

QUÉBEC EDUCATION PROGRAM

SECONDARY SCHOOL EDUCATION

# Contemporary World

Two credits

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.

**Title of original document:** *Programme de formation de l'école québécoise Monde contemporain 2 unités*

**For additional information, contact:**

General Information  
Direction des communications  
Ministère de l'Éducation et de l'Enseignement supérieur  
1035, rue De La Chevrotière, 28<sup>e</sup> 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](http://www.education.gouv.qc.ca)**

© Gouvernement du Québec

ISBN 978-2-550-79030-3 (PDF)  
ISBN 978-2-550-79029-7 (French, PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2017

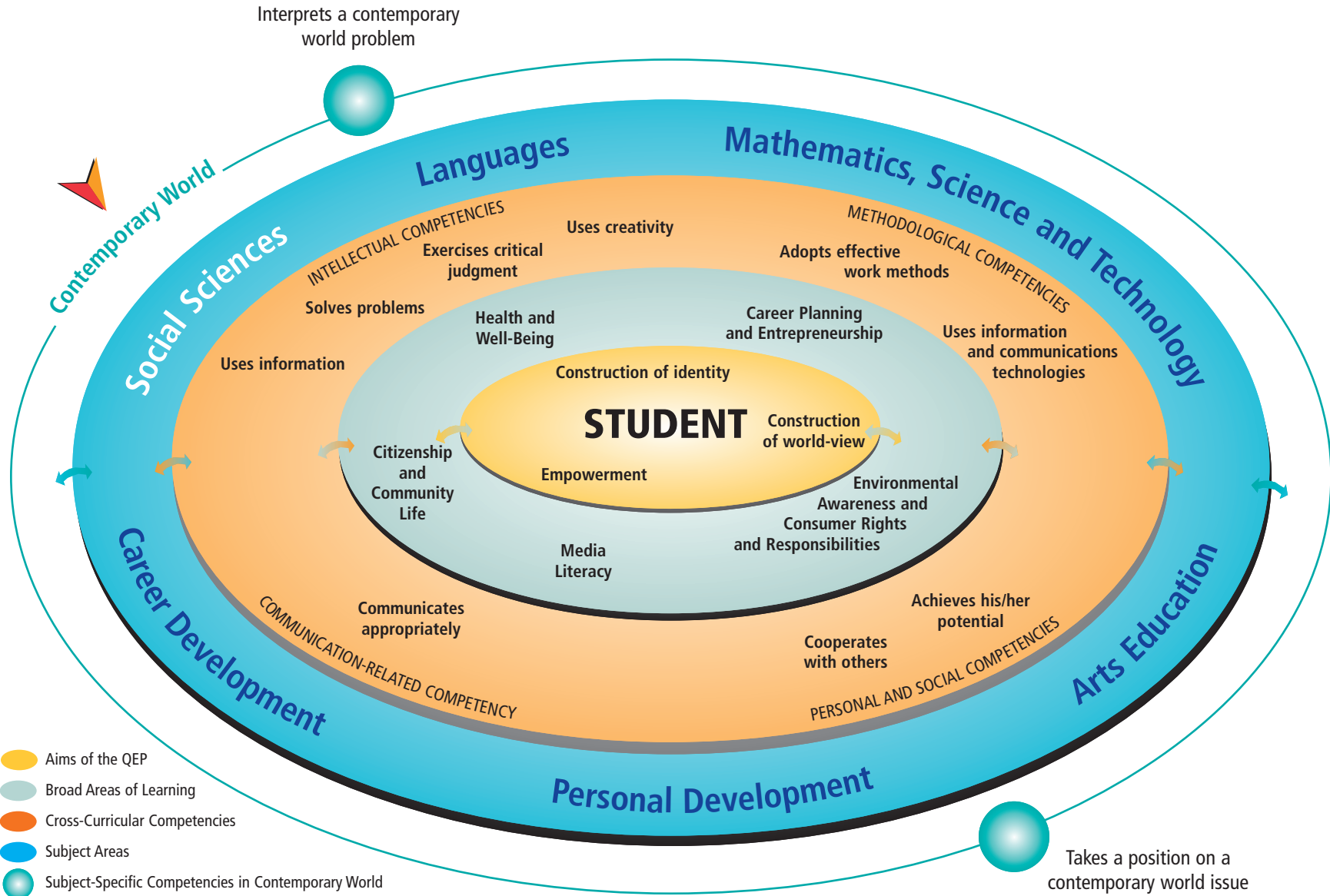
# Table of Contents

# Contemporary World

- Introduction to the Contemporary World Program . . . . .1**
  - Contribution of the Contemporary World Program to Students' Education . . . . .1
  - Nature of the Program . . . . .1
  - How the Competencies Work Together . . . . .2
- From the Elementary Level to Secondary Cycle Two . . . . .3**
- Making Connections: Contemporary World and the Other**
- Dimensions of the Québec Education Program . . . . .4**
  - Connections With the Broad Areas of Learning . . . . .4
  - Connections With the Cross-Curricular Competencies . . . . .5
  - Connections With the Other Subject Areas . . . . .5
  - Connections With the Integrative Project . . . . .6
- Pedagogical Context . . . . .8**
  - Students: Curious, Organized and Reflective . . . . .8
  - The Teacher: A Guide, a Mentor and a Mediator . . . . .8
  - A Large Variety of Resources . . . . .9
  - Meaningful, Open and Complex Learning and Evaluation Situations . . . . .9
  - Appropriate Evaluation . . . . .9
- Competency 1 Interprets a contemporary world problem . . . . .11**
  - Focus of the Competency . . . . .11
  - Key Features of Competency 1 . . . . .12
  - Evaluation Criteria . . . . .12
  - End-of-Year Outcomes . . . . .12
  - Development of the Competency . . . . .13
- Competency 2 Takes a position on a contemporary world issue . .15**
  - Focus of the Competency . . . . .15
  - Key Features of Competency 2 . . . . .16
  - Evaluation Criteria . . . . .16
  - End-of-Year Outcomes . . . . .16
  - Development of the Competency . . . . .17

- Program Content . . . . .19**
  - Prescribed elements of the program content . . . . .20
    - Designated focus . . . . .21
    - Objects of learning . . . . .21
    - Concepts . . . . .21
    - Knowledge related to the themes . . . . .21
  - Other resources for helping students develop the competencies . . .22
    - Cultural references . . . . .22
    - Techniques . . . . .22
  - Themes . . . . .22
    - Population . . . . .24
    - Tensions and conflicts . . . . .26
    - Wealth . . . . .28
- Techniques . . . . .29**
- Tables and Diagrams . . . . .35**
- Bibliography . . . . .44**

# Making Connections: Contemporary World and the Other Dimensions of the Québec Education Program



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Contemporary World



# Introduction to the Contemporary World Program

*Since their origin, the social sciences have been the sciences of worlds. Henceforth, they are also responsible for one of those worlds—the world.*  
**Jacques Lévy** [Translation]

Societies are more interdependent today than they used to be; they have more social, economic, political and cultural relationships. Because the problems and issues that characterize the contemporary world are both interconnected and multidimensional, the various actors—states, organizations and citizen groups—have to work together to find global solutions. To study these problems and issues, one must see them from both geographic and historical perspectives and consider the economic and political dimensions.

## Contribution of the Contemporary World Program to Students' Education

The Contemporary World program aims to:

- help students grasp the complexity of the world today and be open to the diversity of the societies that make it up
- help students develop their critical judgment by studying problems and issues of the contemporary world
- prepare students to participate as responsible citizens in social debate

By helping students understand the nature of the relationships that form among societies and the way in which these relationships shape the organization of the world today, the program contributes to their general education and prepares them to take part in the life of their society and make up their minds regarding social debates as citizens—informed, critically aware and open to diversity. It also brings them into contact with a range of viewpoints regarding some of the world's great concerns,<sup>1</sup> thus increasing

1. These concerns are reflected in the three prescribed themes: Population, Tensions and conflicts and Wealth.

their awareness of the various ways in which the problems and issues of the contemporary world are envisaged.

In this program, students consolidate previous learning regarding a research process and continue to develop concepts that foster critical judgment. Exercising their critical judgment with the appropriate intellectual rigour should lead them to examine their own preconceptions (values, convictions, representations) as well as the influence of the media both on their vision of the world and on societies. The program also offers students a chance to become aware of their role in society and of their responsibilities as citizens.

## Nature of the Program

The subjects that comprise the social sciences seek to explain social phenomena. Each subject makes a complementary contribution to the understanding of these phenomena by virtue of its particular questions, concepts and methods and the knowledge it allows students to construct. The Contemporary World program calls for students to adopt the geographic and historical perspectives and consider the economic and political dimensions in the study of problems and issues that concern all societies, focusing on one or the other of these perspectives or dimensions depending on the case. This will prepare them to understand international news events and situate them within the complexity of the world today.

Adopting a geographic perspective means that the students consider phenomena in terms of territory, that is, of the effects of human action on space. Embracing a historical perspective involves viewing the same phenomena in terms of duration by seeking their origins and elements of change and continuity. Taking into account the economic dimension helps students understand the choices societies make regarding the organization

of trade, production, distribution and consumption. Lastly, by considering the political dimension, they become aware of the organization of power within societies and the formation of power relations.

To interpret problems and take positions on issues in the contemporary world, students must use a research process that involves examining the points of view of different actors and adopting a critical distance regarding the information sources they consult.

### How the Competencies Work Together

The Contemporary World program focuses on two competencies:

- Interprets a contemporary world problem
- Takes a position on a contemporary world issue

These closely connected competencies are of equal importance in students' education. They are developed on the basis of the same program content, in learning and evaluation situations that call for the use of both competencies. It is also in these situations that their application may be observed.

Students interpret a contemporary world problem associated with each of the themes studied. By interpreting these problems, students learn to recognize the interests of different actors and international power relations. This helps them to grasp the nature of the issues on which they have to take a position.

The students are expected to develop their position on an issue by drawing on elements established during their interpretation of the problem. They critically examine various points of view on the issue, as well as its treatment by the media. By taking a position, they cast in a new light their interpretation of the problem.

## From the Elementary Level to Secondary Cycle Two

---

At the elementary level, students were introduced to the Social Sciences subject area by the Geography, History and Citizenship Education program,<sup>2</sup> in which they considered the organization of societies and the issues raised by the use and development of their territory<sup>3</sup> in space and time. They also learned to seek connections between the present and the past and to construct their own interpretation of various social phenomena, and they began to become familiar with concepts such as territory, society, organization, change, diversity and duration. Students focused on human action past and present, here and elsewhere, and they became aware of the diversity of societies.

In Secondary Cycle One, students were encouraged to broaden their horizons and see more clearly the importance of human action in social change. Their learning led to the construction of new knowledge and the development of competencies specific to geography and history and citizenship education. In the Geography program,<sup>4</sup> students were expected to develop three competencies: *Understands the organization of a territory*, *Interprets a territorial issue* and *Constructs his/her consciousness of global citizenship*. The History and Citizenship Education<sup>5</sup> program also targets three competencies: *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*.

In Secondary Cycle Two,<sup>6</sup> these competencies become more complex. The students are expected to show more empathy with the actors and witnesses of a period in their examination of social phenomena, and stronger analytic skills and finer reasoning power in their interpretation of these phenomena. They are also encouraged to take an interest in the issues facing Québec society,

to understand and, if possible, to assume their responsibility as citizens to deliberate on these issues.

In this program, Secondary V students must interpret problems facing the contemporary world and take positions on issues in the world. They have the opportunity to apply the competencies they developed in the Secondary Cycle One Geography and History and Citizenship Education programs, especially when, in studying the themes, they try to understand the meaning of human actions or examine the potential implications of these actions for the future. The program is based on the understanding they have acquired of the concept of society, the central concept of the History and Citizenship Education program for Secondary Cycle One. This program also calls for the application of the concept of territory, which is the central concept of the Geography program and is also one of the concepts common to the social phenomena considered in the History and Citizenship Education program in Secondary Cycle Two. The students are also expected to use other concepts with which they became familiar at the elementary level and in Secondary Cycles One and Two. They expand their knowledge base in geography, history, economics and politics by developing new concepts and studying the themes prescribed by the program.

Connections may be established between the themes studied in the Contemporary World program and some of the social or territorial phenomena considered in the two cycles of secondary school. For example, interpreting the problem of *Disparity in the distribution of wealth* provides an opportunity to use knowledge developed both in Cycle One, when they studied *Industrialization: an economic and social revolution*, and in Cycle Two, when they focused on the relationship between industrialization and social, territorial and political change in *The formation of the Canadian federation*.

---

2. See the diagram *Content of the Geography, History and Citizenship Education Program for the Elementary Level* on page 41.

3. Territory: a social space that human beings have settled, modified and organized in a specific way, and which holds a particular meaning for them.

4. See the diagram *Summary Table of the Program Content of the Geography Program for Secondary Cycle One* on page 44.

5. See the diagram *Summary Table of the Program Content of the History and Citizenship Education Program for Secondary Cycle One* on page 42.

6. See the summary tables of the program content of the History and Citizenship Education program for Secondary Cycle Two on pages 46 and 47.

# Making Connections: Contemporary World and the Other Dimensions of the Québec Education Program

---

Connections between the Contemporary World program and other subjects are readily apparent, and the program was designed to facilitate the integration of the various dimensions of the Québec Education Program. Teachers are encouraged to follow suit by working together to develop an integrated learning approach.

## Connections With the Broad Areas of Learning

Young people naturally relate, either individually or collectively, to the major issues that affect different areas of their lives. The broad areas of learning address these issues and serve as anchor points for the development of the competencies. In this way, they help students connect school learning to their real, concrete concerns. In addition, in this program, the fact that students are required to take positions on contemporary world issues encourages them to become involved individually as citizens. The themes studied are intrinsic to the broad areas of learning. There are also numerous connections between these themes and the educational aims and focuses of development of the broad areas. Many are self-evident, given the nature of the themes. Others may be made on the basis of classroom activities and tasks. As these connections are often implicit, teachers can help students perceive them more clearly.

## Health and Well-Being

To interpret problems and take positions on contemporary world issues, students have to consider the consequences of human action and collective choices on individual well-being. In doing so, they address one of the focuses of development of the broad area of learning *Health and Well-Being*. They can thus develop their concern for collective well-being and their knowledge of issues related to health and well-being.

## Career Planning and Entrepreneurship

Like the other programs in the Social Sciences subject area, this program promotes the acquisition of knowledge and values shared by the students' community. It thus contributes to their social integration and also overlaps in some measure with the educational aim of the broad area of learning *Career Planning and Entrepreneurship*. In addition, developing the competency *Takes a position on a contemporary world issue* contributes to students' self-awareness, helping them to recognize their potential by realizing that the actions they take can make a difference in their society.

## Environmental Awareness and Consumer Rights and Responsibilities

The Contemporary World program is closely related to the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities*, whose educational aim is to encourage students to maintain a critical distance toward consumption and the exploitation of the environment. Some elements of the focuses of development of this broad area overlap with the competencies and elements of program content, particularly as regards the distribution of wealth in the world today. The program also helps students become more aware of the connections between human actions and the environment.

## Media Literacy

In the course of their research on problems and issues of the contemporary world, the students gather data from various sources, which may present opposing viewpoints or biased information. They must therefore exercise critical judgment regarding their sources, processing the information they gather, and distinguishing between fact and opinion. In taking a position on an issue, they must consider the media treatment it has received. The

---

*The broad areas of learning remind us that life as a whole is a learning experience. Since each of the subjects is based on questions about reality, the subjects shed light on the issues addressed by the broad areas of learning.*

---



competencies the program targets dovetail with the educational aim of the broad area of learning *Media Literacy* in that both involve helping students develop critical and ethical judgment regarding the media.

### Citizenship and Community Life

The broad area of learning *Citizenship and Community Life* has considerable affinity with the Contemporary World program. Its educational aim and focuses of development are consistent with one of the educational aims of the program—that of preparing students to participate, as responsible citizens, in social debate.

By studying the prescribed themes, the students can observe the diversity of societies and acquire knowledge about the values and principles that characterize a democratic society. Taking a position on contemporary world issues also involves considering the role of institutions in society, determining the role that individuals can play in them and identifying contexts or institutions that could provide the framework for social action. The students can also observe that regardless of period or place, human beings everywhere form relationships of various sorts and try to find shared solutions to common problems by establishing rules for life in society.

### Connections With the Cross-Curricular Competencies

---

*The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.*

---

To varying degrees, the competencies in the Contemporary World program will draw on all the cross-curricular competencies and contribute to their development. These competencies call upon cognitive, social and emotional resources whose use enables the students to adapt to a variety of situations and continue learning throughout their lives.

To interpret a problem or take a position on a contemporary world issue, the students must know how to use information, that is, how to do research, select information from various sources and process it systematically and critically. They can use information and communications technology both to facilitate their research and to communicate their findings. Having to use a rigorous research process also helps them adopt effective work methods.

Interpreting problems and taking positions on contemporary world issues requires students to exercise critical judgment regarding the credibility of their information sources and to reflect on the influence the sources may have on their opinions. To achieve the necessary perspective, they have to consult a variety of sources in order to confirm or rule out information gathered from the mass media. In addition, they often have to use problem-solving strategies and creativity, especially when they look for actions they could take to support their opinion and identify contexts or institutions that could provide a framework for these actions.

When the time comes to show their research findings and express their opinions on contemporary world issues in a variety of ways, the students must use their ability to communicate appropriately.

The Contemporary World program helps students to achieve their potential by encouraging them to take part in social deliberation, and gives them an opportunity to take positions on global issues while respecting the opinions of others. Examining the themes leads them to compare their perceptions and values, to recognize their place among others, and thus, to achieve a sense of belonging to society. Finally, the students can see that participation in social life and cooperation among individuals make social change possible.

### Connections With the Other Subject Areas

The competencies, the knowledge, the strategies and the techniques associated with each subject area provide resources on which the students can draw. In developing the competencies in the Contemporary World program, they will have many opportunities to use these resources.

---

*Reality can rarely be understood through the rigid logic of a single subject; rather, it is by bringing together several fields of knowledge that we are able to grasp its many facets.*

---

## Languages

Language is both a learning tool and the principal vehicle of oral and written communication. Using it properly is a sign of well-structured thinking. Thus, to communicate their interpretation of a problem and their position on a contemporary world issue, the students use media sources, exercise their language competencies, and use the reading, writing and oral communication strategies they developed, particularly in their language of instruction classes. At the same time, knowledge and concepts developed in the Contemporary World program may help students understand and interpret texts in their language of instruction course.

## Mathematics, Science and Technology

Mathematical, arithmetic or statistical concepts and processes such as number and spatial sense, proportional reasoning, graphs and the location of numbers on a number line underpin the effective use of techniques proposed in the program, which students will need on the one hand to understand and process information and on the other to communicate the results of their research.

Seeing a scientific or technological issue or application in its social, environmental and historical context, as required by the competency *Makes the most of his/her knowledge of science and technology*, gives students a new perspective on the study of the problems and issues associated with the different prescribed themes. Conversely, when they take a position on a contemporary world issue, they sometimes have to draw on scientific and technological knowledge in order to analyze certain dimensions of the issue.

## Arts Education

The arts reflect the culture of a society. Drawing on their experience of creation, interpretation or critical appreciation, students studying problems and issues of the contemporary world can observe the contribution of the various art forms to the evolution of ideas and societies. They can also consider the role of the arts in the expression of a culture and the values of a community.

## Personal Development

To take positions on issues, the students must, among other things, apply the principles and values that underlie democratic life. This involves drawing on learning from the subjects in the Personal Development subject area, which attune them to a set of values associated with community life. The closest connections are those between the Contemporary World and the Ethics and Religious Culture programs, particularly with regard to deliberation on social issues.

## Career Development

The students can use learning from the programs in the Career Development subject area, particularly the Personal Orientation Project (POP). This program, which helps students to construct their career identity and view of the world of work, provides social and economic references that guide the students' process and reflection. Some of the references in the POP, whether they concern international or national contexts or the students' immediate context (e.g. economic and political trends, population movements and pluriculturality), are closely related to themes studied in the Contemporary World program. In addition, the Contemporary World program addresses problems with implications for the future of society and thus for each student's personal future.

## Connections with the Integrative Project

The integrative project is characterized by the explicit integration of the learning acquired by students in the course of their schooling as regards the subject-specific and cross-curricular competencies and the broad areas of learning. It thus provides students with the opportunity to apply the research process used in the social sciences, which the Contemporary World program helps them develop, and to make use of the competencies, concepts and knowledge associated with this program. The integrative process they are expected to use in connection with their project can also help them develop their understanding of the themes prescribed by this program. Conversely, the problems and issues they study in this program can provide ideas for the choice and development of integrative projects.

For example, they could carry out an individual or collective project to develop and apply ways to promote their position on a contemporary world issue—perhaps by creating Web sites or taking part in community action.

---

*All students have the right to the benefits of learning and insight, which will help them in the task of a lifetime: becoming what they choose to be.*  
**Albert Jacquard** [Translation]

### Students: Curious, Organized and Reflective

Learning and evaluation situations proposed in the context of the Contemporary World program must require students studying the world today to go beyond what they already know, observe and perceive spontaneously. To increase their understanding of the prescribed themes, they must adopt a research process, experiment with various strategies and establish connections between what they already know and what they discover.

To interpret a problem or take a position on either of the issues related to the themes studied, the students must do research and analyze different sources of information. Students must also interact with their classmates and the teacher and share their discoveries, knowledge and experiences. Working sometimes individually and sometimes in teams, they must take care to alternate between periods in which they pursue their research and periods in which they reflect on their learning process. They also communicate the results of their research. Whether they use oral or written means of communication, they must demonstrate clarity and rigour.

It is important for students to reflect on their approaches and procedures throughout their learning processes. They must examine the means and range of resources they have used, and the path they have followed in carrying out the proposed tasks. This reflection period and the adjustments to which it leads give the students greater awareness and control over their learning process. They record the details of their work process, illustrating the results of their research and the strategies and means employed. Recording this information helps them apply their learning in similar situations or other contexts.

### The Teacher: A Guide, a Mentor and a Mediator

Teachers of this program are professionals, learning specialists and, ideally, recognized experts in the subject. They must help students to discover the pleasure of learning, and seek to share with them their own passion for the knowledge and understanding of the many aspects of today's world. It is thus crucial that they demonstrate their eagerness to learn and their interest in the problems and issues of the contemporary world. They help students to open their minds to the diversity of societies and grasp the complexity of the contemporary world, in part by studying some of its problems and issues. This encourages the students to avoid hasty conclusions.

The learning and evaluation situations teachers use must give students an opportunity to interpret problems, take positions on the issues these problems raise and make appropriate use of the knowledge and concepts associated with the themes studied. To help the students develop interpretations and take positions, teachers should supervise their research and provide them with a variety of resources, including different information sources. They should support the students in their efforts to develop the knowledge and concepts associated with the themes studied as well as in their use of cultural references and techniques. They should also emphasize the importance of rigour and coherence, and do everything possible to help them learn without doing their learning for them.

In adapting the program for use in the classroom, teachers must diversify their practices and approaches in order to respect the various types of learners and learning styles. Teachers act as mediators between students and knowledge. By promoting discussion and the comparison of points of view, they involve students in a process of construction of meaning. They help students to clarify their thinking and to formulate ideas regarding the problems they interpret and the issues on which they take positions. They

also foster the development of metacognitive strategies. By showing the students how to use reflection to perceive the ways in which they draw on and acquire knowledge, they promote their intellectual activity and develop their ability to think abstractly and transfer learning.

## A Large Variety of Resources

Teachers must ensure that the classroom constitutes a rich and stimulating environment—a place where students have access to a variety of resources, such as maps, newspapers, magazines, audio-visual documents, firsthand accounts, thematic atlases and encyclopedias. These resources may be obtained through educational outings, or they may be part of their immediate surroundings (e.g. the library, the multimedia class and the community). In order to use these resources, students must have ready access to information and communications technologies that they can employ as research and production tools. Furthermore, in a constantly changing world, the study of whose problems and issues requires that students follow international news stories, it is important for the school to update its resources frequently.

## Meaningful, Open and Complex Learning and Evaluation Situations

To promote the development of the competencies in the program, learning and evaluation situations must be meaningful, open and complex, present challenges adapted to individual students' capacities and provide conditions that encourage students to critically assess their processes and their work.

A learning and evaluation situation is meaningful when students perceive the connections between the learning they have acquired and possible future applications. The study of the themes in the program becomes fully meaningful for students when they realize that it can give them a better understanding of the world today, including their immediate surroundings and their region. The situation will be all the more meaningful if it stimulates students' interest and refers to issues associated with current events or the broad areas of learning.

The situation is open if it enables students to explore several avenues rather than only one, involves a variety of tasks, encourages the use of several different research and communication media and results in different types of student work.

A learning and evaluation situation is complex insofar as it requires the use of the elements of program content, that is, the objects of learning, the concepts and the knowledge, and allows students to interrelate the various elements. It makes use of the competencies prescribed by the program and of one or two cross-curricular competencies. It requires students to use—in varying degree depending on the themes studied—the geographic and historical perspectives on the one hand and to consider the economic and political dimensions on the other. It enables students to make connections with the educational aims and focuses of development of the broad areas of learning and the competencies and knowledge targeted in other subjects. The situation must require research (gathering, selecting and analyzing data) involve reasoning processes such as induction, deduction and analogy, and draw on students' capacity to question, use critical judgment and synthesize.

Since students do not all learn in the same way or at the same pace, it is important to develop situations that are flexible enough to permit differentiated instruction. This can be achieved, for example, by adapting certain parameters concerning the context and procedure, or by adjusting the requirements concerning the documents used (number, ease of understanding and interpretation).

## Appropriate Evaluation

In keeping with the *Policy on the Evaluation of Learning*, evaluation must be seen above all as a tool to support learning. During the year, it is intended to provide students with feedback on their approach, methods and work and contribute to their progress. The feedback may concern learning related to one aspect of a competency. Thus, for example, a teacher who observes that a student interpreting a problem has trouble analyzing it might provide tasks that enable that student to do extra work on the comparison and correlation of different aspects of society. Similarly, a teacher who observes that a student finds it difficult to base an opinion on facts might propose an activity designed to clarify the distinction between fact and opinion in

the context of a learning and evaluation situation. Nonetheless, all the students must be involved, as soon as possible, in situations that draw simultaneously on both of the competencies in the program.

Toward the end of the year, the purpose of evaluation is to recognize the competencies acquired and describe each student's progress in the competency report. Using the scales of competency levels, the teacher makes a judgment regarding students' learning at the end of the year. These evaluation tools are based on the competencies and their key features. The teacher also makes observations when students have been placed in an evaluation situation requiring the use of the two competencies prescribed by the program. Carrying out the contextualized tasks in the situation enables the students to demonstrate their ability to use resources, particularly concepts, knowledge and techniques.

Whether evaluation is used to promote students' learning during the school year or to determine the level of development of their competencies at the end of the year, teachers must base their judgment on the evaluation criteria and end-of-year outcomes, which must be considered in the light of the key features of each competency.

## COMPETENCY 1 Interprets a contemporary world problem

*There is no human problem that cannot be solved, since its solution lies within us.*  
**Alfred Sauvy** [Translation]

### Focus of the Competency

Interpreting a contemporary world problem involves using a research process to give it a meaning, taking into account how it is integrated into the complexity of the contemporary world. A problem reflects situations that cause concern and give rise to issues. It affects the whole world, but may take different forms in different societies.

To interpret a problem, the students must first define it by determining its main elements, using information sources they have already selected. The information gathered and processed should enable them to ascertain the context in which the problem occurs, identify actors—such as states, international institutions, multinational firms, citizen groups or media—and find facts. They recognize different forms the problem takes in the world.

Interpreting a problem also involves analyzing it. Thus, the students must try to explain the problem by establishing causes and consequences, and interrelating some of its cultural, economic, political and social aspects. Their analysis must also lead them to identify the points of view of various actors concerning the problem, to establish connections between these points of view and the interests at stake and to recognize the power relations among these actors.

It is important for students to round out their interpretation of a problem by considering it as a whole. To do this, they have to compare various manifestations of the problem in the world, and identify similarities and differences among them. In addition, they must examine the problem on different scales—in world or national terms, in the short or long term—while taking into account the economic, political and social characteristics of the problem. This should modify the students' perception of the problem, and help them put it in perspective. It should help them to establish its global nature and show how it may be experienced differently from one

society to another. They should be able to identify major global trends, that is, movements and currents of thought that are reshaping the basic framework of the problem. This should permit them to build on their understanding of the problem so that they can take a position on a contemporary world issue to which it has given rise.

Throughout the development of the competency, the students must reflect on their practices. For this reason, they must gather and keep records of their processes. The students' critical assessment involves considering what they have learned about a problem, evaluating the effectiveness of their strategies and identifying the difficulties encountered. This should enable them to conduct appropriate self-evaluation and build on their assessment of what they have learned in order to improve.

## Key Features of Competency 1

### Defines the problem

Identifies forms the problem takes in different parts of the world  
• Identifies actors • Establishes facts • Defines the context

### Analyzes the problem

Interrelates various aspects of society • Determines causes • Establishes consequences • Identifies different points of view • Examines some of the interests at stake  
• Recognizes power relations

## Interprets a contemporary world problem

### Critically assesses his/her process

Considers what he/she has learned about the problem using this process • Evaluates the effectiveness of the strategies used  
• Identifies the difficulties he/she experienced • Identifies ways to improve his/her process

### Considers the problem as a whole

Compares manifestations of the problem  
• Considers the problem on different scales  
• Demonstrates the global nature of the problem

## End-of-Year Outcomes

The student uses rigorous reasoning by:

- using facts related to the problem
- establishing connections among facts in his/her explanation of the problem
- using concepts appropriately

The student develops a clear overview by:

- interrelating elements of the problem
- identifying similarities and differences in the forms the problem takes in the world
- identifying global trends

The student critically assesses his/her process by:

- identifying the learning acquired
- indicating in what respect the strategies used were effective and in what respect they were not
- indicating other contexts in which the learning could be applied

## Evaluation Criteria

- Rigour of his/her reasoning
- Clear overview
- Critical assessment of his/her process



## Development of the Competency

The competency *Interprets a contemporary world problem* is developed in conjunction with the competency *Takes a position on a contemporary world issue*. Teachers should thus develop learning and evaluation situations that draw on both competencies. In order to differentiate their teaching and help

students develop the competency, teachers can adjust the level of difficulty of the tasks by varying the parameters of the context and the procedures used, the program content to be used and the students' reflection on their processes.

Parameters of the context and the procedures used					
At the beginning of the year	→	→	→	→	Near the end of the year
The students must use different scales to identify various elements of the problem.			→		The students must use different scales in order to identify connections between various elements of the problem.
The teacher provides the students with guidance in planning their research processes.			→		The students must plan their research processes.
The teacher suggests research strategies.			→		The students must use appropriate research strategies.
The documents are not all provided. With the teacher's help, the students must find the documents they need.			→		The documents are not all provided. The students must find the documents they need.
Parameters of the program content to be used					
At the beginning of the year	→	→	→	→	Near the end of the year
The students must use the concepts related to the theme studied.			→		The students must use the concepts related to the theme studied as well as concepts related to other themes.
The students must draw on content from programs in the Social Sciences subject area.					
The students must use various techniques to illustrate their interpretations.			→		The students must use various techniques to illustrate their interpretations and justify their use of these techniques.

Parameters of the students' reflection on their processes	
At the beginning of the year	Near the end of the year
The teacher helps the students decide when to reflect on their processes.	The students must decide when to reflect on their processes.
The teacher helps the students regulate their research processes.	The students must regulate their research processes.
The students must explain their research processes and reflect on problems encountered and solutions found.	
The teacher provides students with tools for evaluating their research processes.	The students must choose tools for evaluating their research processes from among those placed at their disposal by the teacher.
The teacher helps the students choose records to keep as evidence of their research processes.	The students must choose records to keep as evidence of their research processes.

## COMPETENCY 2 Takes a position on a contemporary world issue

*The days are gone when the powerful could discuss world affairs behind closed doors.  
Claude Weill [Translation]*

### Focus of the Competency

Taking a position on a contemporary world issue involves participating as a responsible citizen in social debate. The students have to examine various points of view on the issue. They must reflect on anything that may influence their thinking, such as media treatment of the issue, then debate the issue and consider opportunities for social action. The issues on which the students are expected to take positions stem from the problems they have interpreted. An issue generally arises when various interests clash over the resolution of a problem. In the ensuing debates, various actors support their respective viewpoints and propose solutions.

To take a position on an issue, the students must examine the points of view defended by different actors such as states, international institutions, multinational firms, citizen groups and the media in order to determine the main points of controversy. This should enable students to perceive that these viewpoints are usually based on values that reflect the interests of those defending them. The students must also weigh the advantages and disadvantages of the solutions proposed by the actors.

In taking a position on an issue, the students should debate the issue, both in order to express their opinion and to find arguments to defend it. They must consider the way in which the media<sup>7</sup> treat the issue. This will enable them to see how the media coverage of the issue can influence their own opinion and that of the public. They should also remain open-minded, examining opinions different from their own, so that, at the conclusion of their research process, they have a more balanced position.

The students must also consider opportunities to support their position by means of social action. This involves identifying actions that are consistent with their opinion and contexts or institutions in which such actions can be taken. After that, they can develop an action plan in order to make their opinion known.

Throughout the development of the competency, the students must reflect on their practices. For this purpose, they must gather and keep records of their processes. The students' critical assessment involves considering what they have learned about an issue, evaluating the effectiveness of their strategies and identifying the difficulties encountered. This should enable them to conduct appropriate self-evaluation and build on their assessment of what they have learned in order to improve.

7. Media is taken to mean all means of communication of information to the public: radio, television, print media, Web sites, blogs, etc.

## Key Features of Competency 2

### **Examines some points of view on the issue**

Identifies various points of view • Identifies the values and interests that underlie these points of view • Establishes points of convergence and divergence among these points of view • Identifies possible solutions • Considers the potential impact of the proposed solutions

### **Considers the media treatment of the issue**

Recognizes the choices made by some media in their treatment of the issue • Establishes the influence of the media on his/her opinion

### **Critically assesses his/her process**

Considers what he/she has learned about the issue using this process  
• Evaluates the effectiveness of the strategies used  
• Identifies the difficulties he/she experienced  
• Identifies ways to improve his/her process

## **Takes a position on a contemporary world issue**

### **Debates the issue**

Bases his/her opinion on facts  
• Develops arguments defending his/her opinion  
• Demonstrates an open mind toward opinions differing from his/her own

### **Considers opportunities for social action**

Recognizes types of action that could be taken • Identifies contexts or institutions that could provide the framework for his/her actions • Establishes an action plan

## End-of-Year Outcomes

The student establishes a critical distance by:

- making connections between the views of actors and their interests and values
- identifying the advantages and disadvantages of the solutions proposed

The student expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion
- basing his/her opinion on cogent arguments
- suggesting possible actions

The student critically assesses his/her process by:

- identifying the learning acquired
- indicating in what respect the strategies used were effective and in what respect they were not
- indicating other contexts in which the learning could be applied

## Evaluation Criteria

- Critical distance
- Expression of a well-founded opinion
- Critical assessment of his/her process

## Development of the Competency

The competency *Takes a position on a contemporary world issue* is developed in conjunction with the competency *Interprets a contemporary world problem*. Teachers should thus develop learning and evaluation situations that draw on both competencies. In order to differentiate their teaching and

help students develop the competency, teachers can adjust the level of difficulty of the tasks by varying the parameters of the context and the procedures used, the program content to be used and the students' reflection on their processes.

Parameters of the context and the procedures used					
At the beginning of the year	→	→	→	→	Near the end of the year
The teacher helps the students identify influences on their positions.			→		The students must identify influences on their positions.
The teacher provides the students with guidance in planning their research processes.			→		The students must plan their research processes.
The teacher suggests research strategies.			→		The students must use appropriate research strategies.
The teacher helps the students identify types of actions and contexts or institutions through which to voice their opinions.			→		The students must develop action plans in order to voice their opinions.
The documents are not all provided. With the teacher's help, the students must find the documents they need.			→		The documents are not all provided. The students must find the documents they need.
Parameters of the program content to be used					
At the beginning of the year	→	→	→	→	Near the end of the year
The students must use the concepts related to the theme studied.			→		The students must use the concepts related to the theme studied as well as concepts related to other themes.
The students must draw on content from programs in the Social Sciences subject area.					
The students must use appropriate techniques to support some of their arguments.					

Parameters of the students' reflection on their processes	
At the beginning of the year	Near the end of the year
The teacher helps the students decide when to reflect on their processes.	The students must decide when to reflect on their processes.
The teacher helps the students regulate their research processes.	The students must regulate their research processes.
The students must explain their research processes and reflect on problems encountered and solutions found.	
The teacher provides students with tools for evaluating their research processes.	The students must choose tools for evaluating their research processes from among those placed at their disposal by the teacher.
The teacher helps the students choose records to keep as evidence of their research processes.	The students must choose records to keep as evidence of their research processes.

## Program Content

---

The competencies *Interprets a contemporary world problem* and *Takes a position on a contemporary world issue* are developed on the basis of three themes: *Population, Tensions and conflicts* and *Wealth*. The themes chosen represent concerns that are both global and enduring. Their analysis must take into consideration the geographic and historical perspectives and the economic and political dimensions. Each theme is introduced by a short text, which is followed by a diagram. It is up to teachers to determine the thematic order that can best promote the development of their students' competencies.

The program content is compulsory. It includes the following elements: the designated focuses, the objects of learning, the concepts and the knowledge related to the themes. The use of cultural references is prescribed, although the examples provided in the program are not. The diagram on the following page illustrates the prescribed elements of the program content.

This program content<sup>8</sup> is designed for 50 hours of instruction, as stipulated in the *Basic school regulation for preschool, elementary and secondary education*.

---

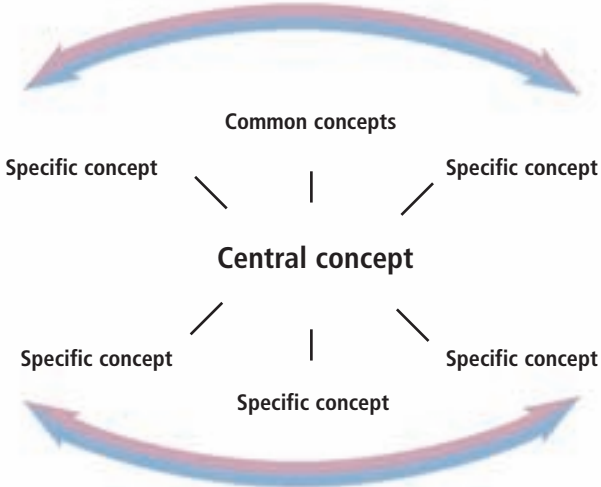
8. See *Summary Table of Program Content, the Contemporary World Program – Cycle Two, Year 3* on page 40.

Prescribed elements of the program content

THEME

DESIGNATED FOCUS

TOPIC TO BE INTERPRETED  
(problem)



POSITION TO BE TAKEN  
(issue)

KNOWLEDGE RELATED TO THE THEME

- 
- 
- 
- 
- 

Cultural references



### Designated focus

A designated focus establishes guidelines for the study of each theme. It orients—or focuses—the study of the problem and the issues to which it gives rise. This focus should be reflected in the learning and evaluation situations as well as the evaluation situations.

### Objects of learning

Each theme has two objects of learning: a topic to be interpreted (problem) and a position to be taken (issue). For each theme, two issues are proposed, so that the teacher or students have a choice. The purpose of these objects of learning is to relate the competencies to the program content. They also help teachers to adapt the program content for use in learning and evaluation situations.

### Concepts

Studying the themes involves developing concepts and conceptual frameworks. A concept is a mental representation of a concrete or abstract object of knowledge. Since concepts are highly generalizable, students can apply them to themes other than those used to construct them. Becoming familiar with the concepts featured in the program will provide the students with valuable intellectual tools.

Concepts form a large part of the cultural knowledge shared by different societies. Without them, it would be difficult to properly grasp reality and share one’s understanding of it with others. For example, a person with no understanding of the concept of the state would be lacking an element required to understand the organization of the world.

Strategies for teaching and learning concepts must enable students to move from preconceptions to functional, formal concepts. Most students already have representations—even if they are mistaken or incomplete—of the concepts being discussed.

The teacher can use a number of teaching strategies to help the students develop a fuller understanding of these concepts. For example, the concept of the state may be approached first in terms of political power, and then

associated with the idea of a political system, an institution, the collective interest, etc., with the help of one or several strategies, such as the following:

- Analogy: The state is like . . .
- Comparison: Does state X have the same type of institutions as . . .?
- Deduction: This is a state because . . .
- Induction: How would you characterize these institutions?
- Spiral: Returning several times to the same concept, but elaborating more each time

For each theme studied, a central concept, indicated in boldface, is targeted. The central concept is supported by specific concepts that the students gradually assimilate and use. These specific concepts are arrayed around the central concept in the diagram. The diagram also designates certain concepts as “common,” as they are used in the study of all the prescribed themes in the program. The concepts of interdependence, globalization and power fit this description.

The prescribed concepts are listed on page 40. This list is not exhaustive. To it must be added the concepts introduced in the Social Sciences programs in Cycles One and Two,<sup>9</sup> particularly the concepts of society and territory, and all those that, without being prescribed, are likely to be useful in the learning process.

### Knowledge related to the themes

Students who develop the prescribed competencies acquire knowledge. This knowledge is presented in an overall manner in the diagram for each theme, so as to respect teachers’ professional autonomy. It is up to them to make their own decisions concerning the number and nature of the facts to present in relation to the knowledge. This latitude also enables teachers to take into

9. The table on page 45 presents the prescribed concepts in the Cycle One Geography program. The tables on page 43 and 48 present the prescribed concepts in the Cycle One and Cycle Two History and Citizenship Education programs. Concepts that have already been addressed in Cycle One or Two Social Sciences programs are marked with an asterisk (\*).

account current events. In addition, being able to select the factual data allows teachers to respect the characteristics and needs of all their students, in a spirit of differentiated instruction. The number, value and variety of the documents used in carrying out the tasks in the learning and evaluation situations affect students' acquisition and consolidation of the knowledge prescribed by the program.

### Other resources for helping students develop the competencies

Students need to draw on other resources, such as cultural references and techniques in developing the competencies.

#### Cultural references

Cultural references may take different forms—international agreements, events, media products—and concern a person, a work of art, a territory, a literary work, a scientific discovery, a way of thinking and so on. Using them enables students to broaden their world-view by considering significant social phenomena or cultural trends.

The section on the cultural references provides examples that are relevant to the themes studied in the program. These examples are not themselves specific objects of study or research, but the use of cultural references in the classroom is prescribed.

Teachers are encouraged to choose other cultural references for each theme. Three selection criteria must guide their choices:

- conformity with the designated focus
- consideration of several aspects of society
- potential use in the development of the two competencies

#### Techniques

The study of the prescribed themes requires the use of techniques, which are resources for students to draw on in learning and evaluation situations.<sup>10</sup>

- Interpreting and creating a map
- Interpreting a written document
- Interpreting and creating a time line
- Interpreting a picture
- Interpreting and creating a graph
- Interpreting and creating a contingency table

These techniques both provide access to information and enable students to communicate their research results.

#### Themes

The themes prescribed by the program focus on major concerns, considered at the world level. The themes are: *Population, Tensions and conflicts* and *Wealth*.

---

10. The various techniques are presented on pages 34-39.

*Far from weakening, international migration will probably grow.  
Migratory flows will vary in size [and] will be accompanied, at local and national levels,  
by tensions that are either dangerous or under control;  
migrants and their children will be integrated with varying degrees of success.  
So many questions, so many challenges.  
Jean-Pierre Guengant [Translation]*

## Population

The growth of trade and cultural exchanges in the context of globalization, and the rapid development of means of communication in the areas of transportation and information technology have greatly increased population mobility and fostered the development of international networks.

Population movement usually occurs for economic reasons. There are also humanitarian reasons, related to political situations or climate issues. Demographic changes, such as the aging of populations and natural population growth, also lead to increased migration in some societies. These migration movements contribute to the creation of diasporas, that is, the dispersion of members of a community throughout the world.

Migration may be permanent or temporary; it may take place within a legal framework or be clandestine. Much of it targets big cities, whether the migrants come from within the country or outside it. The majority of the world's population is now urban. The concentration of migrants in cities accelerates the phenomenon of urbanization and the problems associated with it. In some parts of the world, these problems have grown to worrisome proportions. Cities have difficulty absorbing the flow of new arrivals. Infrastructures do not always develop enough to meet the needs created by the migrants. How can cities take into account the culture of these new arrivals, whether they are the result of internal or external migration? How do societies handle the intensification of migration flows, whether national or international?

Changes in the world of work are increasing the mobility of both jobs and workers. These changes pose a major challenge for host societies, which must, for example, both facilitate the integration of immigrants by seeing that they find jobs and address the increase in unemployment caused by the phenomenon of relocation. Other societies experience a net migration loss and try to make up for a shortage of skilled labour. How can societies cope with these changes?

The diagram on the following page illustrates the relationship between the competencies and the program content for this theme. The students are expected to interpret the problem *Economic and social changes related to the increase in migration* in the world today. They also have to take a position on one of the following issues:

***The management of urban expansion***

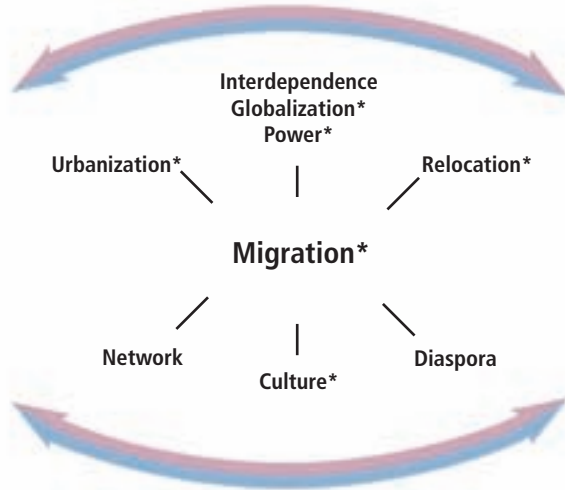
**OR**

***Migration and the world of work***

# POPULATION

**DESIGNATED FOCUS**  
The increase in migration

**TOPIC TO BE INTERPRETED**  
Economic and social changes related to the increase in migration



**POSITION TO BE TAKEN**

- The management of urban expansion

OR

- Migration and the world of work

**KNOWLEDGE RELATED TO THE THEME**

- Demographic change
- Immigration policies
- International networks
- Labour policies
- Migration flow
- Parallel economies
- Urban organization

**Cultural references**  
Office of the United Nations High Commissioner for Refugees (1951) – Migrinter (1985) – International Labour Organization, *Declaration on Fundamental Principles and Rights at Work* (1998) – Jane Jacobs (1916-2006) – Other references to be chosen by the teacher

*No one disputes that governments have not only the right but also the duty to protect their citizens from attacks.  
. . . Pursuing security objectives at all costs may [however] create a world in which we are neither safe nor free.  
Louise Arbour*

### Tensions and conflicts

The existence of divergent interests in a region may give rise to tension between peoples or states. The tension may culminate in a diplomatic crisis or an armed conflict. This may call for external intervention, which may take the form of peace forces, humanitarian operations, economic sanctions or military action by third states. Such tension and conflict are part of a broader context involving the international situation, diplomacy and power relations.

Although there has been much tension and conflict in the course of human history, most of the international institutions that intervene in conflicts such as wars and genocides were founded in the second half of the 20th century. Despite the existence of these institutions and the establishment of conflict-resolution arrangements, the contemporary world is still the theatre of tension and conflict among peoples or states.

Most tension and conflict arise out of explicit demands, which take different forms and are experienced differently depending on the case. They may, for example, involve questions related to rights and freedoms, territory, the control of resources, political autonomy and cultural identity (ethnicity, religion, etc.). In addition to explicit demands, there may be deeper causes, such as ideological differences or previous tensions and conflicts.

Sometimes, the intervention of third states or international institutions raises questions about respect for the sovereignty of states. To legitimize some of their actions, intervening parties seek the approval of the General Assembly or Security Council of the United Nations (UN), for example, citing humanitarian reasons for their actions. Sometimes they are criticized for promoting their own interests rather than those of the populations concerned. Whose interests and what principles underlie external intervention in areas of tension and conflict? And why does intervention occur in some areas and not others?

The diagram on the following page illustrates the relationship between the competencies and the program content for this theme. The students are expected to interpret the problem *The legitimacy of external intervention in areas of tension and conflict* in the world today. They also have to take a position on one of the following issues:

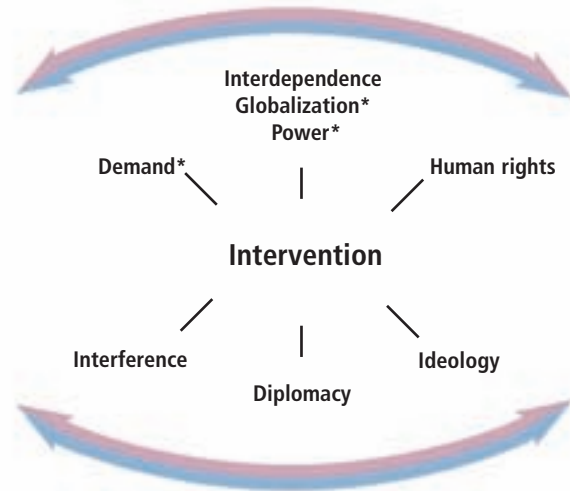
***Application of the principle of humanitarian assistance***

**OR**

***The interests of intervening parties versus those of populations***

## TENSIONS AND CONFLICTS

**TOPIC TO BE INTERPRETED**  
The legitimacy of external intervention in areas of tension and conflict



**DESIGNATED FOCUS**  
External intervention in a sovereign territory

**POSITION TO BE TAKEN**

- Application of the principle of humanitarian assistance

OR

- The interests of intervening parties versus those of populations

- KNOWLEDGE RELATED TO THE THEME**
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Control of resources</li> <li>• Exercise of rights and freedoms</li> <li>• International alliances</li> <li>• International institutions</li> </ul> | <ul style="list-style-type: none"> <li>• Questions related to cultural identity (ethnicity, religion)</li> <li>• Peacekeeping missions</li> <li>• Peace process</li> <li>• Political autonomy</li> </ul> |
|--|--|

**Cultural references**  
Blue Helmets (1948) – *Universal Declaration of Human Rights* (1948) – Doctors Without Borders (1971) – Reporters Without Borders (1985) – Other references to be chosen by the teacher

*Overcoming poverty is not a gesture of charity. It is an act of justice.*  
**Nelson Mandela**

## 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. Despite the sustained growth of the world economy in the second half of the 20th century, the distribution of wealth remains unequal. It favours the countries of the North over those of the South. There is also a disparity in the distribution of wealth within societies. The gap between rich and poor is growing wider in many countries.

Inequalities in the areas of employment and remuneration have increased in many developed countries, especially since the mid-1980s. The economic development experienced by some emerging countries, notably in Asia and South America, has widened the gap between living conditions in the city and the country. As for the African continent, much of it is characterized by generalized poverty.

Notwithstanding the worldwide increase in productivity, measures by states to redistribute wealth and efforts by various actors to regulate the world market, disparities continue to grow. The geographic distribution of natural resources on the planet, the control of those resources, the organization of production as well as the effects of colonization, decolonization and neocolonialism must all be taken into account in explaining this disparity.

There is a consensus on the need to reduce poverty in the world, but the way to achieve this is a matter of debate. Is it possible for economic development to ensure greater social justice on a world scale? Can it benefit all populations, providing every person with adequate living conditions and access to education and health care? Another challenge is to find a way to make the exploitation of natural and human resources, particularly by multinational firms, generate more economic benefits for local populations, particularly in the less-developed countries. To what extent is a fair distribution of wealth possible? How can this objective be attained? Does economic growth increase disparity or reduce it?

The diagram on the following page illustrates the relationship between the competencies and the program content for this theme. The students are expected to interpret the problem *The disparity in the distribution of wealth* in the world today. They also have to take a position on one of the following issues:

***Balancing social justice and economic development***

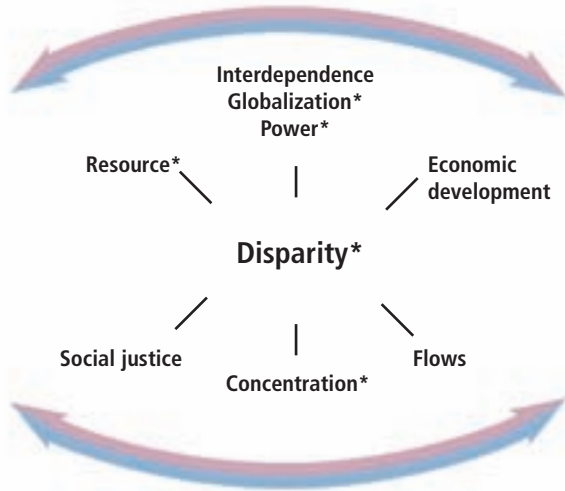
**OR**

***The control of resources***

# WEALTH

**DESIGNATED FOCUS**  
The distribution of wealth

**TOPIC TO BE INTERPRETED**  
The disparity in the distribution of wealth



**POSITION TO BE TAKEN**

- Balancing social justice and economic development

OR

- The control of resources

**KNOWLEDGE RELATED TO THE THEME**

- Debts and obligations of states
- Emerging economies
- Influence of colonization, decolonization and neocolonialism
- International organizations
- International trade
- North-South relations
- Power of multinational firms
- Social gaps
- Wealth creation

**Cultural references**  
Oxfam (1942) – *We Are the World* (1985) – Fair Trade/Transfair Canada (1997) – Muhammad Yunus (1940 - ) – Other references to be chosen by the teacher



## Techniques

The study of the themes in the program requires the use of techniques both to obtain information and to convey research results. These techniques build on those acquired in the Social Sciences programs at the elementary level and in Secondary Cycles One and Two. They do not constitute new learning for the students, and are not themselves objects of study. They will, however, be easier to master if they are used repeatedly.

### Interpreting and creating a map

Learning to interpret and create a map is essential in order to study the themes in the program. A map is a spatial representation of a reality. A thematic map can depict one or more aspects of a situation. A simple map enables students to illustrate their understanding of problems or issues. The students' learning with regard to map making must under no circumstances be limited to reproducing or tracing existing maps or, worse still, to colouring in maps on the basis of preestablished data.

#### *Interpreting a map*

- decoding the title
- decoding the legend
- identifying the scale
- reading the orientation
- identifying dynamic or static data, if any
- determining the nature of the information presented

#### *Creating a map*

- deciding on the purpose of the map
- consulting information sources: maps, tables, various documents, etc.
- identifying the essential elements, in keeping with the map's purpose
- forming a mental image of the phenomena and spaces to be mapped
- drawing the map
  - giving the map a title
  - indicating the scale
  - using symbols to represent the essential elements
  - designing a legend

## Interpreting a written document

Learning to interpret written documents (newspaper articles, letters, treaties, founding texts, etc.) is essential in order to study the themes in the program. Written documents reflect the society that produced them. It is sometimes necessary to go beyond simple decoding, seeking the meaning of a document in its symbolic significance.

### *Interpreting a written document*

- identifying the nature and type of document
- identifying the author's name and role
- identifying the date or other chronological reference points
- identifying the source
- establishing whether or not the document dates from the period it describes
- decoding the title
- establishing the main idea
- noting all the important ideas
- organizing and synthesizing the important ideas
- relating and comparing information from other documents
  - to identify similarities and differences
  - to identify elements of continuity and change

## Interpreting and creating a time line

Learning to interpret and create a time line is essential in order to study the themes in the program. A time line makes it possible to set reference points, establish a chronology, view the themes over time and grasp elements of continuity and change, similarities and differences, and so on.

### *Interpreting a time line*

- decoding the chronological scale
- finding information
- comparing durations
- establishing sequences and trends
- identifying elements of continuity and change

### *Creating a time line*

- giving the time line a title
- choosing the information
- drawing and orienting an axis
- establishing a chronological scale
- calculating the amount of time to represent
- establishing a unit of measure
- indicating the intervals
- indicating the information on the axis

## Interpreting a picture

Learning to interpret pictures (photographs, paintings, drawings, caricatures, etc.) is essential in order to study the themes in the program. Pictures reflect the society that produced them. It is sometimes necessary to go beyond simple decoding, seeking the meaning of a document in its symbolic significance.

### *Interpreting a picture*

- determining the nature of the document
- establishing whether it is a direct representation of the reality depicted or a reconstitution
- identifying the author's name and role
- identifying the date or other chronological reference points
- identifying the source
- decoding the title
- determining the main subject
- breaking the document down into its elements
  - determining the places, actors, circumstances and period
  - establishing connections among the elements
- relating and comparing information from several documents
  - to identify similarities and differences
  - to identify elements of continuity and change

## Interpreting and creating a graph

Learning to interpret and create a graph is essential in order to study the themes in the program. To construct a graph, students must either have or establish statistical data. A graph may take the form of a histogram, a pie chart, a bar graph, a broken-line graph, curves, and so on. It may contain a variable amount of information on the distribution or progression of the data, or it may represent a combination of these two dimensions.

### *Interpreting a graph*

- decoding the title
- decoding the legend
- identifying the type of graph (histogram, pie chart, a bar graph, a broken-line graph, curves, etc.)
- determining the nature of the information presented on each axis
- identifying the scale
- determining the source on which the graph is based
- finding a piece of information using two or more coordinates

### *Creating a graph*

- entering the title
- designing the legend
- selecting information
- choosing a mode of representation
- drawing the framework of the graph
- establishing the scale
- entering the data on the graph
- indicating the source of the data

## Interpreting and constructing a contingency table

Learning to interpret and construct a contingency table is essential in order to study the themes in the program. A contingency table may contain either descriptive or comparative information.

### *Interpreting a contingency table*

- decoding the title
- decoding the legend
- identifying the scale
- determining the nature of the information presented in the rows and columns
- determining the relationship between the data values
  - according to the rows or the columns
  - by cross-tabulating

### *Constructing a contingency table*

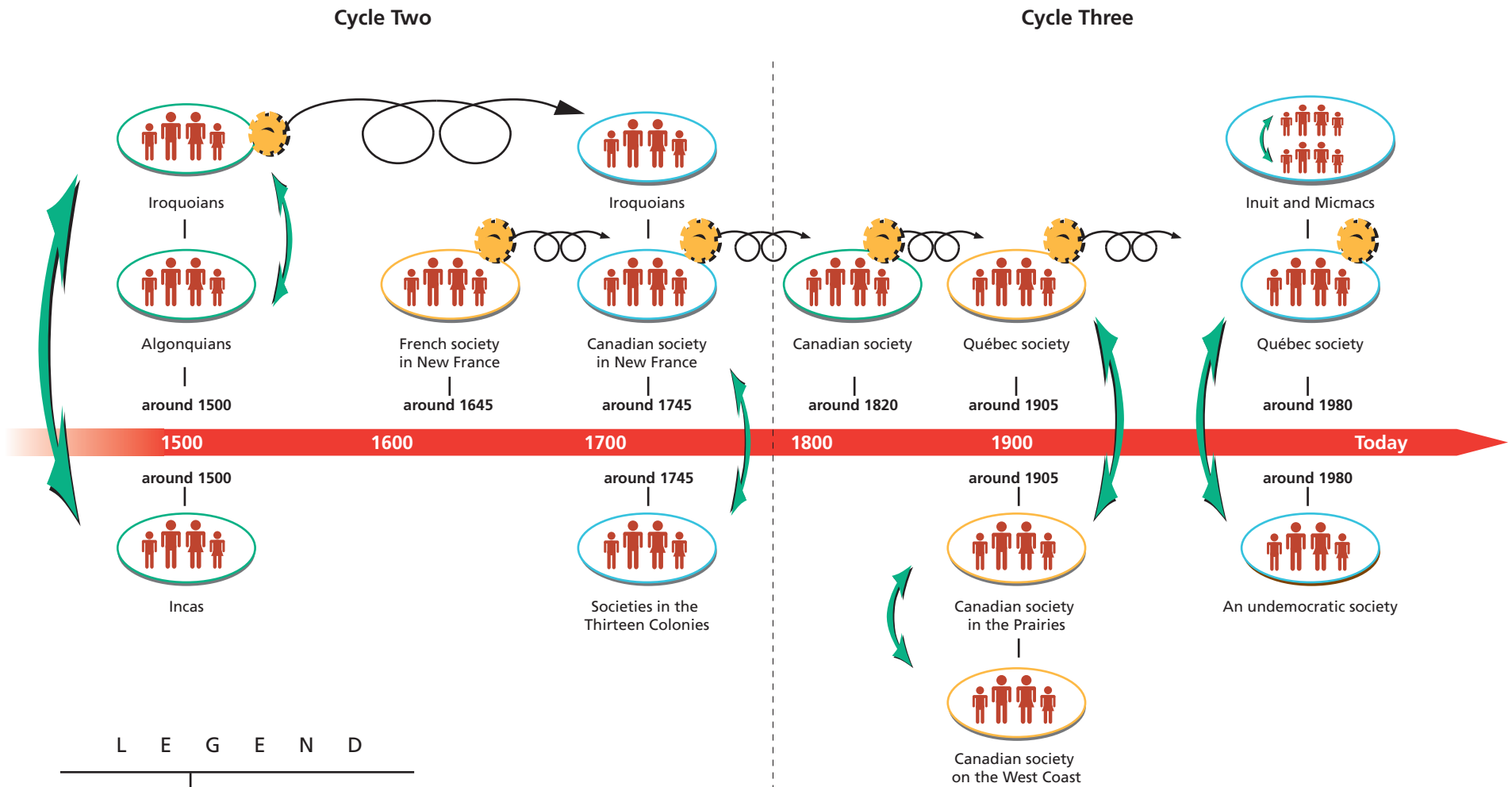
- entering the title
- designing the legend
- selecting information
- drawing and naming the rows and columns
- establishing the scale of representation
  - establishing the proportional relationship between the data values to be represented
  - determining the units of measure
  - indicating the intervals
- entering the data in the table

## Tables and Diagrams

Summary Table of Program Content, the Contemporary World Program – Cycle Two, Year 3					
Theme	Designated focus	Central concept	Specific concepts	Topic to be interpreted (problem)	Position to be taken (issue)
<b>Population</b>	The increase in migration	Migration*	Culture* Diaspora Network Relocation* Urbanization*	Economic and social changes related to the increase in migration	– The management of urban expansion OR – Migration and the world of work
<b>Tensions and conflicts</b>	External intervention in a sovereign territory	Intervention	Demand* Diplomacy Human rights Ideology Interference	The legitimacy of external intervention in areas of tension and conflict	– Application of the principle of humanitarian assistance OR – The interests of intervening parties versus those of populations
<b>Wealth</b>	The distribution of wealth	Disparity*	Concentration* Economic development Flows Resource* Social justice	The disparity in the distribution of wealth	– Balancing social justice and economic development OR – The control of resources

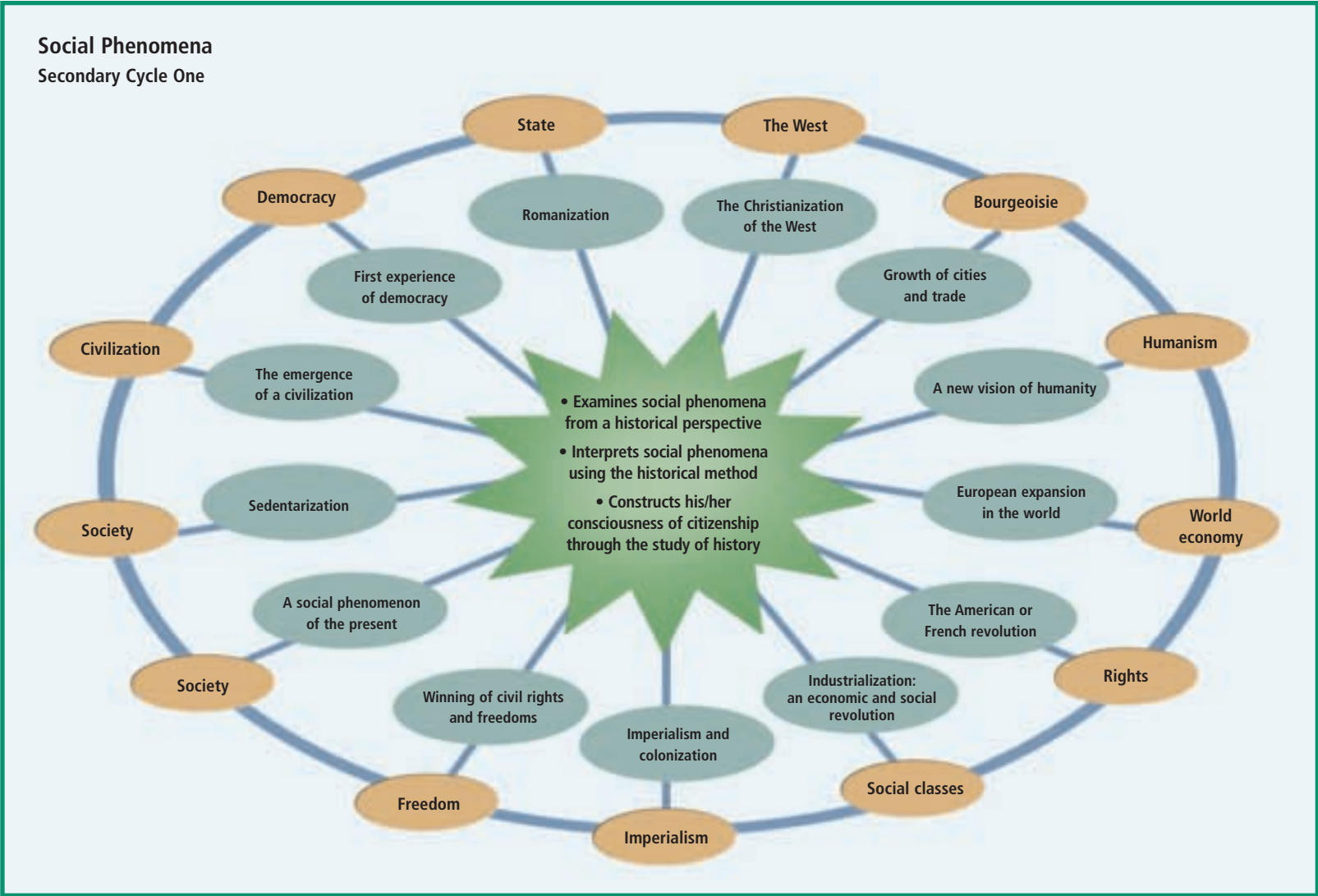
**Note:** The following concepts are common to all the themes: interdependence, globalization,\* power.\* Concepts that have already been addressed in Cycle One or Two Social Sciences programs are marked with an asterisk in the table (\*).

# CONTENT OF THE GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION PROGRAM FOR THE ELEMENTARY LEVEL



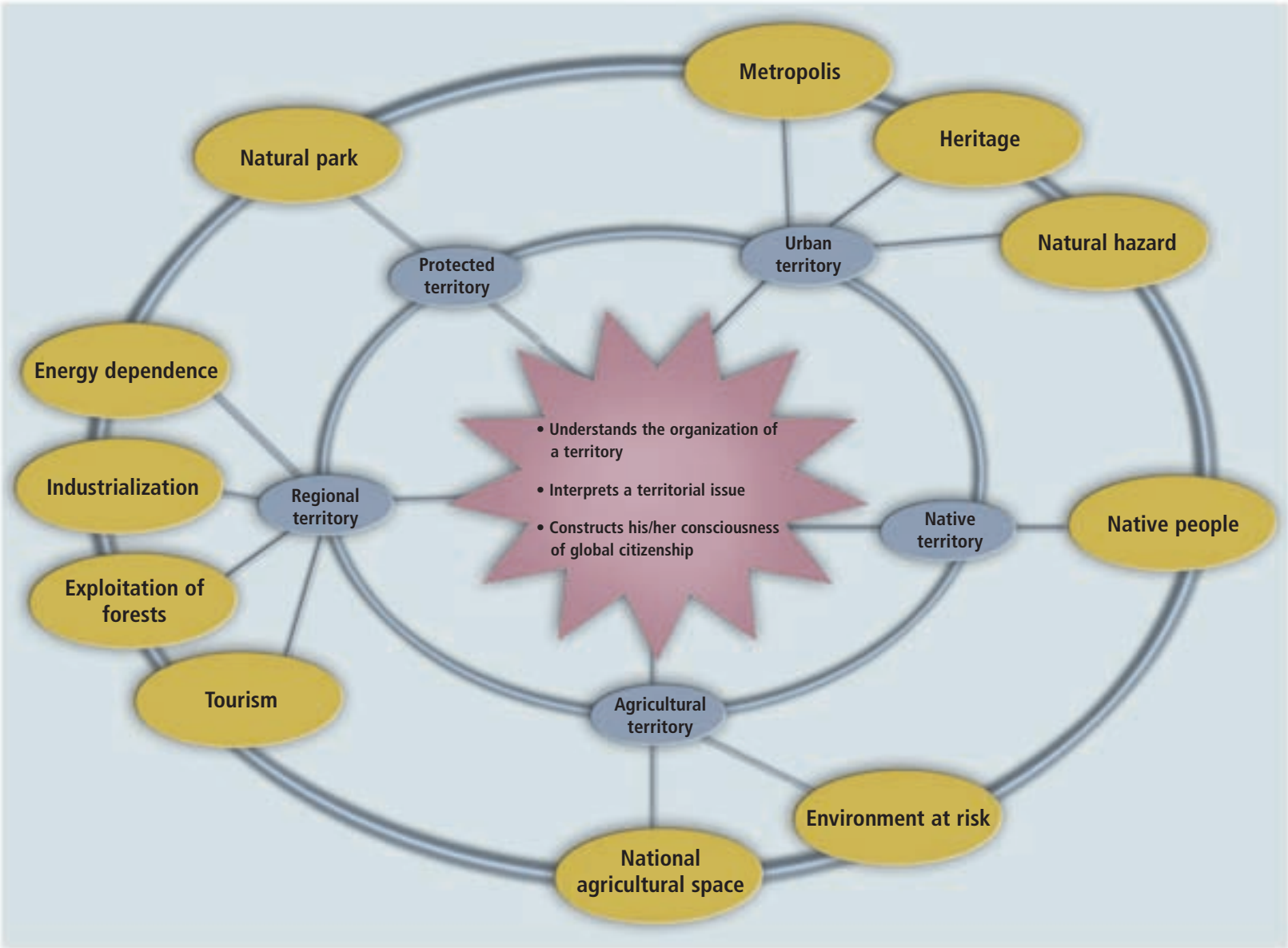


SUMMARY TABLE OF THE PROGRAM CONTENT OF THE HISTORY AND CITIZENSHIP EDUCATION PROGRAM FOR SECONDARY CYCLE ONE



<b>Prescribed Concepts – History and Citizenship Education Program – Cycle One</b>						
<b>Sedentarization</b>	<b>The emergence of a civilization</b>	<b>First experience of democracy</b>	<b>Romanization</b>	<b>The Christianization of the West</b>	<b>Growth of cities and trade</b>	
<b>Society</b> Division of labour Power Production Property Social hierarchy Territory Trade	<b>Civilization</b> Communication Justice Power Religion Trade	<b>Democracy</b> City-state Citizen Education Institution Philosophy Political system Power Private sphere Public sphere	<b>State</b> Citizen Culture Empire Infrastructure Institution People Right Territory	<b>The West</b> Christianity Church Crusade Culture Education Feudalism Power Science	<b>Bourgeoisie</b> Burg Capital Charter Institution Large-scale commerce Right Social hierarchy Urbanization	
<b>A new vision of humanity</b>	<b>European expansion in the world</b>	<b>The American or French revolution</b>	<b>Industrialization: an economic and social revolution</b>	<b>Imperialism and colonization</b>	<b>Winning of civil rights and freedoms</b>	<b>A social phenomenon of the present</b>
<b>Humanism</b> Art Criticism Freedom Individual Philosophy <i>Reformation</i> <i>Renaissance</i> Responsibility Science	<b>World economy</b> Colonization Commerce Culture Empire <i>Great discoveries</i> Issue Slavery Technology Territory	<b>Rights</b> <i>Age of Enlightenment</i> Citizen Democracy Division of powers Justice Philosophy Political system Revolution Social hierarchy	<b>Social classes</b> Capitalism Legislation Liberalism Mode of production Revolution Socialism Union movement Urbanization	<b>Imperialism</b> Acculturation Colonization Discrimination Metropolis Nationalism	<b>Freedom</b> Censorship Democratization Discrimination Dissidence Equality Repression Rights Segregation	<b>Society</b> Change Continuity Democracy Diversity Issue Territory

SUMMARY TABLE OF THE PROGRAM CONTENT OF THE GEOGRAPHY PROGRAM FOR SECONDARY CYCLE ONE



**Prescribed concepts – Geography Program – Cycle One**

<b>Type of territory</b>	<b>Common concepts</b>	<b>Central concept based on the designated focus</b>	<b>Specific concepts</b>
<b>Urban</b>	Concentration Density Development Suburbs Urban sprawl Urbanization	Metropolis	Growth, Imbalance, Multiethnicity, Slums
		Natural hazard	Environment, Instability, Level of development, Prevention
		Heritage	Change, Conservation/preservation, Continuity, Restoration, Site
<b>Regional</b>	Commercialization Development Globalization Multinational Resource	Tourism	Acculturation, Tourist destination, Tourist flow
		Exploitation of forests	Deforestation, Recreational tourism, Sylviculture
		Energy dependence	Autonomy, Energy source, Global warming, Greenhouse effect
		Industrialization	Concentration, Development, Export processing zone, Relocation
<b>Agricultural</b>	Environment Farming practices Productivity Marketing Rurality	National agricultural space	Distribution, Equity, Exploitation
		Environment at risk	Artificial risk, Natural catastrophe, Natural hazard, Soil degradation
<b>Native</b>	—	Native people	Ancestral rights, Band, Claims, Convention, Culture, Nation, Nordicity
<b>Protected</b>	—	Natural Park	Conservation/preservation, Environment, Natural heritage, Planning and development, Regulations

Summary Table of Program Content, History and Citizenship Education Program, Cycle Two, Year 1						
Social phenomenon	Designated focus	Central concept	Object of inquiry		Object of interpretation	Object of citizenship
			Present	Past		
<b>The first occupants</b>	The connection between the first occupants' conception of the world and their social organization	Conception of the world	Aboriginals in Québec today	The first occupants	The first occupants around 1500, considered in terms of the designated focus on the connection between their conception of the world and their social organization	Native demands and the recognition of rights
<b>The emergence of a society in New France</b>	The impact of the colonization programs on the organization of the society and its territory	Colony	The existence of a francophone society in Québec today	The emergence of a society in New France	The emergence of a society in New France between 1608 and 1760, considered in terms of the designated focus on the impact of the colonization programs on the organization of the society and its territory	Search for autonomy and dependent relationships
<b>The change of empire</b>	The consequences of the <i>Conquest</i> for the organization of the society and its territory	<i>Conquest</i>	The dualism of public institutions in Québec today	The change of empire	The change of empire between 1760 and 1791, considered in terms of the designated focus on the consequences of the <i>Conquest</i> for the organization of the society and its territory	Differences, interests and coexistence
<b>Demands and struggles in the British colony</b>	The influence of liberal ideas on the affirmation of nationhood	Nation	The idea of nationhood in Québec today	Demands and struggles in the British colony	Demands and struggles in the British colony between 1791 and 1850, considered in terms of the designated focus on the influence of liberal ideas on the affirmation of nationhood	Concepts of nationhood and debates on social issues
<b>The formation of the Canadian federation</b>	The relationship between industrialization and social, territorial and political change	Industrialization	Québec's place within the Canadian federation today	The formation of the Canadian federation	The formation of the Canadian federation between 1850 and 1929, considered in terms of the designated focus on the relationship between industrialization and social, territorial and political change	Economic change and political power
<b>The modernization of Québec society</b>	The relationship between changes in attitudes and the role of the government	Modernization	Governance and social values in Québec today	The modernization of Québec society	The modernization of Québec society between 1929 and 1980, considered in terms of the designated focus on the relationship between changes in attitudes and the role of the government	Conceptions of society and the role of the state
<b>Issues in Québec society since 1980</b>	Addressing issues and making social choices	Public sphere	A subject of debate in Québec today	Issues in Québec society since 1980	Issues in Québec society since 1980, considered in terms of the designated focus on addressing issues and making social choices	Social issues and participation in social debates

**Summary Table of Program Content, History and Citizenship Education Program, Cycle Two, Year 2**

Social phenomenon	Designated focus	Central concept	Object of inquiry	Object of interpretation	Object of citizenship
			Present		
<b>Population and settlement</b>	The effects of natural population change and migration on the formation of the population and the settlement of the territory	Population	Population and settlement in Québec today	Population and settlement, from the Native world around 1500 to the present, considered in terms of the designated focus on the effects of natural population change and migration on the formation of the population and the settlement of the territory	Diversity of social identities and sense of belonging to Québec society
<b>Economy and development</b>	The effects of economic activity on the organization of the society and its territory	Economy	Economy and development in Québec today	Economy and development, from the Native world around 1500 to the present, considered in terms of the designated focus on the effects of economic activity on the organization of the society and its territory	Economic development and the social values of equity, justice and solidarity
<b>Culture and currents of thought</b>	The influence of ideas on cultural expression	Culture	Culture and currents of thought in Québec today	Culture and currents of thought, from Native society around 1500 to the present, considered in terms of the designated focus on the influence of ideas on cultural expression	Protection of Québec's cultural heritage and the threat of global homogenization
<b>Official power and countervailing powers</b>	The relationship between interest groups and official power	Power	Official power and countervailing powers in Québec today	Official power and countervailing powers, from the arrival of the Europeans to the present, considered in terms of the designated focus on the relationship between interest groups and official power	Particular interests and the common interest in social choices
<b>An issue in society today</b>	Addressing an issue and making social choices	Society Territory	An important issue in Québec society today	An issue in society today, considered in terms of the designated focus on addressing it and making social choices	A social issue and participation in social debates

Prescribed Concepts – History and Citizenship Education Program – Cycle Two						
YEAR 1						
The first occupants	The emergence of a society in New France	The change of empire	Demands and struggles in the British colony	The formation of the Canadian federation	The modernization of Québec society	Issues in Québec society since 1980
<b>Common concepts:</b> issue, * society, * territory*						
<b>Conception of the world</b> Circle of life Culture* <i>Elders</i> Environment Oral tradition Spirituality	<b>Colony</b> <i>Canadien</i> <i>Chartered company</i> Church* Evangelization Settlement State* Trade*	<b>Conquest</b> Economy Education* Language <i>Loyalists</i> Power* Religion* Right	<b>Nation</b> Bourgeoisie* Democracy* Liberalism* <i>Patriotes</i> <i>Rebellions</i> Representation Rights*	<b>Industrialization</b> Capitalism* <i>Confederation</i> Federation Free trade doctrine <i>National Policy</i> Population <i>Reserve</i> Unionization Urbanization*	<b>Modernization</b> Affirmation Attitude Democratization* Interventionism* Mass communication <i>Quiet Revolution</i>	<b>Public sphere*</b> Common good Rule of law* Social choices
YEAR 2						
Population and settlement	Economy and development	Culture and currents of thought	Official power and countervailing powers	An issue in society today		
<b>Common concepts:</b> issue, * society, * territory*						
<b>Population*</b> Belonging* Growth Identity Migration Pluriculturalty	<b>Economy*</b> Capital* Consumption Disparity Distribution Production*	<b>Culture*</b> Art* Education* Identity* Heritage Religion*	<b>Power*</b> Influence Institution* Interest Rights* State*	<b>Society*</b> <b>Territory*</b> Culture* Economy* Population* Power* Public sphere* Rule of law*		

## Bibliography

- Allemand, Sylvain, René-Éric Dagorn, and Olivier Vilaça. *La géographie contemporaine*. Paris: Le Cavalier bleu, 2005.
- ATLASÉCO 2008. *Atlas économique et politique mondial*, Paris: Le Nouvel Observateur, 2007.
- Audigier, François, ed. *Concepts, modèles, raisonnements : didactiques de l'histoire, de la géographie, des sciences sociales*. Proceedings of the 8th Colloquium, March, 1996. Paris: Institut national de recherche pédagogique, 1997.
- Audigier, François. *L'éducation à la citoyenneté*. Paris: Institut national de recherche pédagogique, 1999.
- Bade, Robin, Michael Parkin, and Brian Lyons. *Foundations of Macroeconomics*. 2nd Canadian edition. Toronto: Pearson Education Canada, 2004.
- Badie, Bertrand, and Béatrice Didiot. *L'État du monde 2007. Annuaire économique géopolitique mondial*. Montréal: Boréal, 2006.
- Beitone A. M.-A. Degugis, C. Dollo, and C. Rodrigues. *Les sciences économiques et sociales. Enseignement et apprentissages*. Bruxelles: De Boeck, 2004.
- Berthelot, Jean-Michel. *Épistémologie des sciences sociales*. Paris: Presses Universitaires de France, 2001.
- Blanchard, Olivier, and David Johnson. *Macroeconomics*. 4th Canadian edition. Toronto: Pearson Education Canada, 2009.
- Bruno-Jofre, Rosa, and Natalia Aponiuk. *Educating Citizens for a Pluralistic Society*. Calgary: Canadian Ethnic Studies, 2001.
- Chatel, Elisabeth, Gérard Grosse, and Adeline Richet. *Professeur de sciences économiques et sociales au lycée : Un métier et un art*. Paris: SCEREN/CNDP, Hachette éducation, 2002.
- Dortier, Jean-François, ed. *Les sciences humaines. Panorama des connaissances*. Auxerre: Sciences humaines, 1998.
- Fontabona, Jacky, François Audigier, and Christian Grataloup. *Cartes et modèles graphiques en classe de géographie*. Paris: Institut national de recherche pédagogique, 2001.
- Grataloup, Christian. *Géohistoire de la mondialisation : Le temps long du monde*. Paris: Armand Colin, 2007.
- Hansotte, Majo. *Les intelligences citoyennes. Comment se prend et s'invente la parole collective*. Bruxelles: De Boeck et Larcier, 2002.
- Hess, Frederick M. *Bringing the Social Sciences Alive. 10 Simulations for History, Economics, and Geography*. Boston: Allyn and Bacon, 1999.
- Hugonie, Gérard, Séverine Geiger, and Michel Sainero. *Clés pour l'enseignement de la géographie*. Paris: CRDP de l'Académie de Versailles, Coll. Démarches pédagogiques, 2006.
- Jadoulle, Jean-Louis, and Mathieu Bouhon. *Développer des compétences en classe d'histoire*. Louvain: UCL, 2001.
- Klein, Juan-Luis, and Suzanne Laurin, ed. *L'éducation géographique, formation du citoyen et conscience territoriale*. Montréal: PUQ, 1999.
- Lalonde, Michel. *Comprendre la société : Une introduction aux sciences sociales*. Sainte-Foy: Presses de l'Université du Québec, 1998.
- Laville, Christian, and Jean Dionne. *La construction des savoirs*. Montréal: Chenelière/McGraw-Hill, 1996.
- Legardez, Alain. *La didactique des sciences économiques et sociales : bilan et perspectives*. Aix en Provence: Publications de l'Université de Provence, 2001.
- Leroux, Anne, ed. *Enseigner l'histoire-géographie par le problème?* Paris: L'Harmattan, 2004.
- Leroux, Anne, *Didactique de la géographie*. 3rd ed. Caen: Institut universitaire de formation des maîtres de l'Académie de Caen, Presses universitaires de Caen, 2005.



- Lévy, Jacques, and Michel Lussault, ed. *Dictionnaire de la géographie*. Paris: Belin, 2003.
- Lidstone, John, and Michael Williams, ed. *Geographical Education in a Changing World: Past Experience, Current Trends and Future Challenges*. Dordrecht: Springer, 2006.
- Mankiw, Gregory N., and William Scarth. *Macroeconomics*. 3rd Canadian edition. New York: Worth Publishers, 2008.
- Martineau, Robert. *L'histoire à l'école, matière à penser...* Montréal: L'Harmattan, 1999.
- Mattelart, Armand. *Diversité culturelle et mondialisation*, new edition. Paris: La Découverte, 2007.
- Michaux, M. *Enseigner l'histoire au collège*. Paris: Armand Colin, 1997.
- Moreau, Defarges. *Relations internationales (2. Questions mondiales)*, 7th edition. Paris: Seuil, 2007.
- Pagé, Michel, Fernand Ouellet, and Luiza Cortesao. *L'éducation à la citoyenneté*. Sherbrooke: CRP, 2001.
- Rey, Bernard, and Michel Staszewski. *Enseigner l'histoire aux adolescents : démarches socio-constructivistes*. Brussels: De Boeck, 2004.
- Sears, Alan, and Ian Wright, ed. *Challenges and Prospects for Canadian Social Studies*. Vancouver: Pacific Educational Press, 2004.
- Sharma, Martha B., and Gary S. Elbow. *Using Internet Primary Sources to Teach Critical Thinking Skills in Geography*. Westport, CT: Greenwood Press, 2000.
- Stearns, Peter N., Peter Seixas, and Sam Wineburg. *Knowing, Teaching and Learning History. National and International Perspectives*. New York: New York University Press, 2000.

[education.gouv.qc.ca](http://education.gouv.qc.ca)