down through Time and Human Ambivalence</p> <p>Sec IV: C#1, 2 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> <li><input type="checkbox"/> Video production</li> </ul>	<p>Assessments are usually assigned throughout the term</p>
<b><i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i></b>	<b><i>End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)</i></b>	<b><i>Other Pertinent Information</i></b>

<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. 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> Religions down through Time and Human Ambivalence  Topics include but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Holocaust</li> <li><input type="checkbox"/> Darfur</li> <li><input type="checkbox"/> Buddhism</li> <li><input type="checkbox"/> Sikhism</li> <li><input type="checkbox"/> Islam</li> <li><input type="checkbox"/> Christianity</li> <li><input type="checkbox"/> Judaism</li> <li><input type="checkbox"/> Mormonism</li> <li><input type="checkbox"/> Jehovah's Witness</li> </ul>
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***Draft of paragraph to insert in the document to be sent to parents:***

**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.