

Westmount High School

STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	Ethics and Religious Culture
Teacher(s):	Dr Jafralie (Head of Department)
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>Search for Meaning and Worldviews</p> <p>Sec V: C#1 and 2</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Reflective persuasive essays ● Art ● 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 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: Search for Meaning and Worldviews Topics include but not limited to:</p> <ul style="list-style-type: none"> ● Mental Health and well being ● Meaning of life and death ● Personal development ● Construction of Identity ● Decisions around sexuality 	
<p>Teachers may communicate with parents:</p> <ul style="list-style-type: none"> ● School notes ● Website ● Agenda notes ● Report cards ● Emails ● Phone calls 		

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>Social Groups and Power Relations</p> <p>Sec V: C# 1 and 2</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Reflective persuasive essays ● Art ● 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 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: Social Groups and Power Relations Topics include but not limited to:</p> <ul style="list-style-type: none"> ● Inequities ● Xenophobia ● Environmental Health ● Reconciliation ● Social Movements 	
<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.)

<p>Indigenous Cultures</p> <p>Sec V: C#1, 2</p>	<p>Some evaluations may include:</p> <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Reflective persuasive essays ● Art ● 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 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: Indigenous Cultures Topics include but not limited to:</p> <ul style="list-style-type: none"> ● Indigenous Spiritualities ● Ways of Knowing ● Ancestral knowledge ● Experiential learning

Draft of paragraph to insert in the document to be sent to parents:

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.