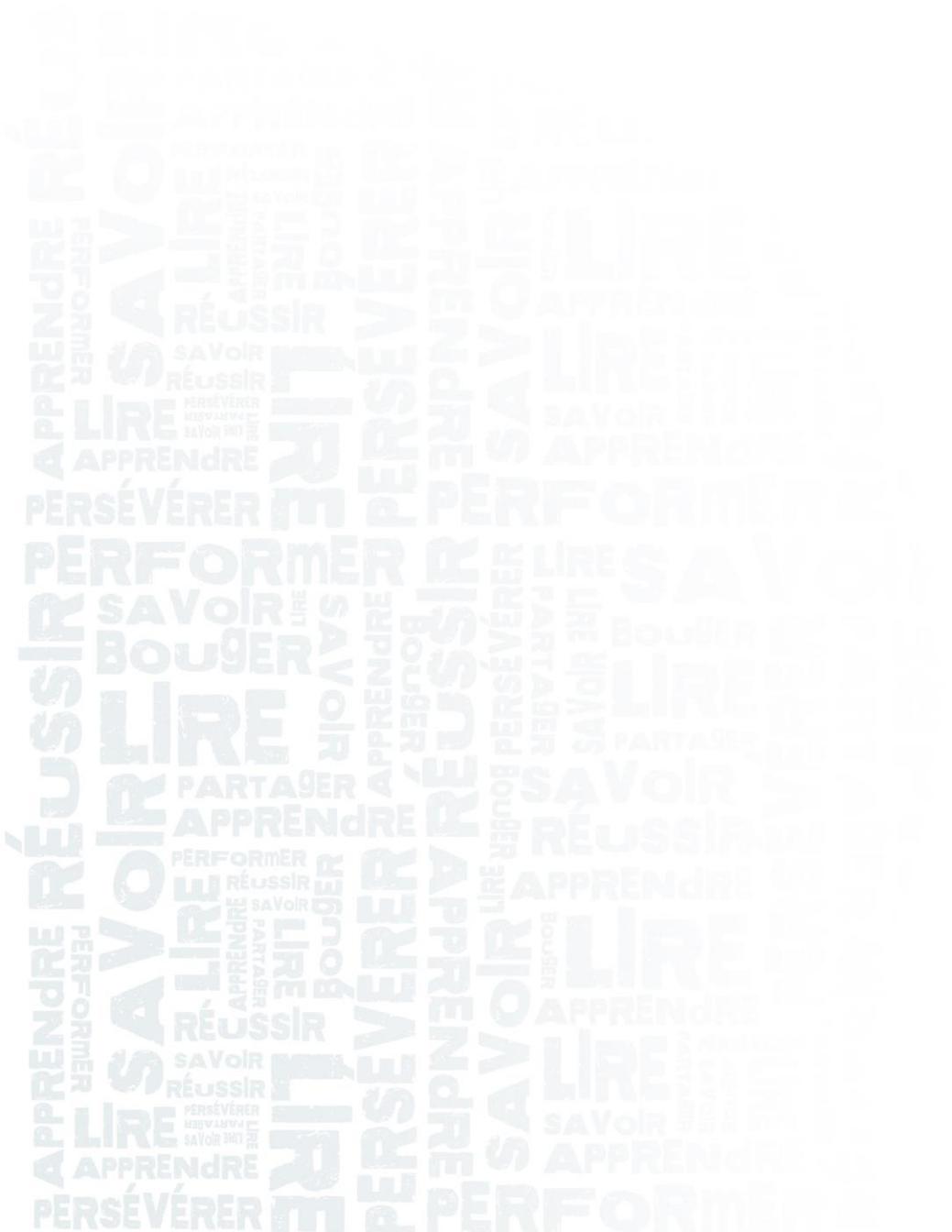


Learning to Be Acquired in Secondary School

Contemporary World, Secondary V

Two credits



Note

The learning to be acquired in the two-credit Contemporary World program is being sent to schools for teaching purposes.

This program is a shortened version of the four-credit program. The presentations of the themes, *Environment* and *Power*, which were not retained for the two-credit program, have been removed.

June, 2017

Title of original document: *Précision des apprentissages au secondaire Monde contemporain, 5^e secondaire*

For additional information, contact:

General Information
Direction des communications
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 28^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

An electronic version of this document is available
on the Ministère's Web site at:
www.education.gouv.qc.ca

© Gouvernement du Québec

ISBN 978-2-550-79056-3 (PDF)
ISBN 978-2-550-79055-6 (French, PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2017

Table of Contents

Learning to Be Acquired in Secondary School 4
Introduction 6
Population..... 7
Tensions and conflicts..... 10
Wealth..... 14

Learning to Be Acquired in Secondary School

The document setting out the learning to be acquired 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.” (Section 19). 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 learning to be acquired 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.

Contemporary World, Secondary V

Two credits

Introduction

This document is complementary to the *Contemporary World program*. It provides information about the knowledge students must acquire in this Secondary V program and about the development of the two competencies prescribed by the program: *Interprets a contemporary world problem* and *Takes a position on a contemporary world issue*. It is intended to assist teachers with their lesson planning.

The program helps students to grasp the complexity of the world today; to develop an attitude of openness to the diversity of the societies that make it up; to develop their critical judgment by studying problems and issues of the contemporary world, and to participate as responsible citizens in social debate. They interpret problems and take positions on issues in the contemporary world. The order in which the themes are presented is the same as in the *Contemporary World* program. It is not prescribed. Teachers may assign the themes according to their planning needs.

This document contains tables divided into sections presenting, in the form of statements, knowledge related to the three themes. This knowledge constitutes the basis for the consideration of current events. A brief description of each theme is provided.

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students were encouraged to open up to the world. They used the historical method to examine and interpret social phenomena that constitute turning points in the history of the Western world. They also learned to understand the organization of territories and to interpret issues associated with it. They became aware of the importance of human action as the motor of social change. The techniques used in Secondary V build on those developed over the previous years.

Population

The increase in migration, whether it occurs for economic, humanitarian or climatic reasons, causes important changes, particularly socioeconomic changes. These population movements affect the organization of the urban territories that receive most of the migrants. They also lead to modifications in the composition of the work force. The students study one of the following issues: *Migration and the world of work* or *The management of urban expansion*. The students study the theme *Population* in terms of the designated focus on *The increase in migration*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the theme that students develop their understanding of the following concepts: culture, diaspora, globalization, interdependence, **migration**, network, power, relocation, urbanization.

1. World population
1.1. Population distribution
a. Locates, on a world map, the major population centres: East and Southeast Asia, South Asia, Europe, northeastern United States, Gulf of Guinea, southeastern Brazil
b. Describes distribution of the world population: it is primarily urban; most of it is located in the less-developed countries, it is concentrated in the intertropical zone
1.2. Demographic change
a. Gives the main demographic characteristics of less-developed countries: falling death rate, falling fertility rate, rising life expectancy, stabilization of growth, increasing international migration
b. Gives demographic characteristics of developed countries (e.g. falling birth rate, population aging, increasing international migration)
c. Indicates the main factor that explains a negative rate of natural increase: fertility rate below the replacement level
d. Indicates the factors that promote population growth: adoption of natalist policies, adoption of measures facilitating immigration, improvement of health care
2. Migration flows
2.1. Migration
a. Indicates what characterizes a migration: movement of population within a country or from one country to another; permanent settlement
b. Gives some characteristics of migrants (e.g. mainly young, mainly from less-developed countries, generally men and of working age)
c. Locates, on a world map, the main world migration flows (e.g. from Latin America to North America, from North Africa to western Europe)
d. Indicates factors that explain the increase in world migration (e.g. development of transportation and communications infrastructure, economic globalization, climate change, political context)
e. Indicates factors that influence the choice of a host country (e.g. geographical proximity, diaspora, colonial ties, cultural characteristics, such as language)
2.2. Reasons for migration
a. Indicates the main reasons for migration: to improve migrants' economic situation, to reunite migrants' families
b. Indicates what makes it possible to obtain the status of refugee: threat to the candidate's safety, ethnic or religious persecution, natural disaster

<ul style="list-style-type: none"> c. Indicates refugee rights established by the Geneva Convention (e.g. right of asylum, right of education, right to work, right to freedom of movement) d. Names some conflicts that have led to migration (e.g. Cuban Revolution, genocide in Rwanda, guerilla warfare in Colombia, Kosovo War, armed conflict in Darfur)
<p>2.3. International networks of illegal immigration</p>
<ul style="list-style-type: none"> a. Indicates factors that explain the establishment of international networks (e.g. requirements of the host countries, tighter border controls, socioeconomic context in the countries of origin, proximity of a developed country) b. Indicates factors that facilitate illegal immigration (e.g. existence of international networks, permeable borders)
<p>3. Immigration policies</p>
<ul style="list-style-type: none"> a. Gives criteria used to select immigrants (e.g. training, investment capacity, knowledge of the official language) b. Indicates measures implemented to recruit skilled workers (e.g. organization of missions abroad, acceleration of the immigration process) c. Indicates measures implemented to integrate immigrants (e.g. language courses, help finding housing, employment integration services)
<p>4. Migration and the world of work</p>
<p>4.1. Immigrant workers</p>
<ul style="list-style-type: none"> a. Indicates reasons why countries try to attract immigrant workers (e.g. labour shortage in some economic sectors, such as oil production or fruit and vegetable farming, population aging) b. Indicates difficulties immigrants face in searching for work (e.g. mastery of the language, knowledge of employment criteria) c. Indicates some advantages immigrants derive from holding a job (e.g. learning the language, social integration)
<p>4.2. Employment policies</p>
<ul style="list-style-type: none"> a. Indicates factors that limit job possibilities for skilled immigrant workers in the host countries (e.g. recognition of diplomas and competencies by professional corporations, training that does not correspond to the standards of the host country) b. Indicates measures implemented to overcome difficulties related to the recognition of diplomas (e.g. employing a system for the recognition of prior learning and establishing uniform international professional standards; establishing intergovernmental agreements) c. Indicates agreements to promote labour force mobility (e.g. equivalence of diplomas issued by countries in the European Union, recognition of employment qualifications between Spain and Québec) d. Indicates measures implemented by some states to promote the integration of immigrants (e.g. adoption of positive discrimination policies; relaxing the rules for recognizing employment qualifications; grants to firms that hire immigrant workers)
<p>4.3. Parallel economies</p>
<ul style="list-style-type: none"> a. Indicates reasons why some employers use undocumented immigrant workers (e.g. wage and work conditions that do not respect the norms, lighter social security tax load) b. Indicates economic consequences for the host societies of the presence of undocumented immigrant workers (e.g. fewer jobs available in the job market, loss of government revenues) c. Indicates economic sectors in which undocumented immigrant workers are found (e.g. domestic work, fruit and vegetable farming) d. Gives characteristics of working conditions of undocumented immigrant workers (e.g. no job security or social safety net, labour standards not respected by employers)

5. Organization of urban territories

- a. Indicates the urban population as a proportion of the world population: since 2008, more than half
- b. Indicates the impact of migration on developed countries: it is the principal urban growth factor
- c. Indicates the main effect of internal migration on the organization of cities in the less-developed countries: formation of shantytowns
- d. Indicates some reasons why immigrants choose cities as destinations (e.g. job possibilities, concentration of health and education services, reception structures, presence of a diaspora)
- e. Gives characteristics of districts populated primarily by migrants (e.g. economically disadvantaged districts, concentration of cultural minorities, formation of ethnic neighbourhoods in developed countries, formation of shantytowns in less-developed countries)
- f. Gives characteristics of shantytowns: located on the outskirts of agglomerations; inadequate health infrastructure; most land occupied by squatters

Tensions and conflicts

Since the end of the Cold War, the number of areas of tension in the world has grown, and some of these areas have seen armed conflict. Although most of these conflicts are confined to specific regions, they sometimes involve the international community. Whether for humanitarian reasons or for international security, countries or international organizations must intervene in areas of tension or conflict located in a sovereign territory. The students study one of the following issues: *Application of the principle of humanitarian assistance* or *The interests of intervening parties versus those of populations*. The students study the theme *Tensions and conflicts in terms of the designated focus on External intervention in a sovereign territory*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the theme that students develop their understanding of the following concepts: demand, diplomacy, globalization, human rights, ideology, interdependence, interference, **intervention**, power.

1. External intervention in areas of tensions and conflicts
a. Gives characteristics of areas of tension (e.g. divergent economic, political and social interests of players; absence of armed conflict)
b. Locates, on a world map, areas of tension (e.g. in 2012, Eastern Africa, Middle East, the Indian part of Kashmir, South China Sea)
c. Locates, on a world map, countries in which armed conflicts are under way (e.g. in 2012, Afghanistan, Libya, Syria)
d. Describes the main characteristic of a sovereign state: its government is not subject to any superior authority
e. Indicates the main consequence of the recognition of the sovereignty of one state by another: non-interference in the internal affairs of the state recognized
f. Names players in areas of tension and conflict (e.g. states, United Nations [UN], NATO, non-governmental organizations)
g. Indicates reasons cited for intervening in a sovereign territory (e.g. threat to world peace; humanitarian crisis following a natural disaster or an armed conflict; population threatened by crimes against humanity, genocide or war crimes)
2. Sources of tension and conflict
2.1. Control of resources
a. Names natural resources whose control may be a source of tension and conflict (e.g. drinking water, oil and gas, minerals)
b. Locates, on a world map, areas where the control of natural resources generates tension and conflict (e.g. in 2012, Middle East, Central Africa)
c. Indicates means used by a government to control the natural resources of a territory: nationalization, granting of concessions
2.2. Exercise of rights and freedoms
a. Names the United Nations document that sets out human rights and freedoms: Universal Declaration of Human Rights
b. Locates, on a world map, areas where demands for human rights and freedoms generate tension and conflict (e.g. in 2012, North African countries, China, Cuba)
c. Names rights and freedoms of which populations are deprived in some situations of tension and conflict (e.g. right to justice, freedom of thought and expression)

2.3. Identity-based demands and political autonomy
a. Indicates sources of identity-based demands (e.g. language, religion, territory)
b. Describes the main characteristic of populations that demand greater political autonomy: they constitute minority ethnic groups within a sovereign territory
c. Locates, on a world map, areas where identity-based demands and demands for political autonomy generate tension and conflict (e.g. in 2012, Caucasus, Tibet, Northern Ireland)
d. Indicates the principle of the United Nations Charter cited in support of demands for political autonomy: right of peoples to self-determination
3. United Nations (UN)
3.1. Charter of the United Nations
a. Indicates the objective of the Charter of the United Nations: to establish the rights and obligations of the member states
b. Indicates the factor that limits the UN's capacity to intervene in the internal affairs of a member state: sovereignty of states
c. Indicates the main goals of the UN: to maintain peace and international security, to promote international cooperation, to fight poverty, to ensure respect for human rights
3.2. General Assembly of the UN
a. Describes the General Assembly of the UN as an institution: the General Assembly, which includes representatives of all the member states, is a forum for the discussion of matters covered by the Charter of the United Nations
b. Describes the main role of the General Assembly: the General Assembly votes on resolutions on international issues
3.3. UN Security Council
a. Describes the UN Security Council as an institution: the Security Council has 15 members, of which five are permanent; it is the decision-making organ for questions concerning the maintenance of peace and international security
b. Indicates the conditions for the adoption of a resolution: favourable vote by nine member states, no veto by any permanent member
c. Names the permanent members who have the right of veto: China, France, Russia, United Kingdom, United States
d. Indicates the principal means of intervention available to the Security Council in areas of tension and conflict: peacekeeping mission, international sanctions, collective military action
3.4. International Criminal Tribunals (ICT)
a. Describes the role of the international criminal tribunals: they prosecute those responsible for serious violations of international humanitarian law during the war in the former Yugoslavia and the civil war in Rwanda
b. Gives accusations made by the ICT: crimes against humanity, violation of the laws or customs of war, genocide
3.5. Office of the United Nations High Commissioner for Refugees
a. Describes the role of the Office of the United Nations High Commissioner for Refugees: to coordinate international action to meet the needs of refugees
b. Describes the main effect of armed conflicts on populations: they lead to the displacement of civilian populations to other regions or countries, adjacent or otherwise

4. Non-governmental organizations (NGOs)
a. Indicates objectives of NGOs that intervene in areas of tension and conflict (e.g. Reporters Without Borders defends freedom of the press; Oxfam International seeks durable solutions to poverty and injustice; Human Rights Watch protects and defends human rights)
b. Indicates the principles that guide the intervention of some NGOs in areas of tension and conflict: neutrality, impartiality
c. Indicates means used by NGOs to support populations in areas of tension and conflict (e.g. presence of humanitarian workers, delivery of material, awareness and fund-raising campaigns)
d. Names the NGO at the origin of the international humanitarian law codified in the first Geneva Conventions: International Committee of the Red Cross
5. Peacekeeping missions and the peace process
a. Indicates the main objectives of the peacekeeping missions established by the UN Security Council: to protect the civilian population, support the disarmament process, support the organization of free elections, promote human rights
b. Indicates the main conditions governing the intervention of the UN Blue Helmets: non-use of force, neutrality, impartiality
c. Indicates factors that limit the effectiveness of UN peacekeeping missions (e.g. disagreement among members, limited financial capacity of the UN)
d. Gives the main selection criteria for countries participating in peacekeeping missions: consent of the belligerents, neutrality regarding the belligerents
e. Indicates measures implemented to reduce threats to peace and international security (e.g. trade embargo, breaking off diplomatic relations, use of military force)
f. Indicates the main steps in a peace process: diplomatic intervention, cessation of combat, peace conference, signing of a treaty
6. International alliances
6.1. North Atlantic Treaty Organization (NATO)
a. Locates, on a world map, countries that are members of the NATO (e.g. Canada, France, Lithuania, Poland, Turkey, United States)
b. Indicates the commitment made by members of NATO: mutual defence if one of them is attacked
c. Gives the main characteristic of NATO's intervention since the end of the <i>Cold War</i> : it takes place in countries that are not members of the organization
d. Locates, on a world map, NATO missions in areas of tension and conflict (e.g. in 2012, International Security Assistance Force in Afghanistan, operation Active Endeavour, which is designed to detect and deter terrorist activity in the Mediterranean)
e. Indicates the main objectives of NATO intervention in sovereign territory: to help a government spread its authority; to create an environment conducive to the introduction of democratic institutions
6.2. Other international organizations
a. Names organizations that intervene in areas of tension and conflict (e.g. Arab League, Organization for Security and Co-operation in Europe, European Union, African Union)
b. Locates, on a world map, countries in the Arab League (e.g. Saudi Arabia, Egypt, Morocco)
c. Indicates the principal means used by the Arab League to reduce tensions and resolve conflicts: negotiation, mediation
d. Locates, on a map of Africa, countries in the African Union (e.g. South Africa, Kenya, Senegal)
e. Indicates the principal means used by the African Union to reduce tensions and resolve conflicts in Africa: mediation, sending soldiers on observation missions

6.3. Conventions, treaties and agreements

- a. Indicates the effects of international agreements in areas of tension and conflict (e.g. end of conflict between Serbia and Bosnia-Herzegovina after the Dayton Agreement; recognition of the Palestinian Authority by Israel after the Oslo Accords)
- b. Names conventions and treaties that regulate the use of force in armed conflicts (e.g. Geneva Conventions, Treaty on the Non-Proliferation of Nuclear Weapons, Anti-Personnel Mine Ban)
- c. Indicates the main objectives of the Geneva Conventions: to protect the sick, the wounded, prisoners and the civilian population during conflicts; to define the rights and obligations of the parties to a conflict in the conduct of hostilities
- d. Describes the commitment made by the signatory countries of the Treaty on the Non-Proliferation of Nuclear Weapons: countries that did not have nuclear arms promised not to produce or acquire them; countries that did have nuclear arms promised not to transmit nuclear arms or technologies to other states for military purposes

Wealth

Wealth is the result of the economic activity of a community—of the processes involved in the production, distribution and consumption of goods and services. The acceleration of economic development in some countries has accentuated the gap between the countries of the North and those of the South during the final decades of the 20th century. Notwithstanding the worldwide increase in productivity and measures by states to redistribute wealth, the disparity in the distribution of wealth continues to grow. The students study one of the following issues: *Balancing social justice and economic development* or *The control of resources*. The students study the theme *Wealth* in terms of the designated focus on *The distribution of wealth*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the theme that students develop their understanding of the following concepts: concentration, **disparity**, economic development, flows, globalization, interdependence, power, resource, social justice.

1. Creation and distribution of wealth
1.1. Creation of wealth
a. Indicates some wealth creation factors (e.g. exploitation of natural resources, business productivity, public investments, labour force skills)
b. Indicates means used by states to promote wealth creation (e.g. investment in education, establishment of research and development programs, participation in economic groups)
c. Indicates measures implemented by states to regulate the exploitation of natural resources (e.g. adoption of resource-use, preservation and restoration policies, imposition of sanctions)
d. Indicates factors that limit wealth creation (e.g. scarcity of natural, human and financial resources, weak transportation and communication infrastructure, inadequate labour force training, limited access to energy sources)
1.2. Disparity in the distribution of wealth
a. Locates, on a world map, countries that are rich in natural resources (e.g. Brazil and the United States [drinking water]; Saudi Arabia and Venezuela [oil]; Chile and Democratic Republic of the Congo [minerals]; Canada and Russia [forests])
b. Gives indicators used to measure disparity (e.g. Gini coefficient [the wealth gap within a country]; GDP [total value of goods and services produced in one year])
c. Locates, on a world map, countries with a high GDP per capita and countries with a low GDP per capita (e.g. in 2012, Australia and Japan [high GDP]; Bangladesh and Honduras [low GDP])
d. Indicates means used by states to reduce the disparity in the distribution of wealth (e.g. adoption of fiscal policies, regulation of working conditions)
e. Indicates the components of the Human Development Index (HDI): standard of living, education, health
f. Locates, on a world map, countries ranked high on the HDI and countries ranked low on the HDI (e.g. in 2012, Germany and Canada [high HDI]; Haiti and Madagascar [low HDI])
2. International organizations
a. Indicates objectives of various economic groups (e.g. the European Union's objective is to strengthen economic cooperation among the member states; ASEAN's objectives are to accelerate economic growth and to improve the living conditions in the member states)

b. Indicates objectives of various international organizations (e.g. the G8 seeks to promote joint action on economic questions; the World Trade Organization facilitates trade; the International Monetary Fund helps stabilize the monetary system; the World Bank grants loans to the less-developed countries; the Food and Agriculture Organization of the United Nations seeks to ensure that people have access to healthy food in adequate quantities)
c. Indicates objectives of various international non-governmental organizations (e.g. the Mouvement international Quart monde aims to eradicate poverty; Oxfam International combats social injustice and poverty; the World Social Forum seeks to coordinate the action of altermondialist organizations; Doctors Without Borders provides)
3. Colonization, decolonization and neocolonization
a. Indicates objectives of the colonizing states (e.g. to obtain natural resources, to acquire new markets)
b. Indicates causes of the independence of the African and Asian colonies (e.g. assertion of identity, emergence of an educated elite, desire to control resources)
c. Indicates consequences of decolonization for the new countries (e.g. ethnic conflicts, wars, challenging of some borders)
d. Defines the term neocolonization: economic domination by a state of its former colonies
4. North-South relations
a. Gives characteristics of the developed countries, such as Germany, Australia and Norway (e.g. goods and services readily accessible, high standard of living for the majority of the population, concentration of capital, high-tech industries)
b. Gives characteristics of the economies of southern countries (e.g. extraction of natural resources, export crops, resource exploitation by foreign interests, limited on-site processing of raw materials)
c. Gives characteristics of the less-developed countries, such as Colombia, Egypt and Indonesia (e.g. limited access to basic goods and services for the majority of the population, low GDP per capita, large proportion of the labour force in the agricultural sector)
d. Gives characteristics of the emerging economies, such as Brazil, China and India (e.g. very rapid economic growth based on industrialization, major social inequalities, uneven development of the territory, heavy reliance on exports)
e. Indicates some objectives of fair trade (e.g. to establish commercial partnership between distributors in developed countries and producers in less-developed countries; to respect the social and economic rights of workers; to pay a fair price for products; to contribute to sustainable development)
5. Globalization of the economy
5.1. Influence of globalization
a. Gives characteristics of the globalization of the economy (e.g. liberalization of trade, greater fluidity of financial flows)
b. Indicates advantages of globalization for firms (e.g. growth of markets, fall of production costs, increased profits)
c. Indicates effects of globalization on the economy of the developed countries (e.g. development of new markets, job losses in the manufacturing sector)
d. Indicates effects of globalization on the economy of the less-developed countries (e.g. development of emerging economies, migration of workers)
5.2. Power of multinational firms
a. Indicates what leads states to welcome multinational firms (e.g. job creation, source of income)
b. Indicates measures implemented by states to attract multinational firms (e.g. fiscal advantages, research and development grants, preferential tariffs, infrastructure development)
c. Indicates factors that lead firms to relocate their activities (e.g. reduction of production costs, access to new markets)

6. Indebtedness of states

- a. Locates, on a world map, countries with high debt levels and countries with low debt levels (e.g. in 2012, Brazil and United States [high debt]; China and Turkey [low debt])
- b. Names the creditors of states: citizens, financial institutions, International Monetary Fund, World Bank, other states
- c. Indicates factors that explain the indebtedness of states (e.g. infrastructure construction, public services, support for business development, military expenses)
- d. Indicates possible effects of state indebtedness on the economy and society (e.g. reconsideration of social programs, privatization, increase in the gaps between social groups, greater economic dependence, political and social crises)

**Éducation
et Enseignement
supérieur**

Québec 