

Teacher Name: *Meghan McLellan*
Email: mmclellan@wqsb.qc.ca

Subject: *Ethics*
Grade Level *Grade 2*

Course Description:

Students will begin to understand their place in the world, that everyone is a unique being, recognize their value and learn to interact with others and the world in a positive way. We will learn about holidays and religious celebrations and how different people, families, countries celebrate them. We will also integrate the sexual education curriculum into ERC by discussing uniqueness, personal awareness and gender stereotypes. The overall goal of the ERC program is to engage in meaningful dialogue; as such, a large portion of the ERC mark is based on classroom discussions.

Course Content:

Term 1: August 30th – November 4th		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Participation and interaction with others in classroom discussions, activities and environment Treating others with respect, playing nicely, etc All About Me Sexual Education Program (all about me/uniqueness) Truth & Reconciliation <ul style="list-style-type: none"> • Orange Shirt Day • 7 Grandfather Teachings Thanksgiving <ul style="list-style-type: none"> • Families • Family Traditions 	September - November	Engages in dialogue (50%) Demonstrates an understanding of celebrations & religions (50%) Participation Classroom discussions (whole and small group) Checklists/Rubric – see attached
Term 2: November 4th – February 23rd		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Participation and interaction with others in classroom discussions, activities and environment	November – February	Engages in dialogue (50%) Demonstrates an understanding of celebrations & religions (50%)

Treating others with respect, playing nicely, etc		Participation
Remembrance Day	November	Classroom discussions (whole and small group)
Holiday Celebrations (Christmas, Hanukkah, etc)	December	Checklists/Rubric – see attached
7 Grandfather Teachings		
Pink Shirt Day (Anti-Bullying)	January/February	
Term 3: February 24th – June 22nd		60 % of year
Content	Timeline (Dates)	Evaluation Methods
Participation and interaction with others in classroom discussions, activities and environment	February – June	Engages in dialogue (50%) Demonstrates an understanding of celebrations & religions (50%)
Treating others with respect, playing nicely, etc		Participation
Sexual Education Program (gender stereotypes)	March/April	Classroom discussions (whole and small group)
7 Grandfather Teachings	May/June)	Checklists/Rubric – see attached
Easter		
Mother’s Day/Father’s Day – diversity of families		
RESOURCES USED:	<i>WQSB Sexual Education resources, Close to Me Text (teacher copy), various read alouds</i>	

Course content & timelines may be adjusted as the year progresses to meet the needs of the students

Communication:

Students will be provided with a minimum of 4 communications throughout the school year.

- October 15th – Progress report
- November 20th – 1st term report card
- March 15th – 2nd term report card
 - July 10th – Final report card

General Information – Talk Rubric

<p>Communication & Body Language</p>	<p>Student shares ideas that are insightful and relevant. They establish a positive tone for conversation through encouraging facial expressions, attitude and body language.</p>	<p>Student shares ideas that guide the conversation. They are respectful of others and contribute positively through appropriate facial expressions, attitude, and body language</p>	<p>Student shares some ideas that are logical to the conversation. They participate positively in most of the conversation. They show neutral facial expressions, attitude and body language</p>	<p>Student rarely shares ideas or struggles to participate in meaningful/relevant conversation. Facial expressions, attitude, and body language have a negative impact on the conversation</p>
<p>Comments, Questions and Vocabulary</p>	<p>Provide helpful comments to further the conversation Asks relevant questions that keep discussion moving. Uses appropriate and precise vocabulary</p>	<p>Provides comments and questions to further the discussion. Uses key vocabulary</p>	<p>Provides some comments and questions that may further the discussion. Attempts to use some key vocabulary.</p>	<p>Requires prompts and supports to engage in the conversation and/or refuses to engage in the discussion. Does not use key vocabulary.</p>