



COURSE DESCRIPTION 2011-2012

COURSE NAME:	Ethics and Religious Culture	LEVEL:	Cycle 2, Year 3
COURSE CODE:	569-502	PERIODS PER CYCLE:	2
TEACHER:	E-MAIL ADDRESS:		
Ms. Trudy Erickson	erickson.t@gaa.qc.ca		

The recognition of others and the pursuit of the common good are the two main objectives of the program. They are interdependent and common to both ethics and religious culture.

Subject Area Competencies:

1.	Reflects on ethical questions.
50%	- The student analyzes a situation from an ethical point of view.
	- The student examines a variety of cultural, moral, religious, scientific, or social references.
	- The student evaluates options or possible actions.
Activity Types in this competency: -	
2.	Demonstrates an understanding of the phenomenon of religion
50%	- The student analyzes forms of religious expression.
	- The student makes connections between forms of religious expression and the social and cultural environment.
	- The student examines various ways of thinking, being and acting.
Activity Types in this competency: -	

This course requires extensive group participation as well as individual achievement. The student will cultivate the ability to interact with others while showing respect for the rules of dialogue.

Required Text: Picoult, Jodie; Keeping Faith

Additional points of note:

1. Hand-outs and assignment information will be posted on First Class whenever possible.
2. The expectation is for about one hour of homework for each hour of class time. Because the class meets infrequently (twice on the eight day schedule) it is imperative that the students maintain a steady work ethic and keep up to date with the coursework.
3. In the event of absence, the student is responsible for checking in with classmates or the teacher to find out about missed assignments and due dates. Many assignments are collaborative and require regular attendance for good results.
4. There are no ERC exams during the formal exam periods. Marks are based on class participation, the Social Justice Project, an oral presentation, tests and written work. The three terms are weighted 20%/20%/60% respectively for the final mark.
5. Extra help for ERC is available during lunch on day 4 and 7, additional tutoring times on request.
6. Parent/ teacher communication is most effective through e-mail. Please notify the teacher of any problems or concerns.

Themes and Content	Projected Activities for Evaluation
<p><i>The Future of Humanity</i></p> <ul style="list-style-type: none"> - challenges to be met - poverty - globalization <p><i>Justice</i></p> <ul style="list-style-type: none"> - awareness, understanding, and social action <p><i>Religious Experience, Human Ambivalence</i></p> <ul style="list-style-type: none"> - <u>Keeping Faith</u> by Jodie Picoult - the God question - what is a religious experience? - faith practices/diversity/salvation 	<ul style="list-style-type: none"> • reading and research • mini-project • quizzes, test • research essay • Social Justice Project • discussion • book report • research • individual oral presentations • journaling

The Social Justice Fair will take place over two days, December 7 and 8. Displays and presentations from the Secondary 5 justice classes are an integral part of this school-wide awareness-building activity. The goal of the Social Justice Fair is to raise awareness in the school community about global injustice and to propose concrete ways to bring about change. Traditionally, the Social Justice Committee chooses the theme of the fair and suggests project topics which would be relevant to the theme; but all students are welcome to suggest themes.

How to get involved:

Consider joining the Social Justice Committee. The committee meets regularly during lunch. In addition to planning and presenting the fair, the committee has an ongoing commitment to justice projects. Work outside of meeting hours counts as community service.

Social Justice Project evaluation:

15%	Assignment # 1 Research Questions	Alone or class pair
15%	Assignment # 2 Annotated Bibliography	Alone or class pair
20%	Assignment # 3 Introduction to a research paper	Alone or class pair
30%	Research paper	Alone or class pair
	30%	Awareness Project
20%	Self/Team evaluation	Team, maximum 6
		Individual essay
100%	Total	