



# Lester B. Pearson High School

<b>Academic Year: 2018-19</b>	<b>Department: ERC</b>
<b>Subject: Ethics &amp; Religious Culture</b>	<b>Level (Cycle and Year): Secondary 1 SE</b>

## Term 1 - Not Evaluated

<b>School Reporting Date(s)</b> Progress Report: <b>October 15, 2018</b> Term I Report Card: <b>November 29, 2018</b> <b>Teacher Methods of Communication: Email, Agenda, Telephone</b>			
<b>Competencies Evaluated and Percentage of Term Grade:</b> C1: REFLECTS/DEMONSTRATES/ENGAGES on ethical questions C2: REFLECTS/DEMONSTRATES/ENGAGES an understanding of Religions			

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
1. <i>Reflective responses</i>		3 to 5	
2. <i>Project</i>		1	
3. <i>Discussion/ Participation</i>		1	

## Term 2 - 25%

<b>School Reporting Date(s)</b> Term II Report Card: <b>February 28, 2019</b> <b>Teacher Methods of Communication: Email, Agenda, Telephone</b>			
<b>Competency Evaluated and Percentage of Term Grade:</b> C1: REFLECTS/DEMONSTRATES/ENGAGES on ethical questions C2: REFLECTS/DEMONSTRATES/ENGAGES an understanding of Religions			

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
1. <i>Reflective responses</i>		3 to 5	40
2. <i>Project</i>		1	50
3. <i>Discussion/ Participation</i>		1	10

## Term 3 - 75%

<b>School Reporting Date(s)</b> Term III Report Card: <b>June 25, 2019</b> <b>Teacher Methods of Communication: Email, Agenda, Telephone</b>			
<b>Competency Evaluated and Percentage of Term Grade:</b> C1: REFLECTS/DEMONSTRATES/ENGAGES on ethical questions C2: REFLECTS/DEMONSTRATES/ENGAGES an understanding of Religions			

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
1. <i>Debates/Reflections</i>		2 to 3	50
2. <i>Project</i>		1 to 2	40
3. <i>Participation/Discussion</i>		1	10

**According to the Quebec Education Program, there are two main components:**

**Ethics**

- Recognize different ways of viewing life, relationships with others, and the place and role of human beings in the world
- Reflect on values (freedom, equity, equality, justice, respect, integrity, etc.) And social prescriptions (laws, rules, regulations, etc.)
- Take a reflective position with respect to problem situations in which different values are at stake or choices have to be made
- Make choices based on the common good, get involved and act toward others autonomously and responsibly

**Religious Culture**

- Become familiar with Quebec and religious heritage
- Become open to religious diversity & develop appropriate attitudes toward it by becoming familiar with each of the 7 major religions
- Draw upon various forms of religious expression (celebrations, objects, symbols, writings etc) to help students understand religious traditions

**Student Late Work Policy**

- Students are allowed to submit the next day without penalty.
- After their one chance, 5% is deducted for each additional day it is late (i.e. as of day 2 being late).
- Once the assignment in question is handed back to students, no late assignments will be accepted as late.
- Teachers are encouraged to use their professional judgement when
- considering late work from students.