

# Westmount High School

## STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Ethics and Religious Culture
Teacher(s):	Dr Jafralie (Department Head)
School Year:	2019-2020

Term 1 (20%)		
<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>
Social Order  Sec II: C#1 Reflects on Ethical Questions	Some evaluations may include: <ul style="list-style-type: none"> <li>• Projects</li> <li>• Oral presentations</li> <li>• Reflective persuasive essays</li> <li>• Art collages</li> <li>• Dramatic presentations</li> </ul>	Assessments are usually assigned throughout the term
<b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b>  Teachers may communicate with parents: <ul style="list-style-type: none"> <li>• School notes</li> <li>• Website</li> <li>• Agenda notes</li> <li>• Report cards</li> <li>• Emails</li> <li>• Phone calls</li> </ul>	<b>Other Pertinent Information</b>  Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.  <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>  <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 objections to their child's participation.</b>  <b>Thematic Subject:</b> Social Order Topics include but not limited to: <ul style="list-style-type: none"> <li>• Cyber bullying</li> <li>• Drug usage</li> <li>• Friendship and Love</li> <li>• Kindness</li> <li>• Charity</li> <li>• Addiction</li> <li>• Puberty and Sexuality</li> </ul> <i>This course has an accompanying Google Classroom that students can access using their EMSB account (username and password) at <a href="https://classroom.google.com">classroom.google.com</a></i> <i>Students will be able to access course materials and submit work into the Google Classroom platform for evaluation.</i>  <i>Each student has the responsibility to access the coursework online in the Google Classroom and submit any assignments, particularly in the event of another school or classroom closure. Teachers will be available to accompany students in their learning.</i>	

<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>
Quebec's Religious Heritage  Sec II: C#2  Demonstrates an Understanding of the Phenomenon of Religion	Some evaluations may include: <ul style="list-style-type: none"> <li>● Projects</li> <li>● Oral presentations</li> <li>● Reflective persuasive essays</li> <li>● Art collages</li> <li>● Dramatic presentations</li> </ul>	Assessments are usually assigned throughout the term
<b>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</b>  Teachers may communicate with parents: <ul style="list-style-type: none"> <li>● School notes</li> <li>● Website</li> <li>● Agenda notes</li> <li>● Report cards</li> <li>● Emails</li> <li>● Phone calls</li> </ul>	<b>Other Pertinent Information</b> Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.  <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>  <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 objections to their child's participation.</b>  <b>Thematic Subject:</b> Quebec's Religious Heritage Topics include but not limited to: <ul style="list-style-type: none"> <li>● Notre Dame Cathedral</li> <li>● Saint Joseph Oratory</li> <li>● Islamic Centre of Montreal</li> <li>● Bagg Shul Street</li> <li>● Guru Nanak Gurdwara</li> </ul> <i>This course has an accompanying Google Classroom that students can access using their EMSB account (username and password) at <a href="https://classroom.google.com">classroom.google.com</a></i> <i>Students will be able to access course materials and submit work into the Google Classroom platform for evaluation.</i>  <i>Each student has the responsibility to access the coursework online in the Google Classroom and submit any assignments, particularly in the event of another school or classroom closure. Teachers will be available to accompany students in their learning.</i>	

<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>Representations of the divine and mythical beings</p> <p>Sec II: 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>● Projects</li> <li>● Oral presentations</li> <li>● Reflective persuasive essays</li> <li>● Art collages</li> <li>● Dramatic presentations</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>● School notes</li> <li>● Website</li> <li>● Agenda notes</li> <li>● Report cards</li> <li>● Emails</li> <li>● Phone calls</li> </ul>	<p><b>No compulsory or complementary exam.</b></p>	<p>Students' 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 objections 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>• Divine names</li> <li>• Roman and Greek gods</li> <li>• Mythical animals</li> <li>• Hindu gods and goddesses</li> <li>• Holy Men</li> </ul> <p><i>This course has an accompanying Google Classroom that students can access using their EMSB account (username and password) at <a href="https://classroom.google.com">classroom.google.com</a> Students will be able to access course materials and submit work into the Google Classroom platform for evaluation.</i></p> <p><i>Each student has the responsibility to access the coursework online in the Google Classroom and submit any assignments, particularly in the event of another school or classroom closure. Teachers will be available to accompany students in their learning.</i></p>
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**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.

