

SOCIAL STUDIES PROGRAM

SST-4022-2 INDUSTRIALIZATION AND
URBANIZATION IN QUÉBEC

SST-4023-2 DEMOCRACY AND
CULTURE IN QUÉBEC

JULY 1998

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Direction de la formation générale des adultes

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La ministre de l'Éducation

In accordance with section 461 of the *Education Act* (R.S.Q., c. I-13.3),
I approve the new Secondary IV program of study, *Social Studies*, as
an optional subject in adult education.



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Table of Contents

1.	Introduction	
1.1	Justification of the Program	2
1.2	Educational Needs	2
1.3	Organization of the Social Studies Program	3
2.	Orientations of the Program	
2.1	Adults, Society and the Discipline of Social Studies	6
2.2	Goals	9
2.3	Guiding Principles	10
2.4	Learning Objectives	11
3.	Tables of Program Objectives	
3.1	Table of Objectives for Course 1	14
3.2	Table of Objectives for Course 2	15
4.	Course 1: Industrialization and Urbanization in Québec	
	• Orientations	18
	• General Objective	19
	• Terminal Objective 1.1	20
	• Terminal Objective 1.2	24

5. Course 2: Democracy and Culture in Québec

- Orientations 34
- General Objective 35
- Terminal Objective 2.1 36
- Terminal Objective 2.2 39

6. Evaluation

- 6.1 Formative Evaluation 50
- 6.2 Summative Evaluation 50

1. Introduction

1. Introduction

1.1 Justification of the Program

In adult education, the optional social studies courses are currently divided into specialized subject areas. Some no longer reflect the tremendous socioeconomic, political, geographic and historical changes that have been occurring at the national and international levels.

The new social studies program comprises four interrelated subject areas to encourage a global approach that takes into account the impact of geography on history, politics and economics, of economics on the other three subject areas, and so on. This integrated approach promotes the implementation of an innovative, creative and motivating learning context that enables students to gain a better idea of the society in which they live.

1.2 Educational Needs

During a provincial tour, administrators, educational consultants and teachers outlined educational needs with respect to the teaching of secondary-level social studies to adult students. Their observations are given below.

- Social studies are essential to ensuring complete personal development and to allowing individuals to be full participants in society.
- An understanding of social studies allows individuals to take an informed position on political, economic, social, cultural, linguistic and other issues.
- It is through social studies that individuals become aware of the evolution of their society, understand the events of the present and envisage their future as a people.

1.3 Organization of the Social Studies Program

The Social Studies program covers the period from the beginning of the twentieth century to the present day. It is divided into two courses:

- Course 1: *Industrialization and Urbanization in Québec* (SST-4022-2)
- Course 2: *Democracy and Culture in Québec* (SST-4023-2)

Each course contains orientations, objectives, skill indicators and related content. The courses are not sequential. Summative evaluation is compulsory at the end of each course.

If the educational goals of social studies are to be fully attained, the subject must be taught in a vivid, flexible manner that is adapted to the students and their circumstances. It is the teacher's responsibility to encourage students to develop an interest in doing research and making discoveries.

The program has been designed to help teachers in their work with students. Through a hierarchy of objectives and learning content that is elucidated by skill indicators, the program aims at facilitating the andragogical approach and encouraging creativity, while enabling teachers to follow the adult learner's progress and to identify any difficulties encountered.

Using the program objectives, teachers can plan their classes according to the needs of their students, and so enhance the impact of their efforts. The objectives may be arranged in a different order and various andragogical procedures may be used to attain the goals of the program. Teachers have a great deal of latitude in this respect, since the objectives in no way dictate or specify the andragogical model to be used.

2. Orientations of the Program

2. Orientations of the Program

2.1 Adults, Society and the Discipline of Social Studies

2.1.1 Adults

Every day adults are obliged to meet challenges imposed by the society in which they live. Adults who decide to return to school tend to question daily realities. They attempt to exercise their critical faculties and analyze their perception of different facets of society.

Adults sometimes feel isolated and incapable of finding solutions on their own. They wish to learn how to examine critically the details of their political, economic, social, cultural and linguistic environment.

Education is a tool that can enable adults to acquire the general and specific skills necessary to succeed in their roles at work, in the family, and in the community, to gauge their ability to act in their environment, and to integrate into society and the workplace.

2.1.2 Society

Québec society, like Western societies in general, is characterized by diversity and change. Industrialization, urbanization, technological developments, ethnic and linguistic diversity, and cultural influences and forms of expression all bear witness to the changes that have occurred.

To understand these phenomena and their impact on society, adults must be able to absorb the information that is disseminated by the print and electronic media.

Adults must therefore be familiar with the conditions under which their society is evolving. They must also be able to look critically at its development in order to understand the influences acting on their environment, to become aware of societal values and to make lucid, concrete choices.

2.1.3 Social Studies

Adults engaged in a learning process wish to consolidate the skills and knowledge that they already have. They also wish to acquire new skills and knowledge in order to improve their situation. Social studies provides them with an opportunity to develop their ability to analyze, synthesize and think critically, thereby enabling them to judge the validity of generalizations, form their own opinions and take action in their environment.

Québec society will be studied by means of a focus on geography, history, economy and politics, and by analyzing cultural development and influences in Québec since the beginning of the twentieth century. In this way, adult students will have an opportunity to become familiar with national and international realities and to view events concerning Québec in a Canadian and North American context.

Geography

The Geography program for adult students focuses on the relationships between physical and human phenomena and their evolution in Québec society. Overlapping with several disciplines, geography draws on the physical sciences and history to present an overview of the students' environment. A multidisciplinary approach to the study of geography makes it possible to integrate the concepts of time and space, thereby helping students to understand the interrelationships between social studies disciplines.

History

History creates solidarity and provides answers to adult students' questions concerning the development of their society. The History program proposes a systematic examination of the students' own society. This should provide them with a more analytical perspective on their current social environment. In this program, history serves as a backdrop to the study of twentieth-century Québec culture.

Economics

By definition, economics is the study of the various means of production with a view to enabling individuals to make the most of their resources, according to their needs. Adults must evolve and participate in the society in which they live. As consumers, they must make choices. As workers, they are directly involved in production. As citizens, they are called upon to make choices related to the economy. The Economics program helps adults to grasp basic concepts that will enable them to better understand the daily impact that the economy has on their lives as individuals and as members of the community.

Political Science

The political decisions that governments make have repercussions on society and the daily lives of individuals. By studying the exercise of political power in society and the way it is organized, students will gain a broader understanding of government and feel they have a stake in social issues and choices.

Culture

Social beings through their relationships with other people, political beings through their involvement in power-sharing, economic beings through production and exchange, and historical beings through their links with the past, adults identify with a territory, a language, values and a community. That is what gives Quebecers a unique culture and identity within a Canadian, North American and global context.

2.2 Goals

The Social Studies program focuses on gaining an understanding of the evolution of Québec society. In this context, it promotes:

- A global approach to social studies

The program aims at providing students with basic knowledge that will enable them to understand and interpret the local, national and international news that they read or hear about every day. It makes connections between disciplines that will spark their interest and promote the acquisition of a well-rounded education.

- A responsible approach to making decisions

The program aims at encouraging and reinforcing responsibility on the part of students when it comes to making decisions and at helping them to make well-thought-out choices. Accordingly, the program tries to make students aware of the various roles that they play in society. This awareness will promote a sense of belonging.

- The acquisition of skills essential to continuous personal development

The program aims at helping students to develop basic skills that will enable them to think critically, to analyze and to synthesize. To this end, the program takes into account the adult students' continuous personal development and uses learning situations drawn from everyday life.

2.3 Guiding Principles

The program is based on the following guiding principles:

- The program should take an integrated approach to the various disciplines within social studies.

Social studies is essential to the individual because it fosters a better understanding of one's immediate environment and the development of a global view of humanity. In this way, the program aims at teaching adults how human beings have organized space and time and how it is incumbent on them to ensure that space and time continue to be well organized.

- The approach taken should promote overall personal development.

Knowledge of how humans have evolved throughout history and the study of political, economic, social and cultural changes will provide food for thought and influence the social practices of adults. This will enable them to ask questions and take an interest in the current challenges facing humanity, and to acquire and reinforce the basic knowledge and skills that promote overall personal development.

- Learning situations should involve students on a personal level.

To ensure effective learning, adult students must be able to relate the knowledge they have acquired to references in their environment. Concrete, current situations and examples based on the concerns of adults will enable the students to become informed, thoughtful members of society.

2.4 Learning Objectives

The program is intended to foster the acquisition of knowledge, skills and attitudes. The learning objectives are as follows:

- To develop an interest in social studies.
- To become aware of the complexity and relative nature of social phenomena.
- To acquire and develop basic skills for understanding and analyzing social phenomena and their evolution.
- To recognize relationships between the main socioeconomic, sociopolitical and sociocultural factors that have shaped Québec within a Canadian and North American context.
- To become aware of the diversity of social ties and feelings of solidarity.
- To develop an attitude of openness and respect toward other values.
- To become aware of human accomplishments and the value of this heritage.
- To understand the importance of the resources in their community and the impact of these resources on socioeconomic development.
- To increase their knowledge and ability to analyze the course that Québec society has taken and the democratic and cultural evolution it has undergone.
- To become aware of their role as citizens responsible for the future of their society.

However, it is up to the teachers to bring out, through formative evaluation, the affective dimension inherent in the acquisition and development of attitudes.

3. Tables of Program Objectives

3.1 TABLE OF OBJECTIVES FOR COURSE 1

General Objective	Terminal Objectives	Intermediate Objectives
1. The students will be able to understand that physical and human geography influence Québec's economic development.	1.1. To describe Québec's physical and human geography and its effects on economic development.	1.1.1 To explain Québec's geographical position. 1.1.2 To state some aspects of Québec's physical geography. 1.1.3 To state some aspects of Québec's human geography. 1.1.4 To describe the relationships between aspects of Québec's physical and human geography and their effect on its economic development.
	1.2. To describe the organization of Québec's socioeconomic structure in the twentieth century.	1.2.1 To describe the importance of the various types of businesses in Québec's economy. 1.2.2 To state some aspects of Québec's trade. 1.2.3 To state the role of the government in Québec's economy. 1.2.4 To describe the organization of labour. 1.2.5 To describe the effects of Québec's economic organization on its society.

3.2 TABLE OF OBJECTIVES FOR COURSE 2

General Objective	Terminal Objectives	Intermediate Objectives
2. The students will be able to understand the political, social and cultural changes in Québec from 1900 to the present.	2.1. To describe the political changes in Québec from 1900 to the present.	2.1.1 To understand the political institutions of Québec within the Canadian context. 2.1.2 To compare the main political ideologies in Québec. 2.1.3 To explain Québec's international relations within the Canadian context.
	2.2. To describe the sociocultural changes in Québec from 1900 to the present.	2.2.1 To analyze the composition of the Québec population. 2.2.2 To analyze the sociocultural changes in Québec from 1900 to 1945. 2.2.3 To analyze the sociocultural changes in Québec from 1945 to 1960. 2.2.4 To analyze the sociocultural changes in Québec from 1960 to 1980. 2.2.5 To analyze the sociocultural changes in Québec from 1980 to the present.

4. Course 1: Industrialization and Urbanization in Québec

Course 1

Orientations

Québec today is an industrialized and highly urbanized society. Its assets include its strategic position in the world, its natural resources, and the availability of skilled labour. Its economic structure is based on small, medium-size and large businesses. Both the government and unions play an active role in its development, and Québec maintains trade relations on national and international levels.

Since the beginning of the twentieth century, Québec's economic structure has changed. Roles are different and markets, working conditions and conditions of production have evolved. These changes have affected the environment and the living conditions of Quebecers, and Québec society has been successful in responding to the resulting new needs.

Like all industrialized and urbanized societies, however, Québec has encountered social and environmental problems: a decrease in the birth rate, overproduction, overconsumption, and the contamination air, water and soil. It is now trying to cope with these issues and to solve its problems.

The first terminal objective is intended to help students understand the importance of Québec's strategic position, to analyze the main aspects of its physical and human geography and to determine the relationships among these aspects and their effect on Québec's economic development in the past, present, and future.

The second terminal objective is intended to help students analyze the different types of businesses and to understand the importance of trade and the role of the government, as well as the evolution of the world of work and production. In order to understand the present situation and to consider future prospects, students will also establish relationships between the organization of Québec's socioeconomic structure and its consequences for society since the beginning of the twentieth century.

The methodology involves referring to current events in order to help students situate themselves in the present context so that they feel involved and take a stand. Active learning will be encouraged through the use of articles in newspapers, magazines and the electronic media, statistics, maps, debates, simulations and role plays.

Course 1: General Objective

The students will be able to understand that physical and human geography influence Québec's economic development.

1.1. TO DESCRIBE QUÉBEC'S PHYSICAL AND HUMAN GEOGRAPHY AND ITS EFFECTS ON ECONOMIC DEVELOPMENT.

1.1.1 To explain Québec's geographic position.

Skill Indicators	Content
<ul style="list-style-type: none"> • Situating Québec within Canada, North America and the world with respect to continents and countries: <ul style="list-style-type: none"> – America: United States, Brazil – Europe: France, England – Asia: China, India, Japan – Africa: Algeria – Oceania: Australia • Situating Québec with respect to its maritime, land and international boundaries. • Demonstrating Québec's northern position. • Demonstrating that the St. Lawrence River provides access to the interior of the continent. • Explaining that Québec is in a good geographic position for trade with other Canadian provinces, the United States and the rest of the world. 	<ul style="list-style-type: none"> • Position <ul style="list-style-type: none"> – Québec in Canada – Québec in North America – Québec in the World • Boundaries <ul style="list-style-type: none"> – Maritime <ul style="list-style-type: none"> - James Bay - Hudson Bay - Ungava Bay - Atlantic Ocean – Land <ul style="list-style-type: none"> - Newfoundland - Ontario - New Brunswick – International <ul style="list-style-type: none"> - United States • Characteristics of Québec's geographic position <ul style="list-style-type: none"> – Atlantic coastline – Northern position – Importance of the St. Lawrence River – Proximity of markets

1.1. TO DESCRIBE QUÉBEC'S PHYSICAL AND HUMAN GEOGRAPHY AND ITS EFFECTS ON ECONOMIC DEVELOPMENT.

1.1.2 To state some aspects of Québec's physical geography.

Skill Indicators

- Locating and describing Québec's different climates, vegetation, physiographic regions and main hydrographic basins.
- Locating Québec's natural resources.
- Describing the economic potential of Québec's natural resources and their importance in economic development:
 - Water
 - Commercial potential
 - Coastal regions and the St. Lawrence as gateways to commercial fishing, and the importance of hydroelectricity for economic development
 - Forest
 - Industrial potential
 - Importance of the pulp and paper industry
 - Agriculture and soil
 - The potential of arable land
 - The importance of dairy farming and mixed farming
 - Minerals
 - Mining potential
 - The importance of the mining industry, specifically iron, copper, potash, asbestos and gold
- Analyzing the interactions between climate, vegetation, physiographic regions, hydrography and natural resources:
 - Vegetation and climate (forest and agriculture)
 - Hydrography (fishing, transportation and hydroelectricity)
 - Physiographic regions (minerals and hydroelectricity)

Content

- Climate
 - Polar
 - Subarctic
 - Continental humid
- Vegetation
 - Tundra
 - Coniferous forest
 - Boreal forest
 - Mixed forest
- Physiographic regions
 - St. Lawrence Lowlands
 - Hudson Bay Lowlands
 - Québec part of the Canadian Shield
 - Appalachian Mountains
- Hydrographic basins and hydrographic potential
 - Atlantic Basin: St. Lawrence, Outardes and Manicouagan Rivers
 - Hudson Bay and James Bay Basin: La Grande River
- Natural resources and economic potential
 - Water
 - Forest
 - Agriculture and soil
 - Minerals

1.1. TO DESCRIBE QUÉBEC'S PHYSICAL AND HUMAN GEOGRAPHY AND ITS EFFECTS ECONOMIC DEVELOPMENT.

1.1.3 To state some aspects of Québec's human geography.

Skill Indicators

- Demonstrating the importance of the factors influencing population distribution in Québec.
- Locating Québec's main population zones.
- Comparing the population of Québec with that of countries around the world: United States, Mexico, Japan, China, France, England and Brazil.
- Locating the Québec-Windsor corridor and describing certain cities (Québec, Trois-Rivières, Montréal): population density, economic activities and transportation.
- Comparing the population density and economic activities of metropolitan Montréal with those of the rest of Québec.
- Analyzing the relationships between the historical, natural and economic factors that made the Québec-Windsor corridor the most highly populated area of Canada.

Content

- Factors influencing population distribution
 - Historical and economic: furs, fishing, timber, agriculture
 - Geographical and natural: relief, climate, soil, hydrography, resources
 - Proximity of markets
- Main population zones
 - St. Lawrence Lowlands
 - Côte Nord and Eastern Québec
 - Saguenay—Lac Saint-Jean
 - Abitibi—Témiscamingue
 - Nouveau Québec
- Québec-Windsor corridor
 - Population density
 - Concentration of economic activities
 - Transportation: maritime and land

1.1. TO DESCRIBE QUÉBEC'S PHYSICAL AND HUMAN GEOGRAPHY AND ITS EFFECTS ON ECONOMIC DEVELOPMENT.

1.1.4 To describe the relationships between aspects of Québec's physical and human geography and their effect on its economic development.

Skill Indicators

- Explaining the concepts of Gross National Product (GNP) and Gross Domestic Product (GDP).
- Recognizing the relationship between Québec's natural, human and financial resources and Québec's economic development.
- Describing the three sectors of economic activity and their importance with respect to output, labour and the GDP.
- Identifying the economic activities of some Québec cities:
 - Montréal: varied
 - Trois-Rivières: secondary sector (pulp and paper)
 - La Baie: secondary sector (aluminum, pulp and paper)
 - Val d'Or: primary sector (mines)
 - Québec: tertiary sector (port, services)
- Recognizing relationships between the factors influencing economic development and the development of the primary, secondary and tertiary sectors in Québec's economy since the beginning of the twentieth century.
- Demonstrating that Québec's economy focuses mainly on the development of the tertiary sector.
- Recognizing relationships between aspects of Québec's physical and human geography and its economic development since the beginning of the twentieth century.

Content

- Gross National Product (GNP) and Gross Domestic Product (GDP)
- Factors influencing economic development
 - Natural resources
 - Human resources
 - Financial resources
- Primary sector
 - Economic activities: mining, forestry, agriculture, fisheries
 - Labour
 - Gross Domestic Product (GDP)
- Secondary sector
 - Economic activities: hydroelectricity, petrochemicals, aluminum, pulp and paper
 - Labour
 - Gross Domestic Product (GDP)
- Tertiary sector
 - Economic activities: health care, education, social services, professional services, financial services, retail sales
 - Labour
 - Gross Domestic Product (GDP)

1.2. TO DESCRIBE THE ORGANIZATION OF QUÉBEC'S SOCIOECONOMIC STRUCTURE IN THE TWENTIETH CENTURY.

1.2.1 To describe the importance of the various types of businesses in Québec's economy.

Skill Indicators	Content
<ul style="list-style-type: none"> • Describing private, public and mixed enterprise according to the definitions of ownership, profit sharing, responsibilities and decision-making structures. • Defining small, medium-size and large businesses. • Demonstrating the strengths (territorial distribution, adaptability, job creation, dynamism, proximity to consumers) and weaknesses (management, lower salaries, job security, research, financing, productivity) of small and medium-size businesses in Québec. • Demonstrating the strengths (purchasing power, production costs, financing, research, new technology, diversification) and weaknesses (adaptability, domestic market) of large businesses in Québec. • Comparing small and medium-size businesses with large businesses in the following terms: their definitions, job-creation potential, production, markets, and technological research and development. 	<ul style="list-style-type: none"> • Types of businesses <ul style="list-style-type: none"> – Private – Public – Mixed • Importance and size of businesses <ul style="list-style-type: none"> – Small, medium-size and large businesses <ul style="list-style-type: none"> - Characteristics - Jobs - Strengths and weaknesses - Sectors of activity

1.2. TO DESCRIBE THE ORGANIZATION OF QUÉBEC'S SOCIOECONOMIC STRUCTURE IN THE TWENTIETH CENTURY.

1.2.2 To state some aspects of Québec trade.

Skill Indicators

- Explaining the factors that affect production and consumption.
- Demonstrating the characteristics of the Québec market and the importance of trade, specifying Québec's main imports and exports.
- Explaining the effects of an unfavourable, neutral or favourable trade balance on the economy.
- Demonstrating the advantages (natural resources, labour, capital) and disadvantages (small market, processing industries) of the Québec market.
- Demonstrating that Québec is joining the global economy (United States, European Economic Community (EEC), United Kingdom, Japan) by supporting new trade agreements.
- Analyzing the effects of the globalization of the economy on labour, employment training, and productivity.
- Explaining the effects of technological development on productivity, employment (need for fewer workers, lack of job security) and training (need to adapt qualifications).

Content

- Mechanism for setting prices
 - Supply and demand
- Québec market
 - Exports: automobiles, aluminum, telecommunications equipment, paper, airplanes, lumber
 - Imports: oil, automobiles, chemicals, electronic equipment
 - Trade balance: unfavourable, neutral, favourable
 - Advantages and disadvantages
- International trade
 - Concepts
 - Free trade
 - Protectionism
 - Advantages and disadvantages
 - Trade agreements:
 - Autopact
 - North American Free Trade Agreement (NAFTA)
 - World Trade Organization (WTO) (GATT)
- Globalization
 - Jobs
 - Employment training
 - Productivity
- Impact of Technology
 - Productivity
 - Labour

1.2. TO DESCRIBE THE ORGANIZATION OF QUÉBEC'S SOCIOECONOMIC STRUCTURE IN THE TWENTIETH CENTURY.

1.2.3 To state the role of the government in Québec's economy.

Skill Indicators

- Explaining how the government intervenes in the economy as a producer and consumer of goods and services, an employer, a legislator and a provider of subsidies; showing how this influences the distribution of resources.
- Demonstrating the importance of the government as an employer, comparing jobs created with those in the private sector (small, medium-size and large businesses).
- Analyzing the effects of some regulations on the distribution of resources (*Régie des marchés agricoles et alimentaires*, agricultural zoning and fisheries).
- Explaining how the government collects and redistributes income.
- Defining "growth", "economic slowdown" and "economic recession".
- Explaining the government's role in times of economic growth: improving human resources and maintaining a favourable economic climate.
- Explaining the role of the government's monetary (bank rate, interest rate, open market) and fiscal policies in stabilizing the economy.

Content

- Basic role
 - Welfare of citizens
 - Protection of resources
- The government and the distribution of resources
 - Producer and consumer of goods and services
 - Employer
 - Legislator
 - Redistribution:
 - Direct and indirect subsidies
 - Tax deductions
- The government and the redistribution of income
 - Taxation
 - Transfer payments:
 - From government to government
 - From government to individuals
- Government: economic stabilization
 - Economic fluctuations
 - Growth
 - Slowdown
 - Recession
 - Stabilizing role
 - Monetary policy: bank rate, open market
 - Fiscal policy
 - Role of the government with respect to growth
 - Employment training
 - Development of resources

- | | |
|--|---|
| <ul style="list-style-type: none">• Demonstrating the government's budgetary restrictions in the production of goods and services.• Explaining that the public debt arises from an accumulated imbalance between the government's annual income and expenses. | <ul style="list-style-type: none">• Government budget<ul style="list-style-type: none">– Taxation: direct (income tax) and indirect (sales, customs, excise)– Expenditures– Public debt |
|--|---|

1.2. TO DESCRIBE THE ORGANIZATION OF QUÉBEC'S SOCIOECONOMIC STRUCTURE IN THE TWENTIETH CENTURY.

1.2.4 To describe the organization of labour.

Skill Indicators

- Describing the structure of labour with respect to working conditions.
- Defining "labour force".
- Describing the labour force in Québec with respect to age, gender and training.
- Describing the causes of unemployment and corrective measures.
- Recognizing relationships between the factors that influence remuneration.
- Describing how government legislation and its application affect the organization of labour.

Content

- Structure of labour
 - Working conditions:
 - Employers and employees
 - Division of labour and specialization
- Characteristics of the labour force
 - Unemployment rate
 - Rate of participation
 - Employment rate
- Unemployment
 - Causes
 - Corrective measures
- Factors that influence remuneration
 - Supply and demand
 - Training
 - Experience
 - Mobility
 - Unionization
- Labour legislation
 - *Act respecting labour standards*
 - *Labour Code*
 - *Commission de la santé et de la sécurité du travail (CSST)*

- | | |
|---|---|
| <ul style="list-style-type: none">• Describing the structures of labour unions and the role of collective agreements.• Explaining unionization, its importance, and its effect on the working conditions of unionized and non-unionized workers. | <ul style="list-style-type: none">• Unionization<ul style="list-style-type: none">– Union structures– Unionization rate– Main unionized and non-unionized sectors– Collective agreement<ul style="list-style-type: none">- Monetary clauses- Non-monetary clauses |
|---|---|

1.2. TO DESCRIBE THE ORGANIZATION OF QUÉBEC'S SOCIOECONOMIC STRUCTURE IN THE TWENTIETH CENTURY.

1.2.5 To describe the effects of Québec's economic organization on its society.

Skill Indicators

- Recognizing the relationship between industrialization and urbanization with respect to population density and the development of new services.
- Analyzing the effects of industrialization and urbanization on living conditions: consumption, housing, transportation and urban sprawl, education, labour, food, health, hygiene, life expectancy.
- Recognizing the social problems related to the industrial organization of a society and describing their consequences.
- Recognizing the environmental problems related to the industrial organization of a society and describing their consequences.

Content

- Urbanization
 - Cities and regions
 - Cities and suburbs with respect to urban sprawl
 - Development of a public transportation system
- Living conditions
 - Mass consumption
 - Development and accessibility of services
 - Life expectancy
- Social problems and their consequences
 - Decreased birth rate and aging of the population
 - Overconsumption (excessive debt)
 - Poverty, unemployment and distribution of wealth
 - Family
- Environmental problems and their consequences
 - Pollution: water, air, soil
 - Urban overpopulation
 - Traffic congestion
 - Waste disposal

- Recognizing the relationship between economic development and new education and training needs.
 - Demonstrating how social policies meet needs related to health and social services: democratization and accessibility of health care, redistribution of wealth (social assistance).
 - Demonstrating that Québec is an industrial and urbanized North American society:
 - Mostly urban population
 - Development of cities with varied economic activities
 - Industries
 - Businesses and services (tertiary sector)
 - Analyzing strategies for meeting new needs.
- New needs and solutions
 - Education
 - Employment training and specialization
 - Social policies
 - Health care
 - Social services
 - Environment
 - Legislation
 - Recycling

5. Course 2: Democracy and Culture in Québec

Course 2

Orientations

Today, Québec has its own particular sociopolitical and sociocultural characteristics. As a democratic society evolving within a Canadian and North American context, it is now a recognized player at many levels on the international scene.

The first terminal objective is intended to help students understand the main social issues, particularly those involving the Canadian federation and the sharing of powers; the democratic nature of Québec; nationalism, identity and the feeling of belonging; the ideologies and demands of our leaders; sovereignty and international relations. This knowledge will allow students to analyze Québec's political evolution at the national and international levels since the beginning of the twentieth century.

The second terminal objective is intended to help students explain the ethnic and linguistic composition of Québec today with respect to the evolution of factors influencing population growth. It also allows students to analyze the cultural evolution of Québec society since the beginning of the twentieth century at the national and international levels, according to important periods in its history, external influences, the main themes dealt with and their artistic manifestation in literature, music, visual arts, film, radio and television.

The methodology involves referring to current events in order to help students situate themselves in the present context so that they feel involved and take a stand. Active learning will be encouraged through the use of articles in newspapers, magazines and the electronic media, statistics, maps, debates, simulations and role plays.

Course 2: General Objective

The students will be able to understand the political, social and cultural changes in Québec from 1900 to the present.

2.1. TO DESCRIBE THE POLITICAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.1.1 To understand the political institutions of Québec within the Canadian context.

Skill Indicators	Content
<ul style="list-style-type: none"> • Describing the British North America (BNA) Act in terms of: <ul style="list-style-type: none"> – the central government – levels of government (federal, provincial) – the distribution of powers • Understanding that with the patriation of the Constitution in 1982, Canada can amend the Constitution without the authorization of the British parliament. • Describing the composition, role and functioning of the legislative, executive and judicial institutions. • Explaining the similarities and differences between the legislative, executive and judicial powers. • Identifying the basic conditions necessary for representative democracy (universal suffrage, legal conditions for the right to vote, electoral map, voting procedure). • Explaining the evolution of the electoral process as a democratic exercise in Québec: <ul style="list-style-type: none"> – Representation of the population – Election of representatives 	<ul style="list-style-type: none"> • Canadian federalism <ul style="list-style-type: none"> – British North America (BNA) Act – Levels of government <ul style="list-style-type: none"> - Federal - Provincial – Distribution of powers <ul style="list-style-type: none"> - Federal powers: general, residual and disallowance - Provincial power: specific - Mixed powers – Constitution Act, 1982 • Division of government powers <ul style="list-style-type: none"> – Legislative, executive and judicial institutions <ul style="list-style-type: none"> - Composition - Role - Operation • Electoral process <ul style="list-style-type: none"> – Right to vote – Electoral map – Voting procedure

2.1. TO DESCRIBE THE POLITICAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.1.2 To compare the main political ideologies in Québec.

Skill Indicators	Content
<ul style="list-style-type: none"> • Describing democracy in Québec and Canada. • Describing the foundations of the major ideologies. • Identifying the similarities and differences between the major ideologies from a political, economic and social point of view. • Distinguishing between Québec, Canadian and Native nationalism according to: <ul style="list-style-type: none"> – Feeling of belonging (identification with a group) – Identity and language – Territory – Concept of federalism (central government and autonomy) • Associating the traditional and new elites with the major ideologies since the beginning of the twentieth century: <ul style="list-style-type: none"> – Traditional elite: conservatism – New elite: liberalism, social democracy, socialism • Describing the evolution of Québec nationalism. 	<ul style="list-style-type: none"> • Concept of democracy • Foundations of the major ideologies: conservatism, liberalism, social democracy, socialism <ul style="list-style-type: none"> – Role of government: political – Ownership of the means of production: economic – Individual and collective rights: social • Nationalism <ul style="list-style-type: none"> – Québec – Canadian – Native • Leaders <ul style="list-style-type: none"> – Traditional elite: clergy, bourgeoisie, prominent citizens – New elite: business community, intellectuals, unions, women's movement

2.1. TO DESCRIBE THE POLITICAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.1.3 To explain Québec's international relations within the Canadian context.

Skill Indicators	Content
<ul style="list-style-type: none"> • Describing the concept of sovereignty in international relations. • Describing Canadian foreign policy; identifying the role played by geography, economics and ideology. • Recognizing the relationship between Québec's special status, its desire to assert itself on the international scene and its ties with <i>la francophonie</i>. • Recognizing the relationships between Québec's desire to assert itself on the international scene and the creation of the <i>ministère des Affaires intergouvernementales, de l'Immigration et des Communautés culturelles</i>, the mandates of Québec's general delegations, and Québec's participation in summits of <i>la francophonie</i>. 	<ul style="list-style-type: none"> • Concept of sovereignty in international relations • Canadian foreign policy <ul style="list-style-type: none"> – Determining factors <ul style="list-style-type: none"> - Geographic: proximity to the United States, strategic position - Economic: capitalist market, free trade - Ideological: democracy, peacekeeping role • Québec's international relations <ul style="list-style-type: none"> – Constitutional limit - Special status – Participation in <i>la francophonie</i> <ul style="list-style-type: none"> - Self-affirmation and recognition - Cultural, technological and scientific exchanges - <i>La francophonie</i> and the economy • Ministry and delegations <ul style="list-style-type: none"> – Québec's general delegations – <i>Ministère des Affaires intergouvernementales, de l'Immigration et des Communautés culturelles</i> – Summits of <i>la francophonie</i>

2.2. TO DESCRIBE THE SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.2.1 To analyze the composition of the Québec population.

Skill Indicators	Content
<ul style="list-style-type: none"> • Comparing the size of Québec's population with that of Canada's population and with the population of other provinces and countries (France, United States, Japan, India). • Recognizing the relationship between the decrease in the natural growth rate, immigration policy and migratory waves. • Locating the main ethnic groups in Québec. • Describing the relative size of the various ethnic groups in Québec. • Describing the relative size of the various linguistic groups in Québec. • Describing the minority status of the French language within North America in terms of the population pool. • Describing Québec's linguistic composition according to mother tongue and language in common use. • Demonstrating the role of immigration and linguistic policies (language of signs, use of French in the workplace) on the integration of immigrants into Québec society (schooling, language in common use). 	<ul style="list-style-type: none"> • Population: <ul style="list-style-type: none"> – Québec and Canada – Québec and the other provinces – Québec and other countries • Population growth factors <ul style="list-style-type: none"> – Natural growth – Immigration waves – Immigration policies • Ethnic composition <ul style="list-style-type: none"> – French origin – British origin – Native origin (Amerindians, Métis, Inuit) – Other • Linguistic composition <ul style="list-style-type: none"> – French – English – Other • Linguistic policies <ul style="list-style-type: none"> – Mother tongue – Language in common use

2.2. TO DESCRIBE THE SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.2.2 To analyze the sociocultural changes in Québec from 1900 to 1945.

Skill Indicators

- Relating the concepts of culture and society, emphasizing the concept of common culture and unity expressed by a group, through values and ways of living in a common territory.
- Demonstrating that the traditionalist Québec society (agricultural life, traditional values) in place at the beginning of the twentieth century was not favourable to the emergence of an urban culture (industrialization and urbanization).
- Demonstrating that the main influences on Québec society from 1900 to 1945 were:
 - French
 - Religious culture: imagery
 - Popular culture: radio
 - Intellectual culture: education and the mother country
 - English Canadian
 - Urbanism
 - Architecture
 - American
 - Industrial development: production and consumption
 - Emergence of new needs: living conditions, communications and transportation

Content

- Concepts of culture and society
 - Common culture and unity
 - Societal group
 - Democratic values
 - Way of life
 - Territory
- Traditionalist society (1900 to 1945)
 - Characteristics
 - Agricultural way of life and traditional values:
 - Attachment to the land
 - Family
 - Religion and parish life
 - Conservatism
 - Industrialization and urbanization:
 - Expansion of the regions
 - Urbanization
 - French, English Canadian and American influences
 - French
 - Religious, popular and intellectual culture
 - English Canadian
 - Urbanism and architecture
 - American
 - Industrial development
 - Emergence of new needs

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| <ul style="list-style-type: none">• Relating the main themes of the period to cultural expression (examples):<ul style="list-style-type: none">– Radio: <i>Le chapelet en famille</i> (family rosary reciting program)– Novels: Claude-Henri Grignon, Germaine Guévremont, Ringuet, Jean-Charles Harvey, Roger Lemelin– Poetry: Émile Nelligan, Rina Lasnier– Folklore: La Bolduc, Abbé Gadbois– Visual arts: Marc-Aurèle De Foy Suzor-Côté, Ozias Leduc, James Wilson Morrice | <ul style="list-style-type: none">– Main themes<ul style="list-style-type: none">- Attachment to the land- Devoutness- Urban life– Cultural expression<ul style="list-style-type: none">- Radio- Novels- Poetry- Folklore- Visual arts |
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2.2. TO DESCRIBE THE SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.2.3 To analyze the sociocultural changes in Québec from 1945 to 1960.

Skill Indicators

- Describing changes in Québec society from 1945 to 1960 in terms of the emergence of a new elite; the effects of the Second World War and the development of an urban culture.
- Demonstrating that from 1945 to 1960 Québec society was mainly influenced by:
 - The American model, in terms of mass consumption, which was reinforced by the arrival of television in the home
 - Innovative French ideas, including existentialist, socialist and surrealist philosophy: *Les Automatistes* and *Le refus global*
- Relating the main themes of the period to cultural expression:
 - Themes
 - Contrasting currents: criticizing traditional ideologies and the monopoly of the Church
 - Modernization: material modernization (rural electrification, emergence of television, spread of modern comforts) and intellectual modernization (value placed on education, material well-being, consumption and the American way of life)
 - Examples of cultural expression
 - Radio and television serials: Roger Lemelin, Claude-Henri Grignon, Germaine Guévremont
 - Novels: Gabrielle Roy, Anne Hébert, Hugh MacLennan
 - Essays: *Cité libre*
 - Poetry: Alain Grandbois
 - Songs: Elvis Presley, Édith Piaf, Félix Leclerc
 - Films: Charlie Chaplin, John Grierson
 - Visual arts: Paul-Émile Borduas, Jean-Paul Riopelle

Content

- Period of contrasting currents (1945 to 1960)
 - Characteristics
 - New elite: academics, artists, trade unionists
 - Effects of the Second World War
 - Economic prosperity
 - Development of processing industries
 - Development of an urban culture
 - Mass consumption, comfort and culture
 - Development of services and infra-structures
 - Value placed on education
 - American and French influences
 - American: consumption and the American way of life (television)
 - French: innovative ideas (existentialism, socialism, surrealism)
 - Main themes
 - Challenging: traditional ideologies, monopoly of the Church
 - Material and intellectual modernization
 - Cultural expression
 - Radio and television serials
 - Novels
 - Essays
 - Poetry
 - Songs
 - Films
 - Visual arts

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| <ul style="list-style-type: none">• Identifying continuity and change in the evolution of Québec society from the beginning of the century to the period of contrasting currents (1900-1960). | <ul style="list-style-type: none">• Continuity and change from 1900 to 1960<ul style="list-style-type: none">– Continuity<ul style="list-style-type: none">- Family- Religious values- Conservatism– Change<ul style="list-style-type: none">- Value placed on education- Shift to modernism: comfort, consumption, communication, urbanization and industrialization |
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2.2. TO DESCRIBE THE SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.2.4 To analyze the sociocultural changes in Québec from 1960 to 1980.

Skill Indicators

- Describing changes in Québec society from the Quiet Revolution to the 1980 Referendum from a political, economic and social perspective.
- Relating changes in the society of the time to increased consumption (shopping centres) and the spread of mass culture.
- Demonstrating how Québec society between 1960 and 1980 was influenced by worldwide agitation for change (hippie movement, student movement, feminist movement, union movement) and the Cuban and Algerian national liberation movements in the case of the Front de libération du Québec (FLQ).
- Relating changes in Québec society of the time to the affirmation of regional culture (regional development and sociocultural activities: festivals, museums, interpretation centres).

Content

- From the Quiet Revolution to the Referendum (1960 to 1980)
 - Characteristics
 - Political
 - Reform of the education system
 - Reforms in the health care system
 - Establishment of social programs
 - Economic
 - Rise of the Francophone business class in Québec
 - Support for private initiative
 - Creation of public enterprises
 - Social
 - Collapse of traditional values
 - Rise of the union movement
 - Emergence of a middle class
 - Women's liberation
 - Rise of Québec nationalism
 - Mass media, consumption and culture
 - World influences
 - Protest movements
 - National liberation movements
 - Affirmation of regional culture
 - Development of tourist industry
 - Cultural development

- Relating the main themes of the period to cultural expression (examples):
 - Novels: Anne Hébert, Marie-Claire Blais, Réjean Ducharme, Mordecai Richler, André Major, Pierre Vallières
 - Theatre: Marcel Dubé, Michel Tremblay, Grand Cirque ordinaire
 - Music: Félix Leclerc, Gilles Vigneault, Raymond Lévesque, Robert Charlebois, Yvon Deschamps, Pauline Julien, Clémence Desrochers, Beau Dommage, Leonard Cohen, Oscar Peterson, Jim Corcoran
 - Films: Denys Arcand, Pierre Perreault, Jean-Claude Lord, Gilles Carle, Norman McLaren
 - Television: entertainment, public affairs
 - Visual arts: Jordi Bonet, Jean-Paul Lemieux
 - Poetry: Irving Layton, Gaston Miron, "Les nuits de la poésie"
 - World's fair: Expo 67
- Identifying continuity and change in Québec society from 1960 to 1980.
 - Main themes
 - Nationalism: Québec identity
 - Unionism: exploitation of the working class
 - Feminism: equality of the sexes
 - Cultural expression
 - Novels
 - Theatre
 - Music
 - Films
 - Television
 - Visual arts
 - Poetry
 - World's fair: Expo 67
- Continuity and change from 1960 to 1980
 - Continuity
 - Value placed on education
 - Modernization: mass media, culture
 - Change
 - Government intervention in the economy
 - Québec nationalism and the independence movement
 - Protest and global outlook

2.2. TO DESCRIBE THE SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT.

2.2.5 To analyze the sociocultural changes in Québec from 1980 to the present.

Skill Indicators

- Describing the changes in Québec society from 1980 to the present.
- Demonstrating how Québec society is mainly influenced by:
 - U.S. domination of international markets
 - Neoliberalism in government intervention
 - Technological advances, effects on overconsumption and the ongoing spread of mass culture
 - The multi-ethnic composition of its population (cultural borrowings)
- Relating the main themes of the period to cultural expression:
 - Themes
 - Socioeconomic and environmental problems: unemployment, loneliness, dropping out, homelessness, pollution
 - Examples of cultural expression
 - Novels: Michel Tremblay, Anne Hébert
 - Theatre: Michel Tremblay, Robert Lepage, Marco Micone
 - Music: Céline Dion, Roch Voisine, Kashtin
 - Films: Denys Arcand, A. Melançon, Michel Brault, Léa Pool

Content

- Internationalization (1980 to the present)
 - Characteristics
 - Neoliberalism
 - Privatization
 - Downsizing and budget cuts
 - Questioning of social programs
 - Primacy of the individual over the group
 - Globalization of markets: free trade and opening up of borders
 - Technological advances, communications and multimedia
 - Emergence of Native power: land claims
 - World influences
 - U.S. domination
 - Neoliberalism
 - Overconsumption and mass culture
 - Multi-ethnicity
 - Main themes
 - Socioeconomic and environmental problems
 - Cultural expression
 - Novels
 - Theatre
 - Music
 - Films

- Demonstrating that cultural events taking place in Québec are internationally renowned (examples):
 - Montréal jazz festival
 - Québec summer festival
 - Just for Laughs festival
 - Cirque du soleil
 - Montréal international film festival
 - Technological advances: computers and television
 - Identifying continuity and change in Québec society from 1980 to the present.
 - Giving a profile of Québec society today, covering the following aspects:
 - Political
 - A territory
 - A democracy
 - Sociocultural
 - A feeling of belonging
 - Lifestyles: Western and American
 - Authentic artistic expression (examples): music, literature, films, theatre, entertainment and multimedia performances
- International recognition
 - Continuity and change from 1980 to the present
 - Continuity
 - Democratization of education
 - Québec nationalism
 - Global outlook
 - Modernization: mass communication and culture
 - Change
 - Government withdrawal and privatization
 - Accent on individual rights
 - Globalization of markets
 - International recognition: economic, cultural

6. Evaluation

6. EVALUATION

The evaluation of learning is a process in which the teacher judges the student's attainment of program objectives, according to specified criteria. There are two complementary forms of evaluation: formative and summative.

6.1 Formative Evaluation

Formative evaluation is an ongoing process designed to give teachers and students feedback on the progress of the learning process. It is an essential component of the learning process. Since all objectives are clearly stated in the program, the teacher can use them to accompany each adult through his or her learning experience, identify difficulties and offer immediate assistance when necessary. This type of evaluation should be used continuously in the classroom.

6.2 Summative Evaluation

Summative evaluation is intended to assess the attainment of objectives at the end of a learning sequence. It provides a final result. The definition of the domain serves as the basic document for summative evaluation. It is used to prepare an examination that takes into account the components of the program and to interpret each student's results according to specific criteria. Evaluation is designed to measure comprehension and analytical and synthesizing skills.

Understanding

"Understanding" means that students should be able to describe the elements of a social reality or phenomenon, to define them, and to place them in time and space.

Analyzing

"Analyzing" means that students should be able to explain the factors, causes, consequences and influences that affect a social reality or phenomenon, to identify continuity and change as well as advantages and disadvantages, and to describe the interactions among the various elements.

Synthesizing

"Synthesizing" means that students are able to describe how a society is organized and how it has evolved by relating different realities and phenomena.

