

Westmount High School

STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Ethics and Religious Culture
Teacher(s):	Dr Jafralie (Department Head)
School Year:	2023-2024

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 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 • Video production 	<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 into 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: Existential Questions Topics include but not limited to:</p> <ul style="list-style-type: none"> • Abortion • Mental Health • Sexually Transmitted Infections • HIV and AIDS • Contraception (e.g., condom, IUD, birth control pill) 	

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>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"> ● Projects ● Oral presentations ● Reflective persuasive essays ● Art collages ● Dramatic presentations ● Video production 	<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 into 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: The Future of Humanity</p> <p>Topics through films include but not limited to:</p> <ul style="list-style-type: none"> ● Technology ● Humanity ● Environment ● Religion <p>Some films this year but not limited to this list:</p> <ul style="list-style-type: none"> ● The Help ● Divergent ● Dr. Who episodes ● Heaven on Earth ● World War Z ● Children of Men ● Crash ● Book of Eli ● I robot ● Wall – E ● Star Trek ● The Hunger Games ● Day After Tomorrow ● War of the Worlds 	
<p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> ● School notes ● Website ● Agenda notes ● Report cards ● Emails ● Phone calls 		

Term 3 (60%)

<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>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"> ● Projects ● Oral presentations ● Reflective persuasive essays ● Art collages ● Dramatic presentations ● Video production 	<p>Assessments are usually assigned throughout the term</p>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i></p>	<p><i>End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)</i></p>	<p><i>Other Pertinent Information</i></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>No compulsory or complementary exam.</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 into 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: Religions down through Time and Human Ambivalence Topics include but not limited to: ● The Holocaust</p> <ul style="list-style-type: none"> ● Darfur ● Buddhism ● Sikhism ● Islam ● Christianity ● Judaism ● Mormonism ● Jehovah's Witness
--	--	--

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.