

FRAME OF REFERENCE (Second Edition)

Evaluation and Approval of Atlases

Elementary and Secondary Education



This document was produced by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche.

Coordination and content

Bureau d'approbation du matériel didactique
Direction des ressources didactiques
Secteur du développement pédagogique et
du soutien aux élèves

Coordination of production and publication

Direction des communications

Title of original document

*Cadre de référence, 2e édition—Évaluation et approbation
des atlas—Enseignement primaire et secondaire*

Translation

Direction des services à la communauté anglophone
Services langagiers
Ministère de l'Éducation, de l'Enseignement supérieur et
de la Recherche

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This document may be consulted on the Ministère's
Website:

www.education.gouv.qc.ca

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Ministère de l'Éducation, de l'Enseignement supérieur
et de la Recherche, 2015

ISBN 978-2-550-74475-7 (PDF)

ISBN 978-2-550-72319-6 (French, PDF)

Legal deposit — Bibliothèque et Archives nationales du
Québec, 2015

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PART ONE
General Information

1. Role of the atlas in teaching and learning

Atlases are everyday reference books that may be considered basic instructional materials. While there are some maps in textbooks specifically designed for the elementary and secondary Social Science programs, an atlas is still essential for the development of the subject-specific competencies in the social sciences, which are set out in the Québec Education Program (QEP).

In the QEP for elementary education, from Cycle Two on, the atlas is seen as a resource that allows students to become aware of the connections between social, territorial, political, economic and historical phenomena. It continues to play this role in secondary education, where the students learn, among other things, to understand the organization of a territory, interpret territorial phenomena, adopt a research method and use a variety of resources, including atlases.

As a reference work, an atlas should:

- provide a broad variety of maps on different scales and themes, allowing students to make observations comparing different times and places, and to do geographic and historical analyses
- provide different methods of representation (cutaway views, landscapes, models, etc.) of space and time
- show the spatial and temporal distribution of the phenomena studied
- show how to accurately locate geographic and historical phenomena
- present various types of information:
 - physical geography (climates, major landforms, hydrographic and physiographic features, natural resources, etc.)
 - human geography (populations, religions, economics, politics, urbanization, industry, living environment, tourism, etc.)
- present information in a way that allows students to identify relationships and draw their own conclusions about the various assets and constraints associated with the societies, territories, social phenomena, problems and issues, historical turning points and cultural areas studied
- help students become familiar with the parts of a map (title, scale, legend, orientation, projection)

2. Conditions for approval

To be eligible for approval, an atlas must meet the following conditions:

The atlas corresponds to the definition of a reference work for everyday use.

This type of atlas consists of maps, graphs, tables, photographs, short texts, etc., related to the QEP Social Sciences subject area.

The atlas has been designated as instructional material.

The front matter states the target readership, the discipline and the series, where applicable. The work contains no advertising for textbooks or other works.

The atlas does not refer to workbooks in any way.

It contains no references to activities or exercises, nor any explicit or implicit incentive to use any workbook or worksheets.

The print version of the atlas has a recommended type of binding.

The print version of the atlas has a type of binding that meets the guidelines of the Direction des ressources didactiques.

Documents to be provided

With every application for approval, the publisher must provide a form attesting to the quality of language (linguistic review), scientific accuracy (scientific review) and conformity to the rules for using the International System of Units (SI) and to certain writing standards (standards review).

3. Evaluation of atlases

Once the atlas has been judged eligible for approval, its content is evaluated with regard to the following aspects:

- **Pedagogical aspects:**
 - Criterion 1: development of subject-specific competencies and coverage of the essential knowledge or program content in the Social Sciences subject area in elementary or secondary education
 - Criterion 2: currency, accuracy and objectivity of the content
 - Criterion 3: quality of the language used and suitability for the age of the students targeted
- **Material aspects:** paper, typesetting, printing, layout, tools for locating information, illustrations
- **Social and cultural aspects:** minority groups, gender, personal and social characteristics, interactions among characters, non-sexist language
- **Religious aspects:** moral and religious values, where applicable
- **Conventions:** rules and conventions of toponymy¹

The list of eligible and approved atlases will be published on the website of the Bureau d'approbation du matériel didactique (BAMD). Atlases that comply only in part with respect to the discipline or disciplines involved will be identified as such in the list of approved works.

4. Duration of approval of atlases

To ensure that atlases reflect the current political, social and territorial situation as much as possible, the approval period is limited to seven years. Approval may be renewed if the atlas is still current at the end of this period.

1. Section 128 of the *Charter of the French Language*

PART TWO
Evaluation Criteria

Pedagogical Aspects

ELEMENTARY EDUCATION: Geography, History and Citizenship Education

Criterion 1: **The content concerning the societies and/or territories studied fosters the development of the subject-specific competencies in the Social Sciences subject area of the Québec Education Program.**

Element	Points to analyze
<p>1.1 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the Geography, History and Citizenship Education program</p>	<p>1.1.1 Maps, texts, illustrations and photographs provide information that helps students develop the subject-specific competencies of the elementary-level Geography, History and Citizenship Education program.</p> <p><i>a)</i> Short texts accompanying the visual elements raise questions and explain social and territorial phenomena.</p> <p><i>b)</i> The information in the texts and the visual elements are organized in a way that allows students to make connections between the territories and the societies studied.</p> <p><i>c)</i> Maps, texts, illustrations, graphs and statistics allow readers to work on all the key features of each competency.</p> <p><i>d)</i> The historical and geographic maps are of various types (physiographic, topographic, hydrographic, political, statistical, etc.), depending on the societies studied.</p>

Element	Points to analyze
<p>1.1 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the Geography, History and Citizenship Education program (cont.)</p>	<p>1.1.2 Maps, texts, illustrations and photographs are directly related to the essential knowledge in the elementary-level Geography, History and Citizenship Education program.</p> <ul style="list-style-type: none"> a) These documents present the social and territorial organization of the societies at the start of the periods studied. b) These documents present the changes in social and territorial organization that have taken place in these societies in each period selected for study (the same society in different periods). c) These documents present differences in organization in relation to other societies studied in the same period. d) There is information related to the essential knowledge on each of the societies and each of the territories studied.

Pedagogical Aspects

SECONDARY EDUCATION: Geography, Cycle One, and Cultural Geography (optional program), Cycle Two, Year Three

Criterion 1: **The content concerning the societies and/or territories studied fosters the development of the subject-specific competencies in the Social Sciences subject area of the Québec Education Program.**

Element	Points for Analysis
<p>1.2 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the geography programs</p>	<p>1.2.1 Maps, texts, illustrations and photographs provide information that helps students develop the subject-specific competencies of one or both of the secondary-level geography programs in the Social Sciences subject area.</p> <p>a) Photographs of landscapes show:</p> <ul style="list-style-type: none"> • characteristics of the five types of territories and of the types of territorial organization studied (Geography, Cycle One, C1) • organizational characteristics of the six prescribed cultural areas, and natural and human factors that are responsible for the characteristics (Cultural Geography, Cycle Two, C1) <p>b) Short texts raise questions and supplement the maps and landscapes (Geography, Cycle One, C1, C2 and C3; Cultural Geography, Cycle Two, C1 and C2).</p> <p>c) Taking into account a designated focus, thematic maps can be used to:</p> <ul style="list-style-type: none"> • address a territorial issue (Geography, Cycle One, C2) • convey the dynamics of a cultural area (Cultural Geography, Cycle Two, C2) <p>d) Thematic maps of the world can be used to study global geographic phenomena (Geography, Cycle One, C3).</p>

Element	Points for Analysis
	<p>e) One type of territorial or cultural organization is presented in its relationship to other territories, allowing connections to be made between local, regional, national and international territories (e.g. Montréal and the island, Montréal and the metropolitan area, Montréal and the province of Québec, Montréal and Canada, and Montréal and the world or, for example, Montréal and the African cultural area and the African diasporas).</p> <p>f) Maps, representations of landscapes, graphs, diagrams and statistics are used to work on all the key features of the competencies.</p> <p>g) There are various kinds of maps (political, thematic, statistical, hydrographic, etc.) of Québec, Canada, a continent and the world.</p>

<p>1.2 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the geography programs (cont.)</p>	<p>1.2.2 Maps, texts, illustrations and photographs relate to the content of the secondary-level geography programs.</p> <p>a) These documents illustrate:</p> <ul style="list-style-type: none"> • the five types of territories (urban, regional, agricultural, Aboriginal and protected) (Geography, Cycle One) • the six cultural areas (African, Arab, Indian, Latin American, Western and East Asian) (Cultural Geography, Cycle Two) <p>b) These documents illustrate:</p> <ul style="list-style-type: none"> • various types of territorial organization, including the compulsory elements of the program (Montréal as a metropolis, the walled city of Québec, a tourist region in Québec or elsewhere in Canada, and an agricultural territory in Québec) as well as an optional element for each territory (Geography, Cycle One) • the topic to be understood and the topic to be interpreted for each cultural area (Cultural Geography, Cycle Two) <p>c) The information is organized in a way that takes into account the central concept.</p> <p>d) Information is provided on common concepts (related to all the different territories and cultural areas) and specific concepts (concepts specific to each territory or cultural area).</p> <p>e) These documents illustrate cultural references associated with the types of territorial organizations or cultural areas studied.</p>
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Pedagogical Aspects

SECONDARY EDUCATION: History and Citizenship Education, Cycles One and Two, and History of the 20th Century (optional program), Cycle Two, Year Three

Criterion 1: **The content concerning the societies and/or territories studied fosters the development of the subject-specific competencies in the Social Sciences subject area of the Québec Education Program.**

Element	Points for Analysis
<p>1.3 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the History and Citizenship Education and History of the 20th Century programs</p>	<p>1.3.1 Period maps, modern maps, texts, illustrations and photographs provide information that helps students develop the subject-specific competencies of one or more of the secondary-level history programs in the Social Sciences subject area.</p> <p><i>a)</i> Short texts provide explanations and raise questions, supplementing the maps, illustrations, photographs, graphs, statistics, etc. (History and Citizenship Education, C1, C2 and C3; History of the 20th Century, C1, C2).</p> <p><i>b)</i> A given phenomenon is shown in maps of various scales (local, regional, national, world, etc.) (History and Citizenship Education and History of the 20th Century, C1 and C2).</p> <p><i>c)</i> These documents present:</p> <ul style="list-style-type: none"> • a given phenomenon at different periods (History and Citizenship Education, C1 and C2) • the characteristics of historical turning points in terms of duration (History of the 20th Century, C1 and C2) <p><i>d)</i> These documents help students reflect on topics from a historical perspective (History and Citizenship Education and History of the 20th Century, C1).</p>

Element	Points for Analysis
<p>1.3 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the History and Citizenship Education and History of the 20th Century programs (cont.)</p>	<p>1.3.2 Period maps, modern maps, texts, illustrations and photographs relate directly to the content of one or more of the secondary-level history programs in the Social Sciences subject area.</p> <ul style="list-style-type: none"> a) These documents present all the social phenomena studied. b) They are organized in a way that takes into account the designated focus that determines the object of interpretation of each social phenomenon. (History and Citizenship Education and History of the 20th Century). c) The information is organized in a way that takes into account the central concepts related to the various social phenomena (History and Citizenship Education and History of the 20th Century). d) Information is provided on the common concepts, specific concepts and historical concepts related to the social phenomena (History and Citizenship Education and History of the 20th Century). e) These documents present at least one "elsewhere" for each social phenomenon (History and Citizenship Education), and some cultural references and chronological reference points associated with it (History and Citizenship Education and History of the 20th Century).

SECONDARY EDUCATION: Contemporary World, Cycle Two, Year Three

Criterion 1: The content concerning the societies and/or territories studied fosters the development of the subject-specific competencies in the Social Sciences subject area of the Québec Education Program.

Element	Points for analysis
<p>1.4 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the Contemporary World program</p>	<p>1.4.1 Period maps, texts, illustrations and photographs provide information that helps students develop the subject-specific competencies of the Contemporary World program.</p> <ul style="list-style-type: none"> a) Short texts provide explanations and stimulate reflection, supplementing the maps, illustrations, photographs, graphs, statistics, etc. (C1 and C2). b) A given phenomenon is shown in maps of various scales (local, regional, national, world, etc.) (C1 and C2). c) These documents illustrate the global scale of the problems considered (C1). d) These documents reflect the current world situation and can be used to establish connections between geography, history, economics and politics (C1 and C2).
<p>1.4 Relevance of the maps, texts, illustrations and photographs to the development of the subject-specific competencies of the Contemporary World program (cont.)</p>	<p>1.4.2 Maps, texts, illustrations and photographs relate directly to the content of the geographical, historical, economic and political themes addressed in the Contemporary World program.</p> <ul style="list-style-type: none"> a) These documents present all the themes studied. b) They are organized in a way that takes into account the designated focus that determines the topic to be interpreted and the issue on which a position is to be taken for each theme. c) The information is organized in a way that takes into account the central concepts related to the various themes. d) Information is provided on the common concepts and specific concepts. e) These documents present at least one issue per theme. They also include meaningful cultural references.

Pedagogical Aspects (Elementary and Secondary Education)

Criterion 2: The content is accurate, up-to-date and objective.

Element	Points for Analysis
2.1 Accurate, current content	2.1.1 The content (maps, texts, illustrations, photographs, tables, etc.) presents phenomena as they are generally understood at present. 2.1.2 The content is free from errors. 2.1.3 The references to information sources used in creating the atlas are complete; they accompany each of the elements (maps, texts, illustrations, photographs, tables, etc.).
2.2 Objective content (maps, texts, illustrations, photographs, tables, etc.)	2.2.1 The content corresponds to recognized theories in the discipline involved. 2.2.2 The content presents a variety of points of view, based on the observation of various facts.

Pedagogical Aspects (Elementary and Secondary Education)

Criterion 3:	The content is suited to the students in cognitive, affective, linguistic and cultural terms.
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Element	Points for Analysis
3.1 Introduction	3.1.1 The introduction is succinct and enables students to readily understand the structure and content of the atlas.
3.2 Tools for locating information	3.2.1 The atlas contains an index, table of contents and bibliography that are easily located and simple to consult. 3.2.2 The layout is well organized.
3.3 Maps, texts, illustrations, photographs, tables, diagrams, etc.	3.3.1 The maps, texts, illustrations, photographs, tables, diagrams, etc. are suitable for the students' level of cognitive development. 3.3.2 The texts accompanying the visual elements reflect a concern for the quality of language. 3.3.3 The maps, illustrations, photographs, tables, diagrams, etc. do not overload students with too much information, making it easier to find the important elements.
3.4 Legends and symbols in the visual elements	3.4.1 The legends and symbols accompanying the maps, illustrations, tables, diagrams, etc. are consistent and easy to interpret. They respect the conventions for producing these maps.
3.5 Dimensions of the visual elements	3.5.1 The dimensions of the maps, illustrations, photographs, tables, diagrams, etc. are sufficient for their intended use by the students.
3.6 Graphs	3.6.1 The choice of graphs (timelines, pie charts, histograms, etc.) facilitates understanding.
3.7 Colours	3.7.1 The colours used in the maps, illustrations, photographs, tables, diagrams, etc. help present the information clearly.



A word cloud featuring various terms related to education and achievement, including: Achieve, Share, Exercise, Succeed, Persevere, Read, Learn, and Success. The words are arranged in a dense, overlapping pattern with varying font sizes and orientations.

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