Éducation,
Loisir et Sport
Québec

Progression of Learning in Secondary School

History and Citizenship Education Cycle One

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Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care." It is therefore the teacher's responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students' learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students' ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

→	Student constructs knowledge with teacher guidance.
★	Student applies knowledge by the end of the school year.
	Student reinvests knowledge.

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

History and Citizenship Education (Cycle One)

Introduction

This document is complementary to the *History and Citizenship Education* program. It provides information about the knowledge students must acquire in history and citizenship education in Secondary Cycle One in order to develop the three competencies prescribed by the program: *Examines social phenomena from a historical perspective, Interprets social phenomena using the historical method* and *Constructs his/her consciousness of citizenship through the study of history.* It is intended to help teachers with their lesson planning.

In Secondary Cycle One, students are encouraged to open up to the world. They use the historical method to examine and interpret social phenomena that constitute turning points in the history of the Western world, from prehistorical times to the present. They become aware of the importance of human action in social change.

This document contains tables of knowledge associated with the social phenomena studied. The tables are divided into sections that are preceded by a short text describing the social phenomenon presented and the designated focus. The first section deals with present-day society. The second section contains statements associated with the interpretation of a social phenomenon of the past. The last section outlines concepts that help students understand the importance of participating in social life and the purpose of present-day public institutions. Each statement is accompanied by an example.

Continuity between the elementary and secondary levels

At the elementary level, students became familiar with the concepts of *territory, society, organization, change, diversity* and *time*. The *Geography, History and Citizenship Education* program enabled students to look at the organization of societies and some of the issues resulting from the use and development of a territory in space and time. Students studied the relationships that exist between a society and its territory. They became aware of different territorial phenomena, past and present. They studied aspects of the history and geography of Québec and Canada and began to construct an interpretation of different social and territorial phenomena. They looked at human action in territories, here and elsewhere, and became aware of the diversity of societies. They started using processes to research and work with information as well as other techniques specific to the social sciences.

Some of the knowledge prescribed by the elementary program will continue to be used at the secondary level. When students studied societies of the past, they acquired knowledge and skills that can be applied to the study of certain social phenomena in Secondary Cycle One. For example, reading about the organization of Native societies helped students learn about the concepts of *sedentarism* and *nomadism*. In secondary school, students further develop these concepts when they study sedentarization.

History and Citizenship Education (Cycle One)

Sedentarization

Sedentarization is the transition from a nomadic society to a sedentary society. It involves the permanent settlement of a group of human beings in a territory, and is associated with agriculture and animal breeding. This process began in the Middle East during the Neolithic period, around 9000 B.C.E. It is studied here in terms of social, political, economic and territorial organization, which makes it possible to highlight the complex nature of societies.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: division of labour, trade, social hierarchy, power, production, property, society and territory.

		year	
→	Student constructs knowledge with teacher guidance.		
★	Student applies knowledge by the end of the school year.	**1**	**2**
1. Organization of life in society today			
	a. Indicates the type of relationships that exist among individuals in a society (e.g. family, professional, commercial)	★	
	b. Explains a consequence of interdependence on society (e.g. since individuals depend on the work of others for survival, they establish networks to trade goods and services)	★	
2. Sedentarization and organization of life in society			
	2.1. Location in space and time		
	a. Locates on a world map the *Fertile Crescent* and other areas of early sedentarization sites	★	
	b. Locates on a time line the Neolithic period and facts related to it	★	
	2.2. Lifestyle and social relationships		
	a. Lists traces of preliterate societies that are used to study these societies (e.g. rock paintings, megaliths, burial sites)	★	
	b. Indicates subsistence activities of Neolithic societies (e.g. hunting, gathering, domestication of animals, agriculture)	★	
	c. Names natural factors that promoted sedentarization in the period before the common era (e.g. warmer climate, improved productivity of wild grain crops)	★	
	d. Lists characteristics of sedentary societies (e.g. formation of villages and construction of permanent dwellings; groups that could include several thousand individuals)	★	
	e. Explains the impact of agriculture on Neolithic societies (e.g. agriculture provided more food than foraging activities and promoted demographic growth)	★	
	2.3. Economic activities associated with sedentarization		
	a. Lists crafts that developed during the Neolithic period (e.g. pottery, metalwork)	★	
	b. Indicates the purpose of ceramic pottery in the Neolithic period (e.g. storage, cooking)	★	
	c. Indicates the factor that led to a division of labour in Neolithic societies: appearance of crop surpluses	★	
	d. Explains the appearance of trade and commerce in Neolithic societies (e.g. artisans who were no longer involved in food production traded their products for food to ensure their survival)	★	
3. Relationships between individuals and society today			
	a. Names the three major sectors of the economy associated with the division of labour: primary sector (extraction of resources, agriculture), secondary sector (manufacturing), tertiary sector (services)	★	

b. Indicates elements of change and continuity with respect to the sedentary way of life of Neolithic societies (e.g. agriculture still provided society with food; however, it no longer employed the majority of the population)

★

History and Citizenship Education (Cycle One)

The emergence of a civilization

A civilization is made up of a number of societies that share common elements, such as a territory, institutions and a culture. The appearance and spread of writing, circa 3300 B.C.E., is associated with the development of the first civilizations. The study of the emergence of Mesopotamian civilization provides an opportunity to relate the development of writing to the organization of a society.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: civilization, communication, trade, justice, power and religion.

		year	
→	Student constructs knowledge with teacher guidance.		
★	Student applies knowledge by the end of the school year.	**1**	**2**
1.	**Role of writing in civilization today**		
a.	Indicates some of the consequences of illiteracy (e.g. poverty, exclusion, marginal status)	★	
b.	Gives examples of uses of writing in everyday life (e.g. text messaging, chatting on-line)	★	
c.	Names writing systems associated with different civilizations (e.g. Chinese characters, Arabic alphabet, Cyrillic alphabet)	★	
2.	**Influence of writing on Mesopotamian civilization**		
2.1.	**Location in space and time**		
a.	Locates on a map Mesopotamia, its rivers and other cradles of civilization	★	
b.	Locates on a map Mesopotamian city-states (e.g. Ur, Lagash, Babylon)	★	
c.	Locates on a time line Antiquity and some facts related to Mesopotamian civilization	★	
2.2.	**Social structure**		
a.	Indicates how social groups in Mesopotamian civilization were ranked, based on their power (e.g. illiterate peasants formed the majority of the population; they were at the bottom of the social hierarchy, with the slaves)	★	
b.	Describes different functions of social groups in Mesopotamian civilization (e.g. the nobles held political, military and religious power and owned land; the priests controlled religious life; the merchants and artisans provided the goods needed by society)	★	
c.	Explains the privileged status of scribes in Mesopotamian civilization (e.g. scribes were close to the king because they could transcribe official texts; they were useful in documenting economic transactions)	★	
2.3.	**Administrative, political and legal organization**		
a.	Indicates some advantages of living in a territory watered by rivers (e.g. rivers facilitate transportation; they irrigate and fertilize the soil and thus increase crop yields)	★	
b.	Lists characteristics of a city-state (e.g. autonomy, independence with respect to neighbouring city-states)	★	
c.	Lists the advantages of written laws for the administration of a city-state (e.g. uniform application of laws, distribution of legal texts)	★	
d.	Lists sectors of activity in Mesopotamia regulated by the *Code of Hammurabi* (e.g. trade, architecture, irrigation, agriculture)	★	
e.	Lists characteristics of cuneiform writing (e.g. wedge-shaped, ideographic, phonetic)	★	

f. Names some of the first writing materials (e.g. clay tablets, papyrus)	★

2.4. Culture and religion	
a. Indicates types of written documents produced in Mesopotamia (e.g. epic poems, mathematical texts, medical treatises)	★
b. Names advantages of writing for the development of architecture (e.g. writing made it easier to plan and build massive monuments such as zigurats or royal palaces)	★
c. Lists characteristics of Mesopotamian religion (e.g. religious beliefs were expressed in myths, worship took place in temples)	★
d. Gives examples of how writing affected the spread of Mesopotamian culture (e.g. Mesopotamian myths spread throughout the *Fertile Crescent*; societies that spoke different languages used the same form of writing)	★

3. Meaning and purpose of rules and conventions in society today	
a. Names advantages of alphabets over pictograms and ideograms (e.g. fewer signs, ease of learning, ability to express abstract ideas)	★
b. Names public institutions that establish rules or laws (e.g. schools, municipalities, National Assembly)	★
c. Gives examples of written rules and conventions that facilitate life in society (e.g. driving rules, units of weights and measures, linguistic code)	★
d. Indicates the purpose of written rules and conventions (e.g. to ensure safety, facilitate trade)	★

History and Citizenship Education (Cycle One)

First experience of democracy

Democracy is a political system in which sovereign power rests with the citizens. In the fifth century B.C.E., Athens established the first democracy. By studying the institutions of this city-state and the limitations of Athenian democracy, students discover the major principles of democracy and understand the special nature of democratic systems.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: city-state, citizen, democracy, education, private space, public space, institution, philosophy, power and political regime.

		year	
→	Student constructs knowledge with teacher guidance.		
★	Student applies knowledge by the end of the school year.	1	2
1. Organization of political power in society today			
a. Names the political offices whose holders represent citizens (e.g. commissioner, municipal councillor, member of parliament)		★	
b. Names the fundamental law that determines the political organization of a country: the constitution		★	
2. First experience of democracy and political life in Athens in the fifth century B.C.E.			
2.1. Location in space and time			
a. Locates Greece, Attica and Athens on a map		★	
b. Locates on a time line the Age of Pericles and some facts related to democracy		★	
2.2. Social structure			
a. Lists the conditions for citizenship in fifth-century Athens (e.g. citizens were free-born males over the age of 18, whose forebears were Athenians)		★	
b. Indicates the rights of the different social groups in the Athenian population in the middle of the fifth century B.C.E.: citizens had political rights; *metics* had civil liberties but no political rights; slaves had neither rights nor civil liberties		★	
c. Indicates tasks carried out by women in fifth-century Athens (e.g. household management, household chores, children's education)		★	
2.3. Political institutions			
a. Establishes a connection between the characteristics of the Greek territory and the political organization of city-states (e.g. highly mountainous terrain promoted the development of independent city-states; access to the sea promoted trade and colonization)		★	
b. Describes political institutions in Athens (e.g. the Ecclesia, which was made up of all citizens, voted on laws and elected magistrates and *strategoi*)		★	
c. Names public spaces and activities that took place in them (e.g. the Agora was a marketplace and civic centre; the Acropolis was a sanctuary and place of religious worship)		★	
d. Indicates limits of Athenian democracy (e.g. many people living in Athens were excluded from citizenship)		★	
2.4. Culture and beliefs			
a. Establishes a relationship between education and the exercise of democracy (e.g. learning the language and rhetoric helped citizens debate issues in Athens)		★	
b. Indicates what differentiates philosophy from mythology (e.g. logical construction of discourse)		★	

c. Establishes a connection between colonization and the spread of Greek culture (e.g. by establishing colonies, the metropolises exported Greek culture throughout the Mediterranean Basin)	★	
3. Relationships between individuals and democratic society today		
a. Lists rights and responsibilities of citizens (e.g. voting, jury duty, participation in public debates)	★	
b. States some of the principles underlying democratic systems (e.g. majority rule, minority rights, multi-party system)	★	
c. States methods that allow citizens to witness first-hand the debates of representatives in democratic assemblies (e.g. televising debates)	★	
d. Indicates factors that promote informed participation in public debate (e.g. access to information)	★	

History and Citizenship Education (Cycle One)

Romanization

Rome exerted its dominance over a vast territory and imposed its institutions and culture on numerous peoples. Studying the political organization of the Roman Empire at its height in the second century allows students to understand Rome's influence on the societies conquered by its army and sheds light on the foundations of the modern state.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: citizen, culture, right, empire, state, infrastructure, institution, people and territory.

		year	
→	Student constructs knowledge with teacher guidance.		
★	Student applies knowledge by the end of the school year.	1	2
1. Influence of an empire today			
a. Lists methods used by one state to exert influence on other states (e.g. diplomatic representation, military force)		★	
b. Lists areas that are subject to foreign influence (e.g. food, fashion, arts, communication)		★	
c. Indicates actions taken by imperialist states (e.g. control of foreing territory; appropriation of resources)		★	
2. Romanization and role of the state in the Romanization of the Empire			
2.1. Location in space and time			
a. Locates on a map second-century Rome and the territory of the Roman Empire		★	
b. Locates on a time line the period of the Roman Empire and some facts related to the period		★	
2.2. Social structure			
a. Indicates the rights of the different social groups in the population of the Empire: citizens had political rights; *peregrini* had civil liberties but no political rights; slaves had neither rights nor civil liberties		★	
b. Describes the social status of women (e.g. free-born women were citizens but did not have the same rights as men; they were considered minors under the authority of their father or husband)		★	
c. Indicates how individuals could obtain Roman citizenship (e.g. citizenship could be bought, granted by the Emperor, awarded after 25 years of service in the army)		★	
d. Lists the privileges associated with Roman citizenship (e.g. right to marry a Roman citizen, to own property, to justice)		★	
2.3. Administrative, legal and political organization			
a. Names territories conquered by Rome (e.g. Gaul, Greece)		★	
b. Indicates areas under the authority of the Emperor (e.g. religious institutions, the military, the judiciary)		★	
c. Indicates the function of provincial governors (e.g. taxation, administration of territories)		★	
d. Indicates the purpose of infrastructure put in place by the Romans (e.g. roads served to move the army and resources, aqueducts supplied water to cities and thermal baths)		★	
e. Lists principles of Roman law (e.g. presumption of innocence, judgment based on proof, burden of proof rests with the plaintiff)		★	
f. Indicates what caused the fall of the Roman Empire (e.g. economic difficulties, division of the Empire, military weakness)		★	

2.4. Culture	
a. Indicates the influence of Latin in the Roman Empire (e.g. conquered peoples incorporated elements of Latin, the language of the Roman government, into their own languages)	★
b. Lists elements of Roman architecture in the cities of conquered provinces (e.g. triumphal arches, arenas, temples, theatres, aqueducts)	★
c. Gives examples of how conquered peoples influenced Roman culture (e.g. Roman religion incorporated elements from the religions of the conquered peoples; Roman art and architecture were influenced by Greek culture)	★
3. Relationships between citizens and public institutions today	
a. Indicates categories of rights conferred by citizenship in society (e.g. political rights, legal rights)	★
b. Indicates criteria for obtaining Canadian citizenship (e.g. age, resident status, time lived in Canada, knowledge of an official language)	★
c. Names public institutions that citizens encounter in their everyday lives (e.g. libraries, schools, hospitals, museums)	★

History and Citizenship Education (Cycle One)

The Christianization of the West

The West refers to both a territory and a civilization. By studying the Middles Ages and its institutions from the fall of the Western Roman Empire to the Renaissance, students grasp the influence of Christianity in the development of the Western world. The Church had hegemony over the feudal powers and the values of Western society and contributed to the development of knowledge. Religion is still an important characteristic of identity for many societies today.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: Christianity, Crusade, culture, education, Church, feudalism, the West, power and science.

		year	
→	Student constructs knowledge with teacher guidance.	1	2
★	Student applies knowledge by the end of the school year.		
1. Influence of religion on society today			
a. Indicates various religious affiliations in Québec (e.g. Christian, Muslim, Jewish)		★	
b. Indicates the principle associated with religion in the charters of rights: freedom of religion		★	
c. Names religious rituals that mark the lives of many people (e.g. holidays, celebrations of faith)		★	
2. Influence of the Church on the development of the West			
2.1. Location in space and time			
a. Locates on a map the main Christian and Muslim territories around the year 1000		★	
b. Locates on a map pilgrimage routes of the Middle Ages (e.g. to Santiago de Compostela, to Jerusalem)		★	
c. Locates on a time line the Middle Ages and facts related to Christianization		★	
2.2. Institutions of the Western Christian Church			
a. Describes events that marked relations between Christians and Romans (e.g. persecution of Christians, conversion of Constantine, recognition of Christianity as the official religion of the state)		★	
b. Indicates elements of continuity between the Western Roman Empire and the beginning of the Middle Ages (e.g. presence of Christianity, use of Latin in the Church, divided territory)		★	
c. Names institutions that promoted the spread of Christianity in the Middle Ages (e.g. papacy, monastic orders)		★	
d. Indicates roles of certain Church members in the Middle Ages (e.g. the pope was the leader of the Catholic Church; bishops acted as heads of dioceses; priests were in charge of parishes)		★	
2.3. Social, political and economic organization			
a. Indicates the relationships of dependence that existed among individuals in feudal society (e.g. a lord would grant a fief to an individual who would become his vassal and pledge allegiance to him)		★	
b. Indicates the role of each social group: peasants and artisans worked; nobles fought; the clergy prayed		★	
c. Indicates the relationships between peasants and their lord (e.g. in exchange for a plot of land, peasants paid taxes and performed tasks for the lord)		★	
d. Names sources of revenue for the Church and clergy (e.g. feudal dues, tithe)		★	
e. Indicates the function of a castle in the Middle Ages (e.g. served as the lord's residence, protected villagers in an attack)		★	

2.4. Culture

a. Indicates the function of a monastery in the Middle Ages (e.g. served as library, a place of prayer, a shelter for pilgrims, a residence for regular orders)	★
b. Indicates the function of a cathedral in the Middle Ages (e.g. served as a place of prayer, a gathering place, a place for ceremonies, a university)	★
c. Gives examples of architectural innovation associated with the construction of cathedrals (e.g. cross-ribbed vault, arch buttress)	★
d. Indicates the objective of the Crusades called by the Pope: to free Jerusalem from the Muslims	★
e. Indicates why people went on pilgrimages (e.g. to venerate relics, to do penance, to obtain a favour)	★
f. Indicates the effects of the Crusades (e.g. commercial trade, cultural influences)	★
g. Indicates factors that united different peoples in the West during the Middle Ages (e.g. Christian faith, religious institutions, feudalism)	★

3. Values and characteristics of identity in Western society today

a. Indicates characteristics of identity in societies (e.g. language, culture, religion, territory)	★
b. Indicates elements of religious life in one society (e.g. buildings, place names)	★

History and Citizenship Education (Cycle One)

Growth of cities and trade

With the growth of trade and cities in the Middle Ages came the development of the bourgeoisie. The rise of this social group, which gradually became more powerful in the social hierarchy, is one of the factors that led to the end of the Middle Ages. It also called into question a social order based on tradition.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: burg, bourgeoisie, capital, charter, right, large-scale commerce, social hierarchy, institution and urbanization.

		year	
→	Student constructs knowledge with teacher guidance.	**1**	**2**
★	Student applies knowledge by the end of the school year.		
1. Impact of trade on society today			
a. Indicates the purpose of trade in societies: the survival of individuals depends on goods they obtain through trade		★	
b. Indicates the impact of trade on urbanization (e.g. neighbourhood zoning, concentration of services, encroachment on agricultural land, development of road networks)		★	
c. Names imported consumer goods (e.g. food products, electronic goods, clothing)		★	
d. Names import restrictions (e.g. customs tariffs, quotas)		★	
2. Growth of cities and trade and the rise of the merchant bourgeoisie in the Middle Ages			
2.1. Location in space and time			
a. Locates on a map commercial cities at the end of the Middle Ages		★	
b. Locates on a map major trading routes at the end of the Middle Ages		★	
2.2. Organization of towns and trade			
a. Describes the organization of a medieval town (e.g. castle surrounded by walls, residential and commercial areas called "burgs" (or boroughs) where artisans and merchants were concentrated)		★	
b. Names the institution responsible for the town's administration: the commune		★	
c. Describes the organization of local craft trade (e.g. artisans made and sold the goods needed by the town's inhabitants)		★	
d. Indicates the function of craft guilds (e.g. to control entry into trades, to protect members)		★	
e. Names craft guilds of the Middle Ages (e.g. butchers, masons, goldsmiths, weavers)		★	
f. Indicates factors that promoted the development of large-scale commerce in the Middle Ages (e.g. increased agricultural production, the iron wheel, the Crusades, the bill of exchange)		★	
g. Names institutions that regulated large-scale commerce (e.g. Hanseatic League, guilds)		★	
h. Names products traded in large-scale commerce (e.g. cloth, spices, metals)		★	
i. Indicates the role of fairs in the Middle Ages: places to sell goods obtained through large-scale European commerce		★	
2.3. Social groups			
a. Names activities associated with the development of cities: crafts, trade		★	

b. Indicates privileges of the bourgeoisie in feudal systems (e.g. charters granting exemption from certain feudal obligations, possibility of forming communes)	★	
c. Explains the source of the merchant bourgeoisie's wealth (e.g. the bourgeoisie made a profit from buying and selling products, which allowed them to accumulate capital)	★	
3. Relationships between institutions and social groups today		
a. Names associations responsible for defending collective interests (e.g. unions, professional corporations, employers' organizations)	★	
b. Indicates areas of public administration under the jurisdiction of one of the three levels of government (e.g. water supply and sewage disposal at the municipal level; education at the provincial level; currency and coinage at the federal level)	★	
c. Indicates issues that could become subjects for debate between citizens and public institutions (e.g. labour standards, social housing, income tax, goods and services tax)	★	
d. Indicates ways in which social groups can express their concerns (e.g. presentation of briefs to parliamentary commissions, petitions, letters of opinion in newspapers)	★	
e. Names public institutions that monitor the application of laws (e.g. ombudsperson, Office de la protection du consommateur, Office des personnes handicapées)	★	

History and Citizenship Education
(Cycle One)

A new vision of humanity

Humanism deeply changed the culture of European societies during the Renaissance. Critical thinking gradually replaced adherence to traditions transmitted by the Church. The study of the Renaissance allows students to understand the main characteristics of humanism and to identify some of the foundations of Western culture.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: art, criticism, humanism, individual, freedom, philosophy, Reformation, Renaissance, responsibility and science.

		year	
→	Student constructs knowledge with teacher guidance.	**1**	**2**
★	Student applies knowledge by the end of the school year.		
1.	**Concept of human beings in society and their place in the universe today**		
a.	Indicates different concepts of human beings in society (e.g. environmentalism views human beings as one of many elements in the natural balance; liberalism views human beings as competing individuals guided by personal interests)		★
b.	Names scientific theories that may influence our concept of human beings and their place in the universe (e.g. theory of evolution, theory of relativity)		★
2.	**New vision of humanity and contribution of humanist ideas to the development of Western culture**		
2.1.	**Location in space and time**		
a.	Locates on a map the major European states and cities of the Renaissance		★
b.	Locates on a map the territories where the various Protestant churches prevailed		★
c.	Locates on a time line the Renaissance and facts related to it		★
2.2.	**Impact of humanism**		
a.	Explains the concept of human beings in medieval Christian thought (e.g. God created human beings, God is the centre of the universe)		★
b.	Indicates sources of the changes in thinking and the arts in the 15th and16th centuries (e.g. texts and works from Antiquity)		★
c.	Names some of the great humanists of the Renaissance (e.g. Erasmus, Leonardo da Vinci, Montaigne)		★
d.	Indicates elements of humanist thought about the world and the universe (e.g. reason, observation, experimentation)		★
e.	Indicates innovations that characterize Renaissance art (e.g. realism through use of perspective)		★
f.	Indicates subjects often depicted by Renaissance painters and sculptors (e.g. human beings, nature)		★
g.	Indicates elements that characterize Renaissance architecture (e.g. domes, triangular pediments, revival of architectural features from Antiquity)		★
h.	Indicates the impact of new scientific theories on certain fields in the Renaissance (e.g. in astronomy, the geocentric model was replaced by the heliocentric model; in medicine, dissections on cadavers made it possible to understand how the human body works)		★
i.	Explains the reaction of the Church to new astronomical theories (e.g. the reaction was generally negative since heliocentrism seemed to trivialize the place of human beings in the universe; human beings were no longer the centre of divine creation)		★
j.	Indicates the impact of the printing press (e.g. decrease in the cost of books, spreading of knowledge and humanist ideas, publication of the Bible in many languages)		★

2.3. Reformation and Counter-Reformation		
a. Indicates factors that led individuals to challenge the authority of the Pope and the Catholic Church in the Renaissance (e.g. selling of indulgences, refusal of the Pope to annul the marriage of King Henry VIII of England)		★
b. Names Protestant churches: Anglican, Calvinist, Lutheran		★
c. Indicates actions taken by the Catholic Church to fight against the Reformation (e.g. refounding of the Inquisition, foundation of the Society of Jesus)		★
d. Lists characteristics shared by different Protestant churches (e.g. repudiation of the pope's authority, importance of individual interpretation of the gospel)		★
3. Humanist values in Western society today		
a. Indicates elements of continuity between the Renaissance and present-day society with respect to humanist thought (e.g. society values scientific and critical thought; society places importance on individual and collective responsibility)		★
b. Indicates some of the values of humanitarian organizations (e.g. Red Cross promotes tolerance; Doctors Without Borders, which promotes the right to humanitarian aid, provides urgent medical care to populations in need and to victims of war and natural disaster)		★
c. States some of the principles of the Geneva Conventions (e.g. to protect civilian populations in armed conflicts; to outlaw military operations that do not distinguish between combatants and civilians and that cause serious lasting damage to the environment)		★

History and Citizenship Education (Cycle One)

European expansion in the world

The cultural and economic context of the Renaissance led to a vast exploration and colonization movement. The trade networks established between European mother countries and their colonies constituted an initial form of world economy. The territories and societies colonized in Africa and Asia were deeply affected by the arrival of Europeans. The study of colonization and its political and economic consequences allow students to understand the scope of economic relations at a global level.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: colonization, trade, culture, world economy, empire, stakes, slavery, Great Discoveries, technology and territory.

		year	
→	Student constructs knowledge with teacher guidance.	**1**	**2**
★	Student applies knowledge by the end of the school year.		
1.	**Commercial colonialism today**		
	a. Names major economic powers (e.g. The United States, China, Japan, the European Union, India, Brazil)		★
	b. Indicates some effects of the globalized economy (e.g. consumption of goods from many different countries, relocation of companies)		★
2.	**European expansion in the world and the effects of an initial form of world economy on the societies of the American continent**		
2.1.	**Location in space and time**		
	a. Locates on a map the major European exploration routes		★
	b. Locates on a map the colonial empires		★
	c. Locates on a time line the great European explorations		★
2.2.	**Great explorations**		
	a. Names the territories that were known to Europeans at the end of the 14th century: North Africa, the Near East and Europe		★
	b. Indicates some motivations for the great European explorations of the Renaissance (e.g. to find new trade routes to circumvent Constantinople; to look for spices, exotic products and precious metals)		★
	c. Indicates the advantages of certain navigation instruments used by Europeans (e.g. the compass made it possible to find one's way without visual reference points; the astrolabe was used to determine latitude)		★
	d. Indicates a consequence of the Treaty of Tordesillas between Spain and Portugal in the 15th century (e.g. the line of demarcation established by the treaty gave Spain all of America except Brazil)		★
2.3.	**Colonial trade**		
	a. Names the three legs of the triangular trade established by European colonial powers: Europe, Africa, American colonies		★
	b. Indicates the main goods traded in the triangular trade: manufactured products, slaves, raw materials		★
	c. Explains the consequences of the triangular trade for the colonies (e.g. it slowed the colonies' economic development because their role was limited to exporting unprocessed resources)		★
2.4.	**Native populations**		

a. Names Native populations living in America at the time of the first contact with the Europeans (e.g. the Incas, Aztecs, Iroquois, Algonquians)	★
b. Indicates resources or products imported by Europeans (e.g. gold, tobacco, fur, plants)	★
c. Describes the consequences of European expansion in America for Native populations (e.g. certain nations were exterminated by war and disease; the culture and way of life of Native populations were profoundly changed)	★
3. Economic and cultural relationships between societies today	
a. Names a country on each continent that has a European language as its official language (e.g. French in Senegal; English in India; Portuguese in Brazil)	★
b. Indicates the role of the World Trade Organization: it deals with the rules of trade between nations	★

History and Citizenship Education (Cycle One)

The American or French revolution

The fundamental rights proclaimed by Enlightenment philosophers were instrumental in the efforts of American and French revolutionaries to overthrow authoritarian powers at the end of the 18th century. Inspired by the principles of British parliamentarianism, the American and French revolutions laid the foundations of modern democracy. The study of one of these revolutions sheds light on the legal foundation of contemporary democratic states.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: citizen, democracy, rights, social hierarchy, justice, philosophy, political regime, revolution, separation of powers and the Enlightenment.

				Year	
→	Student constructs knowledge with teacher guidance.				
★	Student applies knowledge by the end of the school year.			1	2
1. Affirmation of fundamental rights today					
a. Names charters associated with the affirmation of human rights (e.g. Canadian Charter of Rights and Freedoms, Québec Charter of Human Rights and Freedoms, Universal Declaration of Human Rights, Convention on the Rights of the Child)					★
b. States some of the human rights set forth in the Universal Declaration of Human Rights of the United Nations (e.g. equality before the law; right to life, liberty and security)					★
2. The American or French revolution and the role of revolutions in the conquest and recognition of fundamental rights					

2.1. Location in space and time | | | | | ★ |

	American Revolution	French Revolution		
a. Locates on a map	the British colonies in 1776	the territory of France in 1789		★
b. Locates on a time line the American or French revolution and related facts	e.g. the Declaration of Rights, the *Boston Tea Party*, the Declaration of Independence of the colonies, the Battle of Yorktown	e.g. the *Cahiers de doléances*, the Storming of the Bastille, the Declaration of the Rights of Man and of the Citizen, the Reign of Terror		★

2.2. Age of Enlightenment

	American Revolution	French Revolution		★
a. Names Enlightenment philosophers who inspired revolutionary movements	e.g. Locke, Rousseau, Voltaire			★
b. States principles of the philosophy of Enlightenment	e.g. existence of natural rights: life, liberty, property			★
c. Indicates the three powers of the state defined in the Age of Enlightenment	Legislative power to write laws; executive power to carry out laws; judicial power to interpret laws			★

2.3. Revolution

	American Revolution	French Revolution		★
a. Indicates elements of the economic, political and social context on the eve	e.g. economic prosperity in the colonies, imposition of taxes, limitation of territorial expansion by	e.g. agricultural crisis, financial crisis, three "Estates"		★

	of the revolution	Great Britain		
b.	Indicates the mode of political organization on the eve of the revolution	parliamentary government under the King of England	absolute, divine right monarchy	★
c.	Names actors in the revolution	e.g. the *Patriots*, Franklin, Washington, George III	e.g. the *Sans-culottes*, Condorcet, Louis XVI	★
d.	Indicates consequences of the revolution	e.g. independence, new government, Declaration of Rights	e.g. individual liberty, equality of citizens before the law, right to vote	★
e.	Names values promoted during the revolution	e.g. equality, liberty, justice, democracy		★

3. Guarantees of rights and freedoms in society today

a.	Names international organizations dedicated to the protection of rights and freedoms (e.g. United Nations, International Criminal Court)	★
b.	Indicates methods used by the international community to support the application of rights recognized by the Universal Declaration of Human Rights (e.g. economic pressure, United Nations Peacekeepers or Blue Helmets)	★

History and Citizenship Education (Cycle One)

Industrialization : an economic and social revolution

Britain was the first nation to go through the transition from an agricultural economy to an industrial economy. This economic revolution, which began in the middle of the 18th century, had a profound effect on society: new social groups emerged and completely transformed the traditional social order. The study of the experience of Britain allows students to understand this phenomenon, which subsequently spread to many countries in Europe and North America in the 19th century.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: capitalism, social classes, legislation, liberalism, mode of production, revolution, socialism, union movement and urbanization.

		year	
→	Student constructs knowledge with teacher guidance.	**1**	**2**
★	Student applies knowledge by the end of the school year.		
1. Impact of industrialization on society today			
a. Names countries that are industrializing (e.g. Brazil, China, India)			★
b. Indicates factors that enable countries to industrialize (e.g. capital, workforce, resources)			★
c. Indicates consequences of industrialization for society (e.g. urbanization, trade, consumer society)			★
2. Industrialization, an economic and social revolution, and its effects on British society			
2.1. Location in space and time			
a. Locates on a map the first industrial territories and large cities of the 18th century (e.g. Liverpool, London, Manchester)			★
b. Locates on a time line the industrial revolution and related facts (e.g. enclosure laws; Watt's steam engine; the steam locomotive *The Rocket*)			★
2.2. Industrialization			
a. Indicates some of the causes of industrialization in 18th-century Britain (e.g. abundance of capital, technological innovation, increased agricultural production, available workforce, abundance of coal)			★
b. Lists some characteristics of industrial production (e.g. mechanization of production, division of labour)			★
c. Names the sectors of production that were the first to industrialize: textile, metallurgy			★
d. Indicates effects of industrialization on migration flows (e.g. rural exodus, urbanization)			★
2.3. Social structure			
a. Indicates factors that led to the formation of new social classes in industrializing societies (e.g. capital, employment)			★
b. Explains what differentiated the bourgeoisie from the working class, in terms of means of production (e.g. the bourgeoisie owned the means production; the workers owned labour power, which they sold for a wage or salary)			★
c. Lists characteristics of working-class neighbourhoods during the Industrial Revolution (e.g. proximity to factories; air pollution from coal burning; cramped, unsanitary housing)			★
2.4. Economic organization			
a. Lists some of the political principles of liberalism espoused by the bourgeoisie (e.g. free enterprise, few government restrictions, recognition of individual rights)			★

b. Names economic institutions associated with the development of capitalism (e.g. banks, stock exchange)	★
c. Indicates the source of income of the bourgeoisie: profit	★
d. Explains some repercussions of profit seeking (e.g. to increase profits, the bourgeoisie tries to lower workers' wages and raise the prices of goods sold)	★
e. Indicates advantages of new means of transportation developed during the Industrial Revolution (e.g. steam locomotives and steam boats could maintain a steady speed and carry heavy loads, which facilitated the transportation of raw materials)	★
2.5. Labour movement	
a. Describes some working conditions at the start of industrialization in Britain (e.g. long working hours, no rights or security, women and child labour)	★
b. Indicates actions taken by workers to improve their social and economic situation (e.g. demands for the right to organize, demands for better working conditions, strikes)	★
c. Indicates advantages that unions provided for workers (e.g. power to negotiate with employers)	★
d. Lists principles shared by socialist and communist movements (e.g. common ownership of means of production, search for justice and social equality)	★
e. Indicates actions taken by governments to deal with workers' demands and demonstrations (e.g. repression, refusal to grant the right to organize, laissez-faire policy)	★
3. Contribution of individuals and institutions to the improvement of living conditions in society today	
a. Names organizations that work to improve living conditions (e.g. UNICEF, Oxfam)	★
b. Indicates some of the goals of organizations working to improve living conditions in society (e.g. to eradicate poverty, to eliminate child labour)	★
c. Names measures that can help improve living conditions in a society (e.g. education, labour standards)	★
d. Names individuals who have helped improve living conditions (e.g. Mother Teresa, Lucille Teasdale)	★

History and Citizenship Education
(Cycle One)

Imperialism and colonization

Needs associated with industrialization and economic growth propelled the industrial powers into a race for colonies in the second half of the 19th century, when a few European nations essentially divided up the continents of Asia and Africa among themselves. Colonialism had important consequences for the economic and social development of the dominated territories. Comprehension of imperialism is key to understanding the inequality among nations today.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: acculturation, colonization, discrimination, imperialism, mother country and nationalism.

		year	
→	Student constructs knowledge with teacher guidance.	**1**	**2**
★	Student applies knowledge by the end of the school year.		
1. Imperialism and colonization today			
a. Lists characteristics of a sovereign state (e.g. recognized international borders, member of the United Nations General Assembly)			★
b. Names areas that are outside national jurisdiction (e.g. Antarctica, areas of the ocean beyond exclusive economic zones)			★
c. Names a few socioeconomic indicators that are used to illustrate global wealth disparity (e.g. life expectancy, gross domestic product per capita)			★
2. Expansion of the industrial world and the effects of European imperialism on African populations			
2.1. Location in space and time			
a. Locates on a map the colonial empires of Britain and France at the beginning of the 20th century			★
b. Locates on a map a few pre-colonial African societies or civilizations (e.g. Arab societies in North Africa; nomad societies of the Sahara; the Ghana and Mali empires)			★
c. Locates on a time line facts related to imperialism and colonization			★
2.2. Reasons for colonization			
a. Indicates conditions required for a country to industrialize (e.g. access to capital, access to raw materials, access to a market for manufactured goods)			★
b. Indicates the types of products traded between colonizers and their colonies (e.g. the colonies exported resources and raw materials; the colonizers exported finished products)			★
c. Indicates factors that motivated imperialism (e.g. search for power and supremacy in Europe)			★
d. Explains how colonizers justified their dominance in Africa (e.g. Europeans were convinced that they were civilizing populations that were "inferior" to them)			★
2.3. Impact of colonization			
a. Explains some effects of the migration of millions of Europeans on the colonies' original populations (e.g. by settling in the colonies, Europeans occupied the land of local populations and imposed their way of life on them)			★
b. Explains the main outcome of the Berlin Conference: agreement between 13 countries that established the rules for the colonization of Africa			★
c. Indicates sociopolitical consequences of the colonial division of Africa (e.g. since colonial borders did not always correspond to ethnic boundaries of African populations; the colonizing country could exacerbate ethnic tensions)			★
d. Indicates the role of African populations in the colonial exploitation of territories (e.g. Africans were a source of cheap labour for the exploitation of agricultural and mineral resources)			★

e. Indicates the role of education in the transformation of African cultures (e.g. the language of education was often the language of the colonizer; teaching was based on the norms and values of the colonizer)	★
f. Indicates how colonized populations reacted to European dominance (e.g. some Africans profited from their collaboration with the colonizer; some colonized populations organized uprisings and rebellions)	★
3. Political, economic and cultural relationships among societies today	
a. Names political organizations made up of former colonies (e.g. Organisation internationale de la francophonie, the Commonwealth of Nations)	★
b. Names international economic associations (e.g. European Union, Asia-Pacific Economic Cooperation, Organization of Petroleum Exporting Countries)	★
c. States the purpose of the North American Free Trade Agreement: to promote trade between Canada, the United States and Mexico by limiting tariffs	★
d. Explains the social and economic relationships between former colonies and colonial powers (e.g. important ties remain as decolonized countries often trade with former mother countries; Europe receives an important influx of immigrants from its former colonies)	★

History and Citizenship Education (Cycle One)

Winning of civil rights and freedoms

Civil rights and freedoms are the foundation of democratic states. Despite their universal nature, recognized by the Universal Declaration of Human Rights, these rights and freedoms are not enjoyed equally by all. There have been many calls in the 20th century to have these rights and freedoms recognized for all human beings, without distinction as to sex or ethnic origin.

The struggle for civil rights and freedoms has taken different forms in different contexts. Three contexts are proposed for study: the feminist movement, the struggle against institutional racism and the decolonization movement. Students must study one of these three contexts.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a social phenomenon that students develop their understanding of the following concepts: censorship, democratization, discrimination, dissidence, rights, equality, freedom, repression and segregation.

		year	
→	Student constructs knowledge with teacher guidance.		
★	Student applies knowledge by the end of the school year.	1	2
1. Civil rights and freedoms today: denial, struggle and recognition			
	a. Lists civil rights and freedoms (e.g. the right to vote, the right to justice, equality before the law, freedom of expression, freedom of religion)		★
	b. Indicates situations in which governments may limit or suspend civil rights and freedoms (e.g. government decision in case of war, a crisis or a perceived threat to national security)		★
	c. Indicates current situations in which civil rights and freedoms are ignored (e.g. exploitation of children, sex trafficking, countries under dictatorship)		★
2. Recognition of civil rights and freedoms and impact on societies of the winning of civil rights and freedoms			
2.1. Location in space and time			
	a. Locates on a time line events related to the feminist movement (e.g. winning the right to vote in several countries; publication of *The Second Sex,* by Simone de Beauvoir; the founding of the National Organization for Women)		★
or			
	a. Locates on a time line events related to the Black civil rights movement in the United States and South Africa (e.g. Martin Luther King's speech at the Lincoln Memorial, Civil Rights Act, abolition of Apartheid)		★
or			
	a. Locates on a time line events related to decolonization in Asia and Africa (e.g. independence of India and Pakistan; Bandung Conference; independence of Algeria)		★
2.2. Feminist movement			
	a. States some of the rights in the Universal Declaration of Human Rights on which feminist movements are based (e.g. principle that there must be no discrimination based on sex in the application of rights)		★
	b. Indicates wrongs suffered by women in the West in the first half of the 20th century (e.g. discrimination, segregation, limited powers)		★
	c. Names figures associated with the feminist movement (e.g. Simone de Beauvoir, Betty Friedan, suffragettes)		★
	d. IIndicates actions taken by feminists or women's groups in the 20th century (e.g. demonstrations, publication of books and manifestos)		★
	e. Indicates reactions to the feminist movement (e.g. repression, creation of associations opposed to the recognition of civil rights for women)		★

f. Indicates gains made by feminist movements in the West (e.g. right to vote, access to higher education)	★

or

2.2. Struggle against racism

a. States some of the rights in the Universal Declaration of Human Rights on which anti-racism movements are based (e.g. principle that all human beings are born free and equal in dignity and rights)	★
b. Indicates wrongs suffered by Blacks in the United States in the first half of the 20th century and in South Africa before the abolition of Apartheid (e.g. discrimination, segregation, denial of civil rights)	★
c. Names figures associated with the struggle against racial segregation (e.g. Rosa Parks, Martin Luther King, Nelson Mandela)	★
d. Indicates actions taken by citizens or states to fight against racism in the 20th century (e.g. passive resistance, demonstrations, riots)	★
e. Indicates reactions to movements for the recognition of freedoms and civil rights (e.g. repression, imprisonment)	★
f. Indicates gains made by Blacks, particularly in the United States and South Africa (e.g. Civil Rights Act, Voting Rights Act, abolition of Apartheid)	★

or

2.2. Decolonization movement

a. States some of the principles in the Charter of the United Nations on which groups opposed to colonialism base themselves (e.g. principle of equal rights and self-determination of peoples)	★
b. Indicates wrongs suffered by colonized populations (e.g. discrimination, segregation, lack of economic control, imposition of a foreign culture)	★
c. Names actors associated with decolonization (e.g. Gandhi, Senghor, United Nations)	★
d. Indicates actions taken by those opposed to colonialism (e.g. boycotts, passive resistance, riots, wars)	★
e. Indicates reactions to the decolonization movement (e.g. repression, wars)	★
f. Indicates gains made by populations that have fought against colonialism (e.g. independence of numerous states in Asia and Africa)	★

3. Responsibilities of individual in the struggle for and recognition of civil rights and freedoms today

a. Names organizations that fight for civil rights and freedoms (e.g. Amnesty International, Human Rights Watch, SOS Racisme)	★
b. Indicates actions that illustrate the exercise of fundamental rights (e.g. demonstrations, elections, petitions, open letters)	★
c. Gives examples of actions taken by organizations to promote the recognition of civil rights and freedoms (e.g. denunciations, boycotts, publications)	★

History and Citizenship Education (Cycle One)

Appendix : Techniques used in History and Citizenship Education

In History and Citizenship Education, teachers present learning situations that allow students to use different techniques, some of which were introduced in elementary school. Teachers propose learning and evaluation situations that require students to interpret written documents and to use illustrated documents, tables or graphs (e.g. histograms, contingency tables, bar or circle graphs). The documents used should be varied and adapted to the students' abilities.

1. **Interprets a time line**

    a. Decodes the chronological scale

    b. Finds information

    c. Compares durations

    d. Establishes sequences and trends

    e. Identifies continuity and change

2. **Constructs a time line**

    a. Defines the purpose

    b. Selects information

    c. Draws and orients an axis

    d. Determines what unit of measure to use

    e. Establishes the chronological scale

    f. Calculates the amount of time to represent

    g. Indicates the segments

    h. Indicates the information on the axis

    i. Provides a title that expresses the purpose

3. **Draws a map**

    a. Defines the purpose

    b. Selects information

    c. Depending on the purpose, identifies the essential elements

    d. Draws the map

    e. Creates a legend

    f. Indicates the scale

    g. Represents the essential elements using signs and symbols

    h. Provides a title that expresses the purpose

4. **Interprets a map**

    a. Reads the title

    b. Identifies the scale and orientation

    c. Identifies the area mapped

d. Decodes the signs and symbols in the legend
e. Identifies dynamic or static data
f. Supports his/her interpretation using information from the map
5. **Interprets a written document**
a. Reads the title
b. Identifies the name of the author and title
c. Identifies the nature of the document (e.g. newspaper article, letter, treaty)
d. Identifies the source and date or other time references
e. Establishes whether the document dates from the period it describes or not
f. Determines the main subject
g. Notes the main ideas
h. Organizes and synthesizes important ideas
i. Relates and compares information from various documents
6. **Interprets an illustrated document (e.g. illustration, poster, fresco, painting)**
a. Reads the title
b. Determines the nature of the document
c. Identifies the source and date
d. Determines the main subject
e. Determines places, actors, circumstances
7. **Interprets a table and diagram**
a. Reads the title
b. Decodes the legend
c. Locates the scale
d. Identifies the nature of the information
e. Finds data
8. **Constructs a table and graph**
a. Determines the purpose
b. Selects information
c. Indicates and names each entry
d. Establishes the scale
e. Indicates the legend
f. Indicates the data
g. Provides a title that expresses the purpose