

**SCALES
OF COMPETENCY LEVELS**

SECONDARY SCHOOL EDUCATION
CYCLE TWO

**History and
Citizenship Education**

Contemporary World

Third Edition
Secondary III, IV and V

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Foreword

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that teachers must prepare in Secondary Cycle Two. Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

It should be noted that this third edition contains the scales for Secondary III, IV and V, and replaces the earlier editions, published in 2007 and 2008, of the scales of competency levels for Secondary Cycle Two.

Part I: Introduction

Introduction

An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each year in Secondary Cycle Two, and their use is prescribed by the *Basic school regulation* (section 30.1).

A Uniform Model for All Subjects

To ensure that the scales for all subjects have the same format, a model composed of five competency levels was selected. Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects, at both the elementary and secondary levels.

Outline of the scales of competency levels

LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES*
5	ADVANCED	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	THOROUGH	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	ACCEPTABLE	The student mobilizes the main resources: he/she performs the basic tasks.
2	PARTIAL	The student mobilizes some of the resources, with guidance: he/she has trouble performing the tasks.
1	MINIMAL	The student mobilizes few resources: he/she partially performs the tasks or performs them with constant help.

* Resources: the *Program Content* section of each subject-specific program “describes the learning essential for the development and exercise of the competency. . . . It includes learning related to concepts, methods, strategies, processes, techniques and attitudes.” (See *Québec Education Program, Secondary Cycle Two*, chapter 4, p. 28.)

The description of each competency level is consistent with the content of the Québec Education Program, but is not a literal reiteration of that content. It is not a matter of defining learning objectives, but of proposing reference points that can be used as a guide in making an assessment with respect to the student’s level of competency development at the end of each year of Secondary Cycle Two.

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves.

It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.



The Distinctive Feature of Level 1

The wide range of observable behaviours possible for a competency exhibiting minimal development makes it difficult to draw up a typical profile for level 1. In fact, competency level 1 is attributed to students who have not attained level 2. Thus the description of level 1 is often brief and usually mentions that the student needs ongoing support to successfully carry out the tasks assigned to him or her.

Cross-Curricular Competencies

The descriptions contained in the scales for the various subjects take the cross-curricular competencies into account, since their development is closely linked to that of the subject-specific competencies. The presence of elements associated with cross-curricular competencies, particularly at the higher levels of the scales for each subject, indicates their importance for students' educational success and highlights the fact that they must be specifically targeted by planned learning and evaluation situations.

Particular Features of the Scales for Secondary Cycle Two

While the scales of competency levels for Secondary Cycle Two are an extension of those for Secondary Cycle One, they have their own particular features, since a competency report must be prepared at the end of each year. In this context, under the heading *Development of the Competency*, the Québec Education Program provides guidelines for planning the learning and evaluation to be carried out each year, for each competency. The introduction to each scale restates elements of these guidelines, highlighting those that have an impact on the preparation of the competency report.

Use of the Scales

The competency report is not the result of some mathematical calculation made on the basis of results recorded during the cycle; it is, rather, an assessment of the level of competency a student has attained, that is, of the student's ability to effectively draw on and use the resources specified in the Québec Education Program (concepts, methods, strategies, processes, techniques, attitudes). Analysis of the observations made makes it possible to obtain a portrait of the student's competency development and to match it with one of the levels on the scale. Keep in mind that this is a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the recorded data.

Since the descriptions contained in the scales are relatively short, they cannot specify all the aspects that must be taken into account in making an assessment of competency development. Different evaluation tools (e.g. rubrics, checklists) are therefore needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' assessments. Since these are based on relevant and sufficient records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed.

It is therefore important that students who are at risk of not progressing beyond the lower levels of the scale (1 and 2) be identified as early as possible, and given appropriate support. A pedagogical diagnosis and proposals for support measures could be provided along with the competency report in such a case (for example, within an individualized education plan).

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used.

MAIN PRACTICES TO BE ESTABLISHED FOR PREPARING COMPETENCY REPORTS

- Provide the students with frequent and varied opportunities to demonstrate their competencies.
- Explain the scales and their purpose to students and parents.
- Keep relevant and sufficient records of student learning.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a level.
- Where called for, report more detailed information for certain students (e.g. those with an individualized education plan).

Part II: The Scales

1. History and Citizenship Education

HISTORY AND CITIZENSHIP EDUCATION

Competency 1: Examines social phenomena from a historical perspective

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in examining social phenomena from a historical perspective, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- examine a variety of documents concerning an object of inquiry (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of inquiry
- carry out tasks associated with an object of inquiry
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
The documents contain explicit information (clearly expressed).	
The information is associated with an object of inquiry (a social phenomenon of the present and a social phenomenon of the past).	
<p>The tasks allow students to do the following:</p> <ul style="list-style-type: none"> – Make observations about an object of inquiry (a social phenomenon of the present and a social phenomenon of the past) that are based on relevant elements* and take into account the time perspective.** – Establish a relationship between observations made about the present and the past. – Formulate questions that take into account relevant elements* and the time perspective.** 	<p>Relevance of the questions raised and Consideration of the time perspective</p>
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* Relevant elements: origin, context, beliefs, attitudes, values, facts, actors, witnesses, actions, points of view, causes, consequences, aspects of society.

** Time perspective: chronological reference points, synchrony, diachrony, continuity and change.

Examines social phenomena from a historical perspective

5

Advanced competency development

Makes appropriate use of concepts related to the social phenomenon in question. Suggests ways to improve his/her process.

4

Thorough competency development

Makes observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements and the time perspective. Often makes appropriate use of concepts related to the social phenomenon in question. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Makes observations that are based on relevant elements or take into account the time perspective; and sometimes makes other observations that are based on relevant elements and take into account the time perspective. Establishes relationships between observations about the present and observations about the past. Formulates questions that take into account relevant elements or the time perspective, and sometimes both. Sometimes makes appropriate use of concepts related to the social phenomenon in question. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines documents concerning the object of inquiry. Formulates questions that take into account relevant elements or the time perspective. Lists actions taken as part of his/her process.

1

Minimal competency development

Skims various documents concerning the object of inquiry. Finds information about the object of inquiry. Presents information about the object of inquiry without making observations. Formulates questions that do not take into account relevant elements or the time perspective.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in interpreting social phenomena using the historical method, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- formulate a hypothesis (tentative explanation)
- examine a variety of documents concerning an object of interpretation (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of interpretation
- carry out tasks associated with an object of interpretation
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
A hypothesis is formulated on the basis of a question about a social phenomenon.	
The documents contain explicit information (clearly expressed).	
The information is associated with an object of interpretation pertaining to a historical conjuncture.	
The tasks allow students to do the following: <ul style="list-style-type: none"> – Explain a social phenomenon, taking into account components of the answer such as causes, consequences, interests and points of view of actors or witnesses, as well as other elements related to interpretation.* 	Rigour of their historical reasoning
<ul style="list-style-type: none"> – Establish similarities and differences between Québec society and a society “elsewhere” in a period determined by a social phenomenon. 	Critical distance
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* The other elements related to interpretation are facts, space-time framework, circumstances, actions, actors and witnesses.

Interprets social phenomena using the historical method

5

Advanced competency development

Explains the social phenomenon in question, taking into account components of the answer (causes, consequences and other elements related to interpretation). Makes appropriate use of concepts related to the social phenomenon. Suggests ways to improve his/her process.

4

Thorough competency development

Explains the social phenomenon in question, taking into account some of the components of the answer, including the interests and points of view of actors or witnesses. Often makes appropriate use of concepts related to the social phenomenon. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Formulates a hypothesis that is relevant to the question posed. Explains the social phenomenon in question, taking into account some of the components of the answer (causes, consequences and other elements related to interpretation). Establishes similarities and differences between two societies of the same period. Sometimes makes appropriate use of concepts related to the social phenomenon. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines various documents concerning the object of interpretation. Relates the information he/she has found, without explaining the social phenomenon in question. Sometimes establishes similarities and differences between two societies of the same period. Lists actions taken as part of his/her process.

1

Minimal competency development

Formulates a hypothesis that is not relevant to the question posed. Skims various documents concerning the object of interpretation. Finds information about the object of interpretation. Lists the information he/she has found, without explaining the social phenomenon in question.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in strengthening their exercise of citizenship through the study of history, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- examine a variety of documents concerning an object of citizenship (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of citizenship
- carry out tasks associated with an object of citizenship
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
The documents contain explicit information (clearly expressed) pertaining to an object of citizenship.	
The information is associated with an object of citizenship.	
The tasks allow students to do the following: – Take into account social participation or public institutions or democratic life or social identity.*	Consideration of community life and of the pluralistic nature of a society
– Identify elements of continuity and change between the present and the past in relation to an object of citizenship.	Application of historical knowledge to different contexts
– Justify their opinion about a social issue.	Discussion of social issues
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* **Social participation** refers to human action, speaking out, measures to bring about change. **Public institutions** refers to the origins and purpose of the institutions and to the citizen's role. **Democratic life** refers to values, principles and rights. **Social identity** refers to aspects of their identity and their origins, diversity, shared identity.

Strengthens his/her exercise of citizenship through the study of history

5

Advanced competency development

Gives his/her opinion about a social issue, basing it on appropriate facts. Makes appropriate use of concepts related to the object of citizenship. Suggests ways to improve his/her process.

4

Thorough competency development

Takes community life and the pluralistic nature of a society into account in carrying out tasks. Identifies elements of continuity and change. Often makes appropriate use of concepts related to the object of citizenship. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Often takes community life and the pluralistic nature of a society into account in carrying out tasks. Sometimes identifies elements of continuity and change. Sometimes gives an opinion about a social issue that is based on appropriate facts. Sometimes makes appropriate use of concepts related to the object of citizenship. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines various documents concerning the object of citizenship. Takes little account of community life and the pluralistic nature of a society in carrying out tasks. Gives his/her opinion about a social issue without basing it on facts. Lists actions taken as part of his/her process.

1

Minimal competency development

Skims various documents concerning the object of citizenship. Finds information about the object of citizenship. Gives an opinion that is not relevant to the social issue in question.

HISTORY AND CITIZENSHIP EDUCATION

Competency 1: Examines social phenomena from a historical perspective

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in examining social phenomena from a historical perspective, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- examine a variety of documents concerning an object of inquiry (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of inquiry
- carry out tasks associated with an object of inquiry
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
The documents contain explicit information (clearly expressed) and implicit information (which may be deduced or induced).	
The information is associated with an object of inquiry (a social phenomenon of the present).	
<p>The tasks allow students to do the following:</p> <ul style="list-style-type: none"> – Make observations about an object of inquiry (a social phenomenon of the present) that are based on relevant elements* and take into account the time perspective.** – Formulate questions that take into account relevant elements* and the time perspective.** One of the questions must take into account relationships between aspects of society or take into account continuity and change. 	<p>Relevance of the questions raised and Consideration of the time perspective</p>
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* Relevant elements: origin, context, beliefs, attitudes, values, facts, actors, witnesses, actions, points of view, causes, consequences, aspects of society.

** Time perspective: chronological reference points, synchrony, diachrony, continuity and change.

Examines social phenomena from a historical perspective

5

Advanced competency development

Formulates questions that take into account relevant elements and the time perspective, and one of which takes into account relationships between aspects of society or continuity and change. Makes appropriate use of concepts related to the social phenomenon in question. Suggests ways to improve his/her process.

4

Thorough competency development

Makes observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements and the time perspective. Often makes appropriate use of concepts related to the social phenomenon in question. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Makes observations that are based on relevant elements or take into account the time perspective; and sometimes makes other observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements or the time perspective, and sometimes both. Sometimes makes appropriate use of concepts related to the social phenomenon in question. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Makes observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements and the time perspective. Often makes appropriate use of concepts related to the social phenomenon in question. Identifies in his/her process reasons for his/her successes and difficulties.

1

Minimal competency development

Formulates questions that take into account relevant elements and the time perspective, and one of which takes into account relationships between aspects of society or continuity and change. Makes appropriate use of concepts related to the social phenomenon in question. Suggests ways to improve his/her process.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in interpreting social phenomena using the historical method, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- formulate a hypothesis (tentative explanation)
- examine a variety of documents concerning an object of interpretation (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of interpretation
- carry out tasks associated with an object of interpretation
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
A hypothesis is formulated based on a question about a social phenomenon or several hypotheses are formulated for each historical period.	
The documents contain explicit information (clearly expressed) and implicit information (which may be deduced or induced).	
The information is associated with an object of interpretation that concerns a theme considered over the long term.	
The tasks allow students to do the following: <ul style="list-style-type: none"> – Explain a social phenomenon, taking into account components of the answer such as causes, consequences, interests and points of view of actors or witnesses, as well as other elements related to interpretation.* 	Rigour of their historical reasoning
– Identify elements of continuity and change between historical periods.	Rigour of their historical reasoning
– Describe the evolution of Québec society.	Rigour of their historical reasoning
– Establish similarities and differences between Québec society today and another society "elsewhere."	Critical distance
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* The other elements related to interpretation are facts, space-time framework, circumstances, actions, actors and witnesses.

Interprets social phenomena using the historical method

5

Advanced competency development

Explains the social phenomenon in question, taking into account components of the answer (causes, consequences and other elements related to interpretation). Describes the evolution of Québec society. Makes appropriate use of concepts related to the social phenomenon. Suggests ways to improve his/her process.

4

Thorough competency development

Explains the social phenomenon in question, taking into account some of the factors, including the interests and points of view of the actors and witnesses. Identifies elements of continuity and change. Often makes appropriate use of concepts related to the social phenomenon. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Formulates a hypothesis that is relevant to the question posed. Explains the social phenomenon in question, taking into account some of the factors (causes, consequences and other elements related to interpretation). Sometimes identifies elements of continuity and change. Sometimes describes the evolution of Québec society. Establishes similarities and differences between two societies of the same period. Sometimes makes appropriate use of concepts related to the social phenomenon. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines documents concerning the object of interpretation. Relates the information he/she has found, without explaining the social phenomenon in question. Sometimes establishes similarities and differences between two societies of the same period. Lists actions taken as part of his/her process.

1

Minimal competency development

Formulates a hypothesis that is not relevant to the question posed. Skims various documents concerning the object of interpretation. Finds information about the object of interpretation. Lists the information he/she has found, without explaining the social phenomenon in question.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in strengthening their exercise of citizenship through the study of history, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Among other things, the situations chosen for Secondary Cycle Two should enable the students to:

- examine a variety of documents concerning an object of citizenship (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- find information about an object of citizenship
- carry out tasks associated with an object of citizenship
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
The documents contain explicit information (clearly expressed) and implicit information (which may be deduced or induced).	
The information is associated with an object of citizenship.	
The tasks allow students to do the following: – Take into account social participation or public institutions or democratic life or social identity.*	Consideration of community life and of the pluralistic nature of a society
– Identify elements of continuity and change between the present and the past in relation to an object of citizenship.	Application of historical knowledge to different contexts
– Justify their opinion about a social issue.	Discussion of social issues
Reflecting on their process gives students an opportunity to identify ways to improve it.	Critical assessment of their process

* **Social participation** refers to human action, speaking out, measures to bring about change. **Public institutions** refers to the origins and purpose of the institutions and to the citizen's role. **Democratic life** refers to values, principles, rights. **Social identity** refers to aspects of their identity and their origins, diversity, shared identity.

Strengthens his/her exercise of citizenship through the study of history

5

Advanced competency development

Uses facts effectively to make a persuasive argument. Makes appropriate use of concepts related to the object of citizenship. Suggests ways to improve his/her process.

4

Thorough competency development

Takes community life and the pluralistic nature of a society into account in carrying out tasks. Identifies elements of continuity and change. Gives an opinion about a social issue, basing it on appropriate facts. Often makes appropriate use of concepts related to the object of citizenship. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Sometimes identifies elements of continuity and change. Often takes community life and the pluralistic nature of a society into account in carrying out tasks. Gives an opinion about a social issue that is sometimes based on appropriate facts. Sometimes makes appropriate use of concepts related to the object of citizenship. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines documents concerning the object of citizenship. Takes little account of community life and the pluralistic nature of a society in carrying out tasks. Gives an opinion about a social issue that is not based on facts. Lists actions taken as part of his/her process.

1

Minimal competency development

Skims various documents concerning the object of citizenship. Finds information about the object of citizenship. Gives an opinion that is not relevant to the social issue in question.

2. Contemporary World

CONTEMPORARY WORLD

Competency 1: Interprets a contemporary world problem

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in interpreting a contemporary world problem, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

The situations chosen should enable students to:

- examine a variety of documents bearing on a contemporary world problem (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- carry out tasks related to a contemporary world problem, such as:
 - finding information (actors, facts, points of view, world context) on various manifestations of this problem in the world
 - determining causes and consequences
 - establishing similarities and differences in the forms the problem takes in the world
 - identifying global trends
 - explaining the problem
- reflect on their process

Interprets a contemporary world problem

5

Advanced competency development

Provides a full explanation of a contemporary world problem, making connections among different aspects of society (cultural, economic, political and social). Suggests ways to improve his/her process.

4

Thorough competency development

Identifies global trends. Accurately explains a contemporary world problem. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Determines causes and consequences of a contemporary world problem. Establishes similarities and differences in the forms the problem takes in the world. Considers more than one scale of analysis. Partly explains a contemporary world problem. Makes appropriate use of concepts related to the theme. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines documents. Relates the information he/she has found, without explaining a contemporary world problem. Lists actions taken as part of his/her process.

1

Minimal competency development

Skims documents and finds information about various manifestations of a problem in the world, without explaining the problem.

CONTEMPORARY WORLD

Competency 2: Takes a position on a contemporary world issue

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in taking a position on a contemporary world issue, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

The situations chosen should enable students to:

- examine a variety of documents bearing on a contemporary world issue (e.g. texts, maps, graphs, tables, illustrated documents, time lines)
- carry out tasks related to a contemporary world issue, such as:
 - identifying interests and values that underlie the points of view of actors such as states, international institutions, multinational firms, citizen groups and media
 - establishing points of convergence and divergence among the points of view of actors
 - identifying some solutions proposed by actors
 - recognizing some advantages and disadvantages of the solutions proposed
 - expressing their opinion on an issue, supporting it with arguments
- reflect on their process

Takes a position on a contemporary world issue

5

Advanced competency development

Uses well-chosen arguments to support his/her opinion on a contemporary world issue. Suggests ways to improve his/her process.

4

Thorough competency development

Recognizes some advantages and disadvantages of the solutions proposed by actors. Expresses an opinion on a contemporary world issue and uses appropriate arguments to justify it. Identifies in his/her process reasons for his/her successes and difficulties.

3

Acceptable competency development

Identifies interests and values that underlie the points of view of actors. Establishes points of convergence and divergence among the points of view of actors. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

2

Partial competency development

Examines documents. Identifies solutions proposed by actors. Expresses an opinion on a contemporary world issue and sometimes uses appropriate arguments to justify it. Lists actions taken as part of his/her process.

1

Minimal competency development

Skims documents. Identifies points of view of actors involved in a contemporary world issue. Expresses an opinion on a contemporary world issue, without using any arguments to justify it.

