

Westmount High School

STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Culture and Citizenship in Quebec Sec I
Teacher(s):	Dr Jafralie (Department Head)
School Year:	2024-2025

Term 1 (20%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p>Identities and Belonging</p> <p>Sec II: C#1 To Reflect 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 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: Identities and Belonging Topics include but not limited to:</p> <ul style="list-style-type: none"> • Dimensions of Identity • Plural identities • Sexual Orientation • Gender Socialization • Sense of Belonging 	

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>Cultural Heritage</p> <p>Sec II: C#2</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 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: Cultural Heritage - Topics include but not limited to:</p> <ul style="list-style-type: none"> ● Indigenous Peoples ● Ethnocultural identities ● Religious Cultures ● Gender Diversity ● Diversity in Sexuality ● Holistic Environmental Responsibility 	
<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%)

Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
Collective Life Sec II: C#1, 2 <ul style="list-style-type: none">• To Reflect on Ethical Questions• To Study Cultural Realities	Some evaluations may include: <ul style="list-style-type: none">• Projects• Oral presentations• Reflective persuasive essays• Art collages• Dramatic presentations	Assessments are usually assigned throughout the term
Communication to Students and Parents (e.g., note home, website, agenda, report cards)	End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)	Other Pertinent Information

<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.</p> <p>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 consider you and your child's needs. If there are any concerns about 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: Collective Life</p> <p>Topics include but not limited to:</p> <ul style="list-style-type: none"> ● Shifting Boundaries ● Access to Citizenship ● Immigration ● Community and Public Life ● Trust or distrust in institutions
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Culture and Citizenship in Quebec:

This course provides a deep understanding of Québec's unique society, which is shaped by its rich history, the presence of Indigenous Peoples, and its commitment to diversity and inclusion. In a society that values equality, respect, and dignity for all, as outlined in the Charter of Human Rights and Freedoms, it is essential to learn how to navigate and appreciate the diverse backgrounds that make up our communities.

By exploring how Québec's secular and democratic values intersect with its cultural diversity, this course helps students understand the importance of balancing shared values with respect for differences. This knowledge is crucial for fostering social harmony and ensuring that all citizens can live together peacefully in a rapidly evolving society.

