

Ethics and Religious Culture

COURSE OUTLINE

Subject Ethics and Religious Culture **Level** Cycle 2 Year 2 (Secondary IV)

Provincial Code 568400

Course Description and Objectives

Quebec society is characterized by growing pluralism. Evident in the diversity of values and beliefs held by individuals and groups, this diversity contributes to shaping Quebec culture. An important factor of enrichment, diversity can also be a source of tension. Living together in today's society requires that we collectively learn to build on this diversity. It is therefore important to develop an awareness of this diversity and to reflect upon and take actions that foster community life. The Ethics and Religious Culture program endeavours to contribute to this learning. This program brings together two essentially distinct dimensions of the social reality, each of which is reflected in diverse forms of expression that are particularly sensitive. Through this, students will be encouraged to engage in critical reflection on ethical questions and to understand the phenomenon of religion by practising, in a spirit of openness, dialogue that is oriented toward contributing to community life.

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. Recognition of others, which is intrinsically connected to self-knowledge, is also linked to the principle that all people possess equal value and dignity. The pursuit of the common good, which goes beyond the satisfaction of purely personal interest, involves not only the greater welfare of the group, but also that of each individual.

Broad Areas of Learning:

The Broad Areas of Learning deal with major contemporary issues. Numerous links with the educational aims and focuses of development of the broad areas of learning are made through thematic Learning and Evaluation Situations as well as other classroom activities and tasks. The five Broad Areas of Learning include Health and Well-Being, Career Planning and Entrepreneurship, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, and Citizenship and Community Life.

Cross-Curricular Competencies:

The cross-curricular competencies are valuable life-long skills which are developed both at school and elsewhere through a gradual process that begins at the elementary level and continues well beyond the secondary level. The Ethics and Religious Program provides opportunities to use, expand and consolidate these competencies through Learning Evaluation Situations as well other classroom activities and tasks. There are nine Cross-Curricular competencies which are grouped into four categories; Intellectual, Methodological, Personal and Social, and Communications-Related.

Subject-specific Competencies:

The Ethics and Religious Culture program promotes the development of three competencies:

- Reflects on Ethical questions (Ethics) + Engages in Dialogue
- Demonstrates an understanding of the phenomenon of religion (Religious Culture)
+ Engages in Dialogue

* The Dialogue competency is paired with competency 1 & 2. The acquisition knowledge is included in the development of competency 1 & 2. The Dialogue competency provides a rigorous framework in which to deal with ethical questions and / or the phenomenon of religion.

Themes and Related Content:

The Ethics component of the program:

- **Tolerance:** Help students recognize that there are different ways of looking at tolerance.
- **The Future of Humanity:** Help students recognize different ways of experiencing autonomy and of understanding its demands and impact on individuals and groups.
- **Justice:** Help students become aware that, depending on the society, there are various ways of looking at justice, at the principals associated with it and the questions it raises.
- **Human Ambivalence:** Help students become aware that human beings sometimes have conflicting feelings, judgement and behaviour.

The Religious component of the program:

- **Religions Down Through Time:** Help students become aware that understanding a religious tradition requires knowledge of the significant events in its history. Special attention must be paid to events associated with both Catholicism and Protestantism, with regard to what differentiates them and to what they have in common.
- **Existential Questions:** Help students become aware that human beings have always asked themselves fundamental questions- Who are we? - Where do we come from? - and that various religious traditions or currents of thought have offered responses to these questions.
- **Religious Experience:** Help students become aware that religious experience is an essential dimension for persons and groups affiliated with a religion.
- **Religious References in Art and Culture:** Have students appreciate that religious works of art contain references to religious writings, key figures and objects, and that these references can sometimes be found in secular art.

Assessment

The table below describes the specific competencies and the relative weighting for this subject.

Competency	Description	Weighting
1. Reflects on Ethical Questions & Engages in dialogue	<ul style="list-style-type: none"> ▪ Analyses a situation from an ethical point of view. ▪ Examines a variety of cultural, moral, religious, scientific or social references. ▪ Evaluates options or possible actions. 	50%
2. Demonstrates an Understanding of the Phenomenon of Religion & Engages in Dialogue	<ul style="list-style-type: none"> ▪ Analyzes forms of religious expression. ▪ Makes connections between forms of religious expression and the social and cultural environment. 	50%

“It should be noted that for evaluation purposes, the competency *Engages in dialogue* is considered part of the evaluation of the two other program competencies.”