

Westmount High School

STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Ethics and Religious Culture Secondary 1
Teacher(s):	Dr. Jafralie (Department Head)
School Year:	2022-2023

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>Competency 1 Reflects on Ethical Questions</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> • Projects • Oral presentations • Reflective persuasive essays • Art collages • Dramatic presentations 	<p>Assessments are usually assigned throughout the term</p>
<p>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</p> <p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> • School notes • Website • Agenda notes • Report cards • Emails • Phone calls 	<p>Other Pertinent Information</p> <p>Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.</p> <p>During the 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 regard to participation and/or the material; parents can withdraw their child's participation from an activity at any time.</p> <p>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.</p> <p>Thematic Subject: Freedom Topics include but not limited to:</p> <ul style="list-style-type: none"> *Changes from elementary to secondary school *Getting to know Westmount High School *Bullying & Peer Pressure *Personality & Qualities *Family *Talents & Dreams *Digital Citizenship 	

Term 2 (20%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p>Competency 2 Demonstrates an Understanding of the Phenomenon of Religion</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> • Projects • Oral presentations • Reflective persuasive essays • Art collages • Dramatic presentations 	<p>Assessments are usually assigned throughout the term</p>
<p>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</p> <p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> • School notes • Website • Agenda notes • Report cards • Emails • Phone calls 	<p>Other Pertinent Information</p> <p>Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.</p> <p>During the 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 regarding participation and/or the material, parents can withdraw their child's participation from an activity at any time.</p> <p>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.</p> <p>Thematic Subject: Religious Foundational Stories Topics include but not limited to: *Introduction to world religions *Buddhism (The Birth of Buddha) *Christianity (The Birth of Jesus) *Hinduism (The Birth of Vishnu) *Judaism (The Birth of Moses) *Islam (The Story of Muhammad) *Sikhism (The Story of Guru Nanak)</p>	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p>Competency 1 Reflects on Ethical Questions</p> <p>Competency 2 Demonstrates an Understanding of the Phenomenon of Religion</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> • Projects • Oral presentations • Reflective persuasive essays • Art collages • Dramatic presentations 	<p>Assessments are usually assigned throughout the term</p>
<p>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</p>	<p>Other Pertinent Information</p> <p>Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.</p> <p>During the 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 regarding participation and/or the material, parents can withdraw their child's participation from an activity at any time.</p> <p>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.</p>	

Thematic Subjects

<p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> • School notes • Website • Agenda notes • Report cards • Emails • Phone calls 	<p>Thematic Subject: Autonomy</p> <ul style="list-style-type: none"> *Economy *Citizenship *Justice & the Legal System *Immigration * Social Services * Canadian Military and Defenses
<p>End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)</p>	<p>No compulsory or complementary exam.</p>

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.