

# Westmount High School

## STANDARDS & PROCEDURES WORKSHEET

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

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>
<p>Questions about Justice</p> <p>Sec V: C#1</p> <p>Reflects on Ethical Questions</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> <li>• 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>• School notes</li> <li>• Website</li> <li>• Agenda notes</li> <li>• Report cards</li> <li>• Emails</li> <li>• Phone calls</li> </ul>	<p><b>Other Pertinent Information</b></p> <p>Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.</p> <p><b>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.</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> Questions about Justice Topics include but not limited to:</p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Conflicts in the World and Extremism</li> <li>• Protest</li> <li>• Racism and young people</li> <li>• Teenage Boundaries</li> </ul>	

Term 2 (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>
Religious Experience  Sec V: 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> <li>● Video production</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 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.</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> Religious Experience Topics include but not limited to: <ul style="list-style-type: none"> <li>● Beliefs</li> <li>● After life</li> <li>● Pilgrimage</li> <li>● Doubt</li> <li>● Tragedy</li> <li>● Religious Conflicts</li> </ul>	

<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>
Religious Influences on Art and Culture and Tolerance  Sec V: C#1, 2 Reflects on Ethical Questions  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> <li>● Video production</li> </ul>	Assessments are usually assigned throughout the term
<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>
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>No compulsory or complementary exam.</b>	Students' participation is assessed within each competency. Students will also need exercise books, and a pocket folder.  <b>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.</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> Religious Influences on Art and Culture and Tolerance Topics include but not limited to: <ul style="list-style-type: none"> <li>● Interreligious Fashion Show</li> <li>● Song Creation</li> <li>● Songs that represent the world</li> </ul>

***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.