Social Science

Prework Training
- Geography, History and Citizenship Education

Geography, History and Citizenship Education

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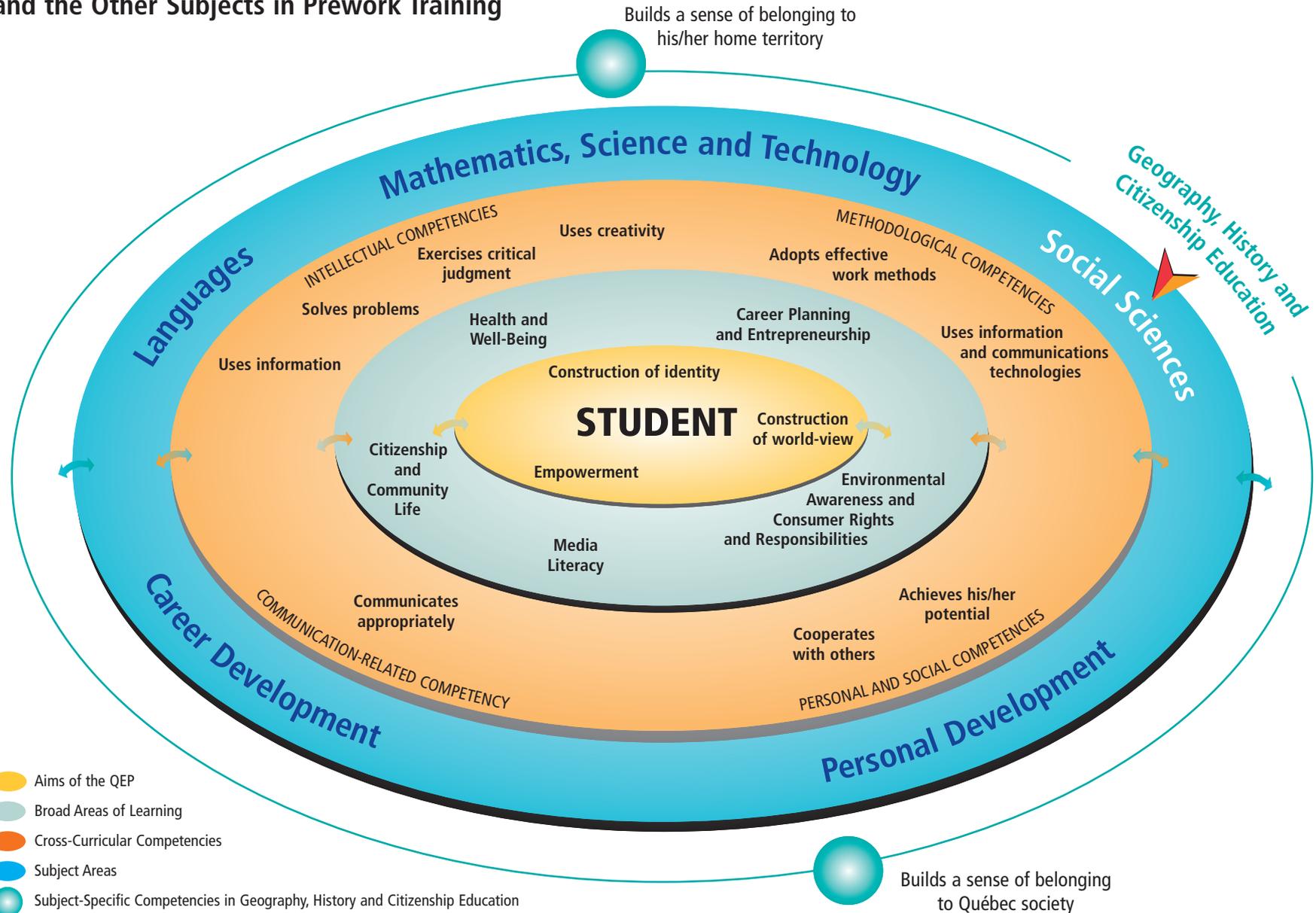
Making Connections: Geography, History and Citizenship Education and the Other Subjects in Prework Training

Builds a sense of belonging to his/her home territory

Mathematics, Science and Technology

Languages

Social Sciences

Geography, History and Citizenship Education

INTELLECTUAL COMPETENCIES

METHODOLOGICAL COMPETENCIES

Uses creativity

Exercises critical judgment

Adopts effective work methods

Solves problems

Uses information

Career Planning and Entrepreneurship

Health and Well-Being

Uses information and communications technologies

Construction of identity

STUDENT

Construction of world-view

Citizenship and Community Life

Empowerment

Environmental Awareness and Consumer Rights and Responsibilities

Media Literacy

Communicates appropriately

Achieves his/her potential

Cooperates with others

COMMUNICATION-RELATED COMPETENCY

PERSONAL AND SOCIAL COMPETENCIES

Career Development

Personal Development

Builds a sense of belonging to Québec society

- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Geography, History and Citizenship Education

Work-Oriented Training Path, Prework Training

Introduction to the Program

Geography is a social science that must use natural data to explain how space is organized by societies.
Gérard Hugonie

There is no more educational an exercise for citizens than to discover the historical foundations of democratic citizenship on their own, so that they are able to appreciate its value.
Robert Martineau

Prework Training students will soon be playing their role in society as citizens and workers. The Geography, History and Citizenship Education program is designed to prepare them for this role by helping them to become aware of their rights and responsibilities, to understand the world in which they live and to become a part of it. As a result of the competencies they develop during the program, they should be more familiar with their community and become more involved in it, while remaining aware of the complexity and constantly changing nature of the social context. They will learn about the mechanisms that structure their territory, and how their society has been built over time. This will provide them with tools to help them become responsible citizens, better able to make informed decisions about their territory and their society.

The program combines two subjects: Geography, and History and Citizenship Education. It targets the development of two competencies: *Builds a sense of belonging to his/her home territory* and *Builds a sense of belonging to Québec society*. Students will continue to learn about the concepts of territory and society, to which they were introduced at elementary school and in the first cycle of secondary school.

Geography focuses on the spatial dimension, allowing students to understand the human-space relationship and realize that communities settle in territories that they then develop and modify to suit their needs, values and culture. This will help students to develop the tools and concepts they need to understand problems related to their home territory. They will learn to take responsibility for certain aspects of territorial management, and will discover the importance of sharing the inhabited space. This will

Students will be better prepared to act as responsible citizens and to make informed decisions.

enable them to clarify their values concerning the use of space, and to understand that their gestures and actions can affect their environment.

History and Citizenship Education focuses on the temporal dimension, allowing students to learn and understand the roots of present-day life and the processes of social change. In other words, they will learn to understand the present by looking at the past. Using appropriate tools and concepts, they will observe the impact of human actions on the course of history. They will discover the foundations of modern Québec society and will learn to form opinions on some of its issues. As a result, they will become more aware of their responsibilities as citizens.

To develop these competencies, students are required to carry out research based on what they know and what they observe. They make connections between what they already know and the new things they discover. They are asked to describe their home territory and the society to which they belong, referring to a variety of resources and using the techniques offered by the two subjects that make up the program.

Making Connections: Geography, History and Citizenship Education and the Other Subjects in Prework Training

In building a sense of belonging to their home territory and to Québec society, students learn to understand the world in which they live, become aware of their responsibilities and rights, and become involved in their community by playing a role as citizens and workers. There are many possible connections between these competencies and the competencies they are required to develop during their education as a whole.

The Geography, History and Citizenship Education program provides students with an opportunity to use their language competencies. They do this when they identify the characteristics of their home territory by reading short texts on the history of its housing, the types of residences and decisions concerning land use and municipal regulations. They may also be asked to draw up a list of businesses and companies providing employment opportunities, and to seek means of transportation to those stores or companies. Their oral communication competency is used when they are asked to express their opinion on a current social issue such as the use of hazardous materials in industry. Their second-language competencies may be useful for locating information on the Internet.

In addition, there are many connections with programs in Mathematics, Science and Technology. For example, when students are asked to build a time line, they need to apply their knowledge and skills to draw an axis, devise a chronological scale, calculate the period to be represented, select a measurement unit and create segments. Mathematics competencies are also used to read maps, graphs and tables. In addition, students are asked to use a scientific approach and some of the concepts addressed in the Technological and Scientific Experimentation program to define, understand and explain certain problems affecting the territory, such as drinking-water contamination and inadequate maintenance of motor vehicles. A better understanding of natural phenomena should also encourage them to ask questions about their environment.

Building a sense of belonging to their home territory and to Québec society involves acquiring tools that will help students integrate into society and the job market. The competencies acquired in the Geography, History and Citizenship Education program are therefore echoed in the Career Development programs. For example, as they examine their territory, students become familiar with the region's businesses and industrial areas, communication and public transportation networks. They may also be asked to analyze the characteristics (e.g. size, location and ease of access) of the companies offering jobs within their home territory.

Building a sense of belonging to Québec society also involves exercising individual rights as consumers, tenants or homeowners. The students discover these rights in the Autonomy and Social Participation program. As they examine social behaviours, discover different points of view and learn the rules of healthy living, they will be able to maintain good relationships with their neighbours and assume their responsibilities as citizens.

Pedagogical Context

In the Geography, History and Citizenship Education classroom, students work both individually and in teams, with support from their teacher. They should constantly be reminded to ask questions and communicate their findings by talking among themselves and to the teacher about their discoveries and experiences, their sense of belonging to their home territory and to Québec society, and the challenges they face.

They must also be encouraged to use a variety of resources, such as interpretation centres, companies, plans, personal testimony, iconographic and audio-visual documents and so on. These resources may be available in their immediate environment—in the library, multimedia classroom or community—or may require an educational trip. They may also be available through information and communications technologies.

In Prework Training, students should be presented with learning and evaluation situations that enable them to understand the connections between the competencies they develop in Geography, History and Citizenship Education and those they must acquire in their practical training. In this way, they become aware of the importance of transferring their general education knowledge to their practical training, and vice versa.

COMPETENCY 1 Builds a sense of belonging to his/her home territory

Space cannot be found, it must always be built.
Gaston Bachelard

Focus of the Competency

Belonging to a territory means having a sense of being a part of it. The more knowledge and understanding a person has of the characteristics of the territory in which he or she lives, the greater the sense of belonging. For Prework Training students, building a sense of belonging to their home territory is particularly important if they are to transition successfully from school to work and society.

In this program, the competency *Builds a sense of belonging to his/her home territory* is developed through three different themes, namely housing, work and recreation. Individuals build their sense of belonging to a territory through what they learn about their place of residence, their workplace and the recreational facilities they use, as well as through the means of communication methods they use.

In elementary school and the first cycle of secondary school, students learned about some territories and the relationships of societies with these territories. They questioned the changes humans make to their territories, and the impacts of those changes. In this cycle, they are asked to develop their understanding of the territory in which they live by looking at how its human occupants have developed it to meet their needs.

Building a sense of belonging to their home territory is particularly important if they are to transition successfully from school to work and society.

To discover the characteristics of their home territory, students must first identify some of the needs underlying its development, through the three themes outlined above. They must learn to consider the answers given by different people questioned, and observe how the development of their home territory could be improved. They must also practise playing their role as citizens by forming opinions on this issue, seeking out forums to express those opinions and selecting appropriate ways. In this way, they will prepare themselves to become fully participating members of their society and their territory.

Maps of the city, neighbourhood, village or region will be used to build a sense of belonging to the home territory. Students must learn to read these maps, in order to acquire the reference points they need to develop as accurate a representation as possible of their home territory.

The competency *Builds a sense of belonging to his/her home territory* is made up of three key features: *Describes his/her home territory*, *Examines development in his/her home territory*, and *Expresses an opinion on development in his/her home territory*.

Describes his/her home territory

Identifies the characteristics of the territory • Reads simple maps

Examines development in his/her home territory

Identifies the needs underlying territorial development • Seeks solutions to meet those needs • Identifies what could still be done to improve the development of the territory

Builds a sense of belonging to his/her home territory

Expresses an opinion on development in his/her home territory

Forms an opinion on territorial development • Identifies forums at which that opinion can be expressed • Selects ways of expressing that opinion that comply with the rules governing life in society

Students demonstrate an understanding of their home territory when they:

– identify characteristics of the territory

– make connections among these characteristics

– use the appropriate concepts

Students express their opinions of development in their home territory when they:

– propose solutions to the problems they observe

– use relevant arguments

– identify forums and ways of expressing their opinions

– use the appropriate concepts

Evaluation Criteria

– Understanding of his/her home territory
– Expression of an opinion on development in his/her home territory

COMPETENCY 2 Builds a sense of belonging to Québec society

History is a system for explaining social realities by means of time.
Jacques Le Goff

Focus of the Competency

To build a sense of belonging to Québec society, students must learn to share its common values, especially those relating to democracy. They must also develop an open-minded attitude to difference, prepare to take part in social debates, and learn to understand that human action—their own and everyone else's—results in change. They will develop this sense of belonging by becoming involved in decisions, especially in their community. Their involvement will increase as they join the work force, and will be consolidated throughout their adult lives.

In this program, the competency *Builds a sense of belonging to Québec society* is developed through three separate themes, namely the exercise of basic rights and freedoms, economic development and the roles of citizens and the state.

In elementary school and the first cycle of secondary school, the students learned about the concept of society. They learned to recognize social phenomena, identify chronological reference points and elements of change and continuity, and they discovered facts, actors and actions. In this cycle, they are asked to develop their understanding of Québec society in their capacity as members of that society.

To exercise their citizenship, students will need to understand the foundations of Québec society.

As they build their sense of belonging to Québec society, students will learn how to examine various issues. The process provides an opportunity for them to think and act as citizens. When considering an issue, they must learn to identify its elements, recognize the positions of the actors, form their own opinions, find forums at which they may express those opinions, and select appropriate ways of doing so. In this way, they will prepare for their role as responsible citizens able to become involved in social debate.

To exercise their citizenship, students will need to understand the foundations of Québec society. This is essential if they are to develop informed opinions on the issues at stake. They must be able to identify the characteristics of their society based on the three themes mentioned above, so as to discover their historical roots and trace them over time, using a time line.

The competency *Builds a sense of belonging to Québec society* is made up of three key features: *Describes certain aspects of Québec society, Examines a current social issue in Québec* and *Expresses his/her opinion on a current social issue*.

Describes certain aspects of Québec society

• Identifies some characteristics of the society • Searches for the origins of these characteristics • Situates them along a time line

Examines a current social issue in Québec

• Identifies the elements of the issue• Determines the actors and their opinions

Students demonstrate an understanding of their belonging to Québec society when they:

– identify some characteristics of Québec society

– make connections among these characteristics

– use the appropriate concepts

Students express their opinions of a current social issue in Québec when they:

– propose solutions to the problems they observe

– use relevant arguments

– identify forums and ways of expressing their opinions

– use the appropriate concepts

Builds a sense of belonging to Québec society

Expresses his/her opinion on a current social issue

• Forms an opinion • Identifies forums at which the opinion can be expressed • Selects means of action that are consistent with the rules governing life in society

Evaluation Criteria

– Understanding of his/her sense of belonging to Québec society

– Expression of his/her opinion on a current social issue in Québec

Program Content

Competencies are developed through themes. For each theme, students need a set of concepts, a research process and certain techniques. The teacher is responsible for selecting issues that correspond to the students' abilities, needs and interests.

Concepts

Each theme has an associated set of concepts. Rather than simply memorizing definitions, students are required to explore, understand and use those concepts during their learning. Two of the concepts—territory and society—require special attention because they permeate every aspect of the subject. A territory is defined as a space that humans have occupied, adapted to and modified to give it a meaning and a particular organization and to meet their needs. A society is defined as a group of people who create sustainable, structured and usually institutionalized relationships among themselves.
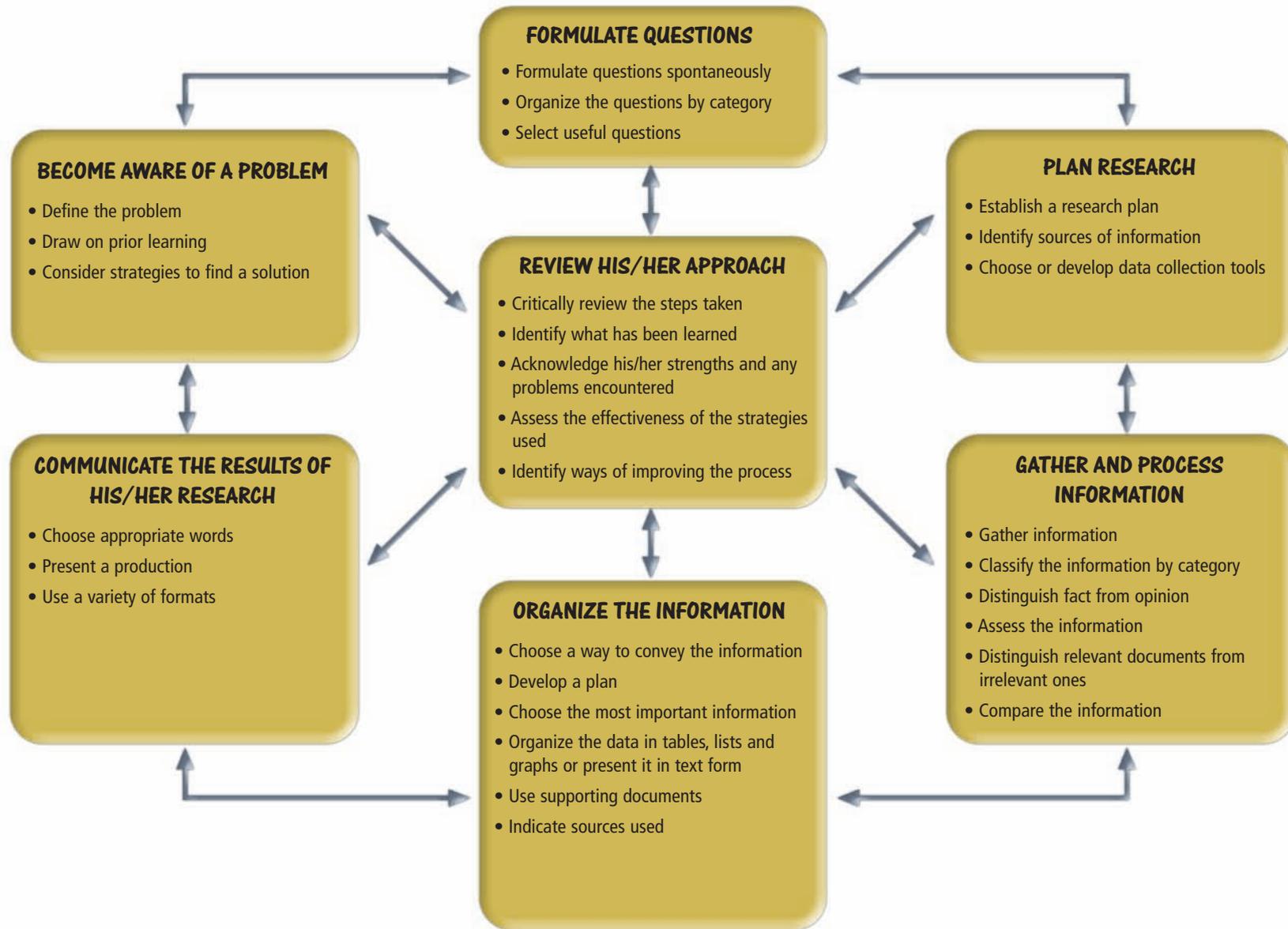
Research Process

The research process, which begins with knowledge of the problem and ends with communication of a proposed solution, requires the application of an increasingly complex set of cognitive skills. Throughout this process, the teacher acts as a guide for the students as they reflect on the subject. Sustained support is vital in enabling the students to develop their competencies to the maximum. They do so by using effective strategies that help them to make the most of their potential.

Prework Training students already have a mental representation of their home territory and are aware that they are members of Québec society. The teacher, by encouraging them to ask questions and seek solutions, is able to help them correct inaccurate representations and construct new knowledge. He or she must encourage the students to use appropriate resources, and must guide them through the data analysis process to a point where they are able to communicate the results of their research. For some students, using a structured research process will be a new challenge, one that they will only be able to meet with guidance from their teacher.

The following diagram illustrates the research process. The process is not linear; it is possible and even desirable to go back and forth between different steps. For example, students may return to previous incomplete or wrongly completed steps that prevent them from moving forward. This allows them to reflect on their process, thereby developing a better understanding of how they learn.

RESEARCH PROCESS

FORMULATE QUESTIONS

- Formulate questions spontaneously
- Organize the questions by category
- Select useful questions

BECOME AWARE OF A PROBLEM

- Define the problem
- Draw on prior learning
- Consider strategies to find a solution

PLAN RESEARCH

- Establish a research plan
- Identify sources of information
- Choose or develop data collection tools

REVIEW HIS/HER APPROACH

- Critically review the steps taken
- Identify what has been learned
- Acknowledge his/her strengths and any problems encountered
- Assess the effectiveness of the strategies used
- Identify ways of improving the process

COMMUNICATE THE RESULTS OF HIS/HER RESEARCH

- Choose appropriate words
- Present a production
- Use a variety of formats

GATHER AND PROCESS INFORMATION

- Gather information
- Classify the information by category
- Distinguish fact from opinion
- Assess the information
- Distinguish relevant documents from irrelevant ones
- Compare the information

ORGANIZE THE INFORMATION

- Choose a way to convey the information
- Develop a plan
- Choose the most important information
- Organize the data in tables, lists and graphs or present it in text form
- Use supporting documents
- Indicate sources used

The competency *Builds a sense of belonging to his/her home territory* is developed through three themes—housing, work and recreation—that allow students to develop a better understanding of the territory in which they live. The themes are addressed through what students already know, what they observe and what they discover about their territory. Students must establish connections between what they already know and what they discover, and then apply a research process that allows them to address the various themes. For each theme, knowledge relating to the program content is presented below in diagram form. The diagrams reflect the way in which the subject-specific competencies are presented, indicating the elements of knowledge to be considered when preparing learning and evaluation situations for each key feature of the competency.

Knowledge relating to the key feature *Describes his/her home territory* is expressed in general terms because the territorial reference framework varies from one context to the next. It covers aspects such as the characteristics and concentration of residential sectors and the different types of homes.

Knowledge relating to the key feature *Examines the development of his/her home territory* is necessarily variable due to the specific nature of each territory's development. It is therefore difficult to draw up a list. However, two approaches are proposed to help teachers select appropriate elements: (1) work done in the territory to improve its development, and (2) unmet development needs. It is up to the teacher to prepare learning and evaluation situations that reflect the context in the students' home territory.

The same applies to knowledge relating to the key feature *Expresses an opinion on development in his/her home territory*, which focuses mainly on the public forums where students are able to express their opinions, and the available means of doing so.

Housing

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY

Work

Recreation

Work-Oriented Training Path, Prework Training

Builds a sense of belonging to his/her home territory through the theme of housing

The home territory is the place where people live and which they modify. The sense of being somewhere or coming from somewhere, and the sense of being different from or similar to other people, derives from where a person lives. Students will find reference points all around their homes, in the places they visit daily, in the streets they travel, in the routes they choose. They know the resources available in their home territory, and they are aware of its limitations. Their roots and their sense of belonging to their community are derived from their home territory.

The residential characteristics of the students' home territory will vary according to whether it is a small or medium-sized town, a city neighbourhood, a suburb, a village or a rural community. Residential sectors differ in terms of density, the types of homes they contain, their style, their age and the services they offer. Other elements to consider include proximity of stores, parks and community green spaces, the methods used to provide water, evacuate wastewater and collect garbage, and last but not least, the means of communication and transportation available to residents.
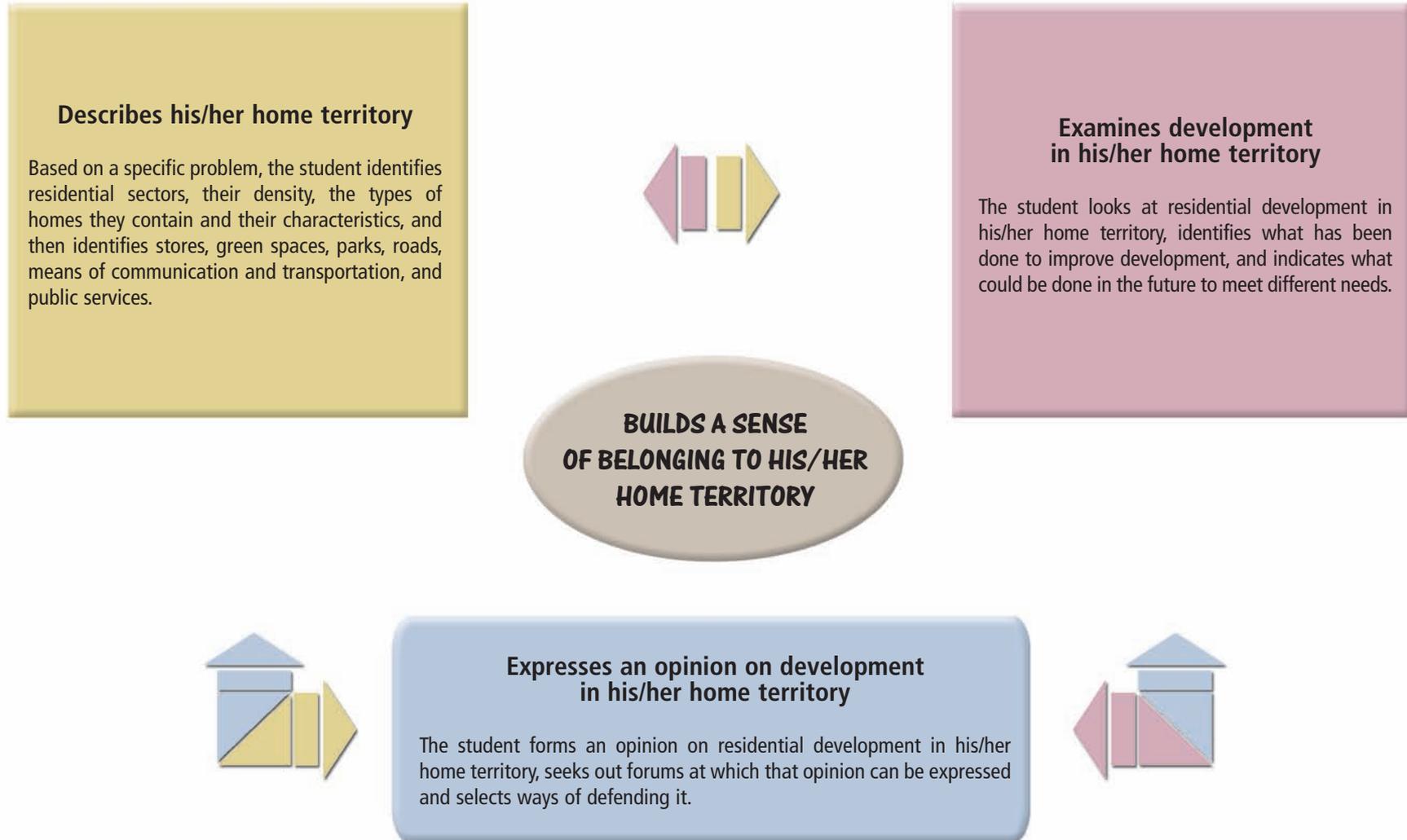
Inhabiting an area means sharing it. Students should learn to identify the various groups that live in their territory, and associate them with specific neighbourhoods, types of homes, economic levels and lifestyle habits.

To enable the students to develop an accurate representation of their home territory through the theme of housing, they must be encouraged, through learning and evaluation situations, to use a variety of information sources, including illustrations, texts and simple maps (plans showing built areas and areas under construction, different neighbourhoods, stores, parks, green spaces and major roads).

The learning and evaluation situations should allow students to identify the characteristics of different residential sectors in their home territory, their density and types of homes. They will examine decisions concerning the use of residential space, such as zoning, neighbourhood rehabilitation or demolition, and the creation or abolition of green spaces. They will be encouraged to question those decisions and consider their short- and long-term impacts on the territory. They must also form opinions on valid ways of improving residential development, seek out forums to express their opinions using appropriate arguments, and propose ways of taking action.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY THROUGH THE THEME OF HOUSING

Concepts: Development, belonging, need, resource, territory

Describes his/her home territory

Based on a specific problem, the student identifies residential sectors, their density, the types of homes they contain and their characteristics, and then identifies stores, green spaces, parks, roads, means of communication and transportation, and public services.

Examines development in his/her home territory

The student looks at residential development in his/her home territory, identifies what has been done to improve development, and indicates what could be done in the future to meet different needs.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY

Expresses an opinion on development in his/her home territory

The student forms an opinion on residential development in his/her home territory, seeks out forums at which that opinion can be expressed and selects ways of defending it.

Work-Oriented Training Path, Prework Training

Information on the Theme

Housing in the Home Territory

An area of housing may be located in an urban or rural environment. In an urban environment, its principal characteristics are its limited size and habitat density. In a rural environment, housing tends to be spread along country roads with dispersed habitat.

Urban territories also differ in terms of their economic activities, which include services, administration, and commercial or industrial activities. Rural territories are dominated by agriculture, forestry and mining, as well as vacation homes, recreation and tourism. Building sites are more expensive in urban territories, due to the infrastructure provided, e.g. water, sewers and sidewalks.

The development program and bylaws adopted by a municipality allow it to plan the development of its housing. Development involves organizing the space to meet residents' needs. All municipalities try to present a fairly uniform development of their territory by associating each residential sector with specific types of construction.

The residential sectors in a given municipality will not all have the same occupation density. Lower-density zones contain single-family homes, while moderate-density zones contain multi-family homes and high-density zones, apartment buildings.

Builds a sense of belonging to his/her home territory through the theme of work

Although still attending school, Prework Training students also spend time in the workplace during their practicums. They may also work outside school hours, and may worry about their future employment. It is therefore important for them to be able to recognize the various employment possibilities available within their home territory.

The characteristics of the companies providing employment will differ from one territory to the next. In urban territories, companies located in industrial parks are the principal sources of employment, along with retail stores, which may be concentrated in a specific area or spread over several sectors. In rural territories, jobs tend to be connected with farming, forestry, mining or fishing. The service sector is another source of employment, in both urban and rural territories. The companies located within the students' home territory will differ not only in terms of their employment potential, but also in terms of their size and location. It is therefore important to consider accessibility and how well the companies are served by communication and transportation networks.

To enable the students to develop an accurate representation of work in their home territory, they must be encouraged through learning and evaluation situations to use a variety of information sources, including illustrations, texts and simple maps (plans showing the location of stores, companies and the communication arteries and transportation networks that provide access to them). They may look at the number and types of companies located in their home territory, their characteristics and distribution. By doing this, they will be able to form opinions of employment development in the territory, based on what has already been done and what could be improved. Students must also seek forums to express their opinions, using appropriate arguments, and propose ways of taking action.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY THROUGH THE THEME OF WORK

Concepts: Development, territory, work

Describes his/her home territory

Based on a specific problem, the student identifies different characteristics of the companies, retail stores and services that generate employment in his/her home territory, and then identifies their locations, the types of jobs they offer, and the communication and transportation networks that provide access to them.

### Examines development in his/her home territory

The student looks at employment development in his/her home territory, identifies what has been done to improve it, and indicates what could be done in the future to meet different needs.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY

Expresses an opinion on development in his/her home territory

The student forms an opinion on employment development in his/her home territory, seeks out forums in which that opinion can be expressed and selects ways of defending it.
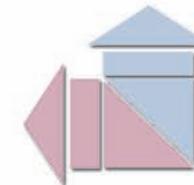
Work in the Home Territory

Economic activity generates mass circulation of goods and a significant volume of trade. This creates a varied supply of employment that requires an equally varied range of qualifications and educational training.

In Québec, the active population (people who hold or are looking for employment) is spread among the three principal sectors of economic activity, namely, the primary sector, the secondary sector and the tertiary sector.

The primary sector includes farming, fishing, forestry and mining. The secondary sector includes trades connected with the processing industries, construction and public works. Lastly, the tertiary sector comprises a vast array of service activities. It is currently expanding quite significantly throughout the world. In developed countries, it accounts for more than half of all jobs.

In Québec, as in all developed countries, in the last 25 years there has been:

– a reduction in the size of the primary and secondary sectors, and an increase in the size of the tertiary sector

– growth in trade, transportation and exchange activities

– an increase in the number of jobs related to recreation and tourism

– an increase in the number of jobs in the public sector

– a more general presence of women in the work force

Work-Oriented Training Path, Prework Training

Builds a sense of belonging to his/her home territory through the theme of recreation

In the last few decades, recreational activities have played an increasingly important role in everyday life. The type of activity differs from person to person, as individuals select activities that reflect their personalities, interests and lifestyles.
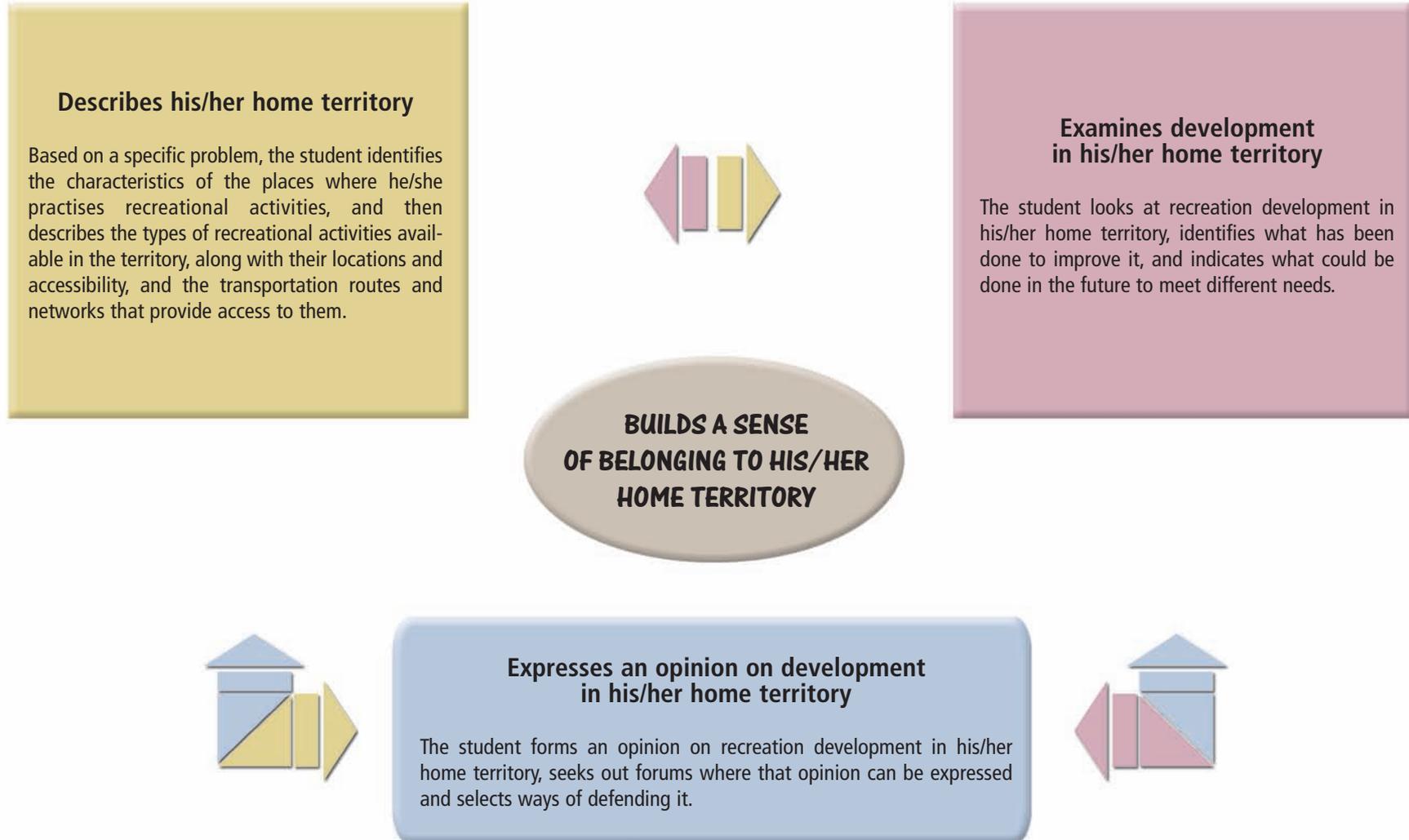
Prework Training students build their representations of their home territory and their sense of belonging to it through the theme of recreation based on the places they visit for their recreational activities. They choose activities that reflect their tastes, but must also consider the accessibility of sports centres, parks, television, video game arcades, swimming pools, libraries, hiking trails, cycling paths, hunting grounds and so on. Some types of activities are possible throughout the year, while others are seasonal. Some are easily affordable, while others are more expensive. Some are practised individually, and others as part of a group. In addition, not all the sites used by students for their recreational activities will be located in the home territory. As a result, students must use different means and routes of transportation.

To enable the students to develop an accurate representation of recreational activities in their home territory, they must be encouraged to use a variety of information sources, including illustrations, texts and simple maps (plans showing the locations of recreational facilities and the transportation networks that provide access to them).

Learning and evaluation situations should allow students to become aware of the development of recreational facilities in the territory, for example by consulting their municipality's Web site. Students could, for example, research the various types of activities available or their accessibility, and think of some potential improvements. In addition, they could propose possible solutions to any perceived deficiencies. They will also be encouraged to question their own role as consumers of recreational activities. Lastly, they will be asked to form opinions of recreation development in their home territory, seek out forums to express their opinions, using appropriate arguments, and propose ways of taking action.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY THROUGH THE THEME OF RECREATION

Concepts: Planning, recreation, territory

Describes his/her home territory

Based on a specific problem, the student identifies the characteristics of the places where he/she practises recreational activities, and then describes the types of recreational activities available in the territory, along with their locations and accessibility, and the transportation routes and networks that provide access to them.

Examines development in his/her home territory

The student looks at recreation development in his/her home territory, identifies what has been done to improve it, and indicates what could be done in the future to meet different needs.

BUILDS A SENSE OF BELONGING TO HIS/HER HOME TERRITORY

Expresses an opinion on development in his/her home territory

The student forms an opinion on recreation development in his/her home territory, seeks out forums where that opinion can be expressed and selects ways of defending it.

*Work-Oriented Training Path, Prework Training*

Information on the Theme

Recreation in the Home Territory

The term recreation covers most activities that fall outside those associated with work and studies. It includes everyday activities in culture, science, art, sports and relaxation. Recreational activities may be playful or cultural, organized or spontaneous; reading, listening to music and watching television are recreational activities, as are cycling or being a spectator at a sports competition. Some activities such as do-it-yourself, reading and watching videos usually take place at home, whereas others require travel to specific sites such as museums, sports facilities or municipal swimming pools.

In Québec, as in most developed countries, a broad variety of recreation opportunities has emerged as a result of a higher standard of living and the emergence of new needs.

It is important to separate the concepts of recreation and tourism. Unlike recreation, tourism implies that people travel away from their home territory for purposes other than employment.
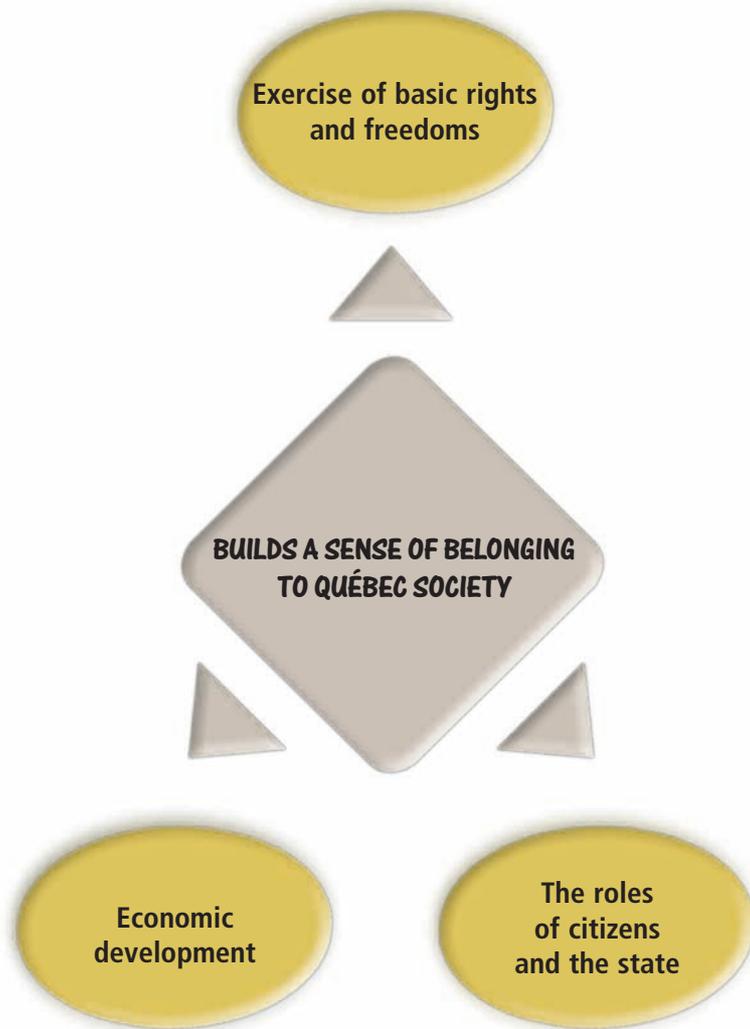
The competency *Builds a sense of belonging to Québec society* is developed through three themes—the exercise of basic rights and freedoms, economic development and the roles of citizens and the state—that allow students to develop a better understanding of Québec society. The themes are addressed through what students already know, what they observe and what they discover about the society in which they live. Students must establish connections between what they already know and what they discover, and then apply a research process that allows them to address the various themes.

As was the case for the Geography competency, knowledge relating to the program content for the History and Citizenship Education competency is presented below in diagram form. The diagram reflects the way in which the subject-specific competencies are presented, indicating the elements of knowledge to be considered when preparing learning and evaluation situations for each key feature of the competency.

Knowledge related to the key feature *Describes certain aspects of Québec society* is expressed in specific terms, except for that relating to economic development, which focuses on the region. For the theme of the exercise of basic rights and freedoms, this knowledge covers the principal rights and freedoms recognized by the charters, and the common values of Québec society. For this theme, as for the theme of the roles of citizens and the state, the knowledge is similar for all students, regardless of where they live.

For the key feature *Examines a current social issue in Québec*, the knowledge is necessarily variable in that it depends on the specific issue to be studied. It is therefore difficult to draw up a list. However, two aspects are proposed to help teachers select appropriate elements: (1) the immediacy of the issue, and (2) reference to an element that raises a problem related to the theme. It is up to the teacher to prepare learning and evaluation situations that reflect aspects of this context.

Knowledge relating to the key feature *Expresses his/her opinion on a current social issue* focuses, as in Geography, on the public forums where students can express their opinions and the available means of doing so.

Exercise of basic rights
and freedoms

BUILDS A SENSE OF BELONGING
TO QUÉBEC SOCIETY

Economic
development

The roles
of citizens
and the state

Work-Oriented Training Path, Prework Training

Builds a sense of belonging to Québec society through the theme of the exercise of basic rights and freedoms

All human beings are recognized as having basic rights and freedoms that provide a certain amount of protection and certain guarantees to ensure their survival and development. Québec society considers that all human beings are of equal value, have equal dignity and possess intrinsic rights and freedoms. Like other societies, it has chosen to protect and guarantee those rights and freedoms by adopting a charter. The recognition of basic individual rights and freedoms is the foundation of justice and peace, as stated in the preamble to Québec's *Charter of Human Rights and Freedoms* and in the *Canadian Charter of Rights and Freedoms*.

Every citizen is responsible for exercising his or her basic rights and freedoms with due respect for the rights and freedoms of other people and for democratic values and the general well-being. The state, for its part, must provide the mechanisms required to protect those rights and freedoms. The Commission des droits de la personne et des droits de la jeunesse and the Human Rights Tribunal both play important roles in this respect.

Exercising basic individual rights and freedoms with due respect for the rights and freedoms of other people sometimes leads to tensions, for example between one person's freedom of expression and another person's right to preserve his or her honour and reputation.

The students are invited to examine situations in Québec society where basic rights and freedoms are exercised with due respect for democratic values, public order and the general well-being of citizens. For example, in a learning situation dealing with the introduction of a trade union into the workplace, they could trace the origins of the first workers' association and learn that the freedom of association granted by the Charters must be exercised in accordance with a set of rules, including those set out in Québec's *Labour Code*. They could then think about the stakes for both the workers and the employer, determine their positions and form opinions. They may also select forums and methods to express their opinions. In doing so, they will prepare for their role as responsible citizens able to become involved in social debate.

BUILDS A SENSE OF BELONGING TO QUÉBEC SOCIETY THROUGH THE THEME OF THE EXERCISE OF BASIC RIGHTS AND FREEDOMS

Concepts: Charter, right, equality, justice, freedom, responsibility

Describes certain aspects of Québec society

Based on a problem and using the Québec *Charter of Human Rights and Freedoms* and the *Canadian Charter of Rights and Freedoms,* the student learns about:

– the principal rights and freedoms
– the guarantees
– the shared values of society
– citizens' responsibilities

The student situates early bills of rights and current legal provisions relating to basic rights and freedoms within a time frame.

### Examines a current social issue in Québec

Based on a problem, the student looks at how individual rights and freedoms can be exercised in Québec society with due respect for the rights and freedoms of other people.

BUILDS A SENSE OF BELONGING TO QUÉBEC SOCIETY

Expresses his/her opinion on a current social issue

The student forms an opinion on how individual rights and freedoms can be exercised with due respect for the rights and freedoms of other people, and discovers that he/she can defend that opinion in the classroom, the student council or the newspapers, or even by contacting the Commission des droits de la personne et des droits de la jeunesse. He/she selects ways of expressing the opinion that are consistent with the rules governing life in society.

Work-Oriented Training Path, Prework Training
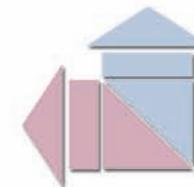
Information on the Theme

The Exercise of Basic Rights and Freedoms in Québec Society

Human rights and freedoms were only won after a long series of struggles. Political rights and freedoms were obtained through the revolutions of the 17th and 18th centuries in England, the 13 British colonies in America (the United States of America) and France, among others. Despite this, basic rights were still not universally applicable. Although the preamble to the American Declaration of Independence stated that all men were created equal, the Black population remained in slavery, and Blacks were regarded as property rather than as human beings.

In 1948, shortly after the Second World War, the United Nations proclaimed the *Universal Declaration of Human Rights*, which was presented as an ideal for all societies. Even today, however, human rights are not upheld in every country. In some cases, basic rights and freedoms have only been obtained and legally recognized after long struggles. In Canada, the *Canadian Bill of Rights* was adopted in 1960, while the Québec government adopted its *Charter of Human Rights and Freedoms*, which takes precedence over every other Québec law, in 1975. A further step was taken when the *Canadian Charter of Rights and Freedoms* became an integral part of the *Constitution Act*, 1982, which takes precedence over all federal and provincial laws. A number of statutes have been repealed or amended since the Québec and Canadian Charters were adopted.

The Earliest Bills of Rights

– English Bill of Rights (1689)

– American *Declaration of Independence* (1776)

– French Bill of Rights (1789)

Current Legislation Governing Basic Rights and Freedoms

– *Canadian Bill of Rights* (1960)

– *Québec Charter of Human Rights and Freedoms* (1975)

– *Constitution Act,* 1982, which includes the *Canadian Charter of Rights and Freedoms*

Builds a sense of belonging to Québec society through the theme of economic development

Economic development depends on the availability of resources and on the production, distribution and consumption of goods and services. In recent decades, trade has intensified and both products and markets have diversified. These changes raise a number of questions concerning economic development and access to employment.

Economic development varies according to the context (large urban centre or region), the types and number of jobs available, working conditions, the training available in the region and the presence or absence of trade unions. Québec society is currently facing increasingly significant challenges in relation to economic changes. It is important for students, as future consumers and workers, to be aware of these issues and their impacts on the economic development of their home territory.

A learning situation such as a job search will allow students to become familiar with their region's principal economic activities, and to trace the origins of those activities. They can gather information on available jobs and the training required or offered, compare this situation with the situation of another region, and think about the issues affecting them as workers—for example, working conditions or their involvement in the economic development of their home territory. In doing this, they will be playing their role as informed citizens who are able to make responsible choices in the employment-related issues that affect them.

BUILDS A SENSE OF BELONGING TO QUÉBEC SOCIETY THROUGH THE THEME OF ECONOMIC DEVELOPMENT

Concepts: Economic activity, business, region, resource

Describes certain aspects of Québec society

Based on a problem and referring to the region's economic sectors, employment conditions and working conditions and level of economic development, the student describes the employment situation in his/her home territory and in other regions of Québec.

He/she situates the stages of industrialization, the stages of the unionization process and the adoption of the first labour code.

## Examines a current social issue in Québec

Based on a problem, the student examines access to employment and training in his/her home territory and in other regions of Québec.

BUILDS A SENSE OF BELONGING TO QUÉBEC SOCIETY

Expresses his/her opinion on a current social issue

The student forms an opinion on access to employment and training in his/her home territory and in other regions of Québec, and discovers that this opinion can be defended in the classroom, in the newspapers or even by contacting municipal or provincial representatives or organizations. He/she selects a way of expressing the opinion that is consistent with the rules governing life in society.
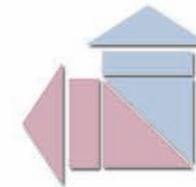
Economic Development in Québec Society

In Québec, the economic structure related to industrialization emerged in the second half of the 19th century, when machines first began to replace human labour in the production of goods. Industrialization was concentrated in the sectors of timber, iron, steel and consumer goods, and most factories were located in Montréal and Québec City. Labour was plentiful, poorly trained and unorganized (no trade unions). Working conditions were extremely difficult. The first workers' associations were discreet; until 1872, it was illegal to form a trade union.

Between 1896 and 1929, the hydroelectric potential and natural resources of regions such as Abitibi, Mauricie and Saguenay–Lac-Saint-Jean led to the creation of new industries and an increase in the number of jobs, even though most workers were poorly qualified. Working conditions gradually improved. In 1910, the government made it illegal for children and women to work more than 10 hours per day, and in 1921, the first Canadian trade union federation, the Confédération des travailleurs catholiques du Canada, was created.

The 1950s saw the development of the mining sector in the Côte-Nord et du Nouveau-Québec regions and of the petrochemical and electrical appliance industries in Montréal and Québec City. A new trade union federation, the Fédération des travailleurs du Québec, was created in 1957. The sectorial distribution of labour gradually began to change: the primary sector declined, the secondary sector slowed down and the tertiary sector became the focus of most jobs. Beginning in 1960, the world of work changed radically. The qualifications required for many positions increased, and the *Labour Code* (1964), the *Act respecting labour standards* (1980) and the *Act respecting occupational health and safety* (1979) were adopted. Trade unions were created or restructured, and the battle for better working conditions, including job security and training, continued.

The Stages of Industrialization

– 1850 to 1896: Early industrialization

– 1896 to 1929: Harvesting of new natural resources

– 1945 to the present: Intensification of industrialization

Steps in the Development of Trade Unions

– 1872: Removal of the ban on trade unions from the *Criminal Code*

– 1921: Creation of the Confédération des travailleurs catholiques du Canada

– 1950 to the present: Creation of new trade unions and new trade union federations

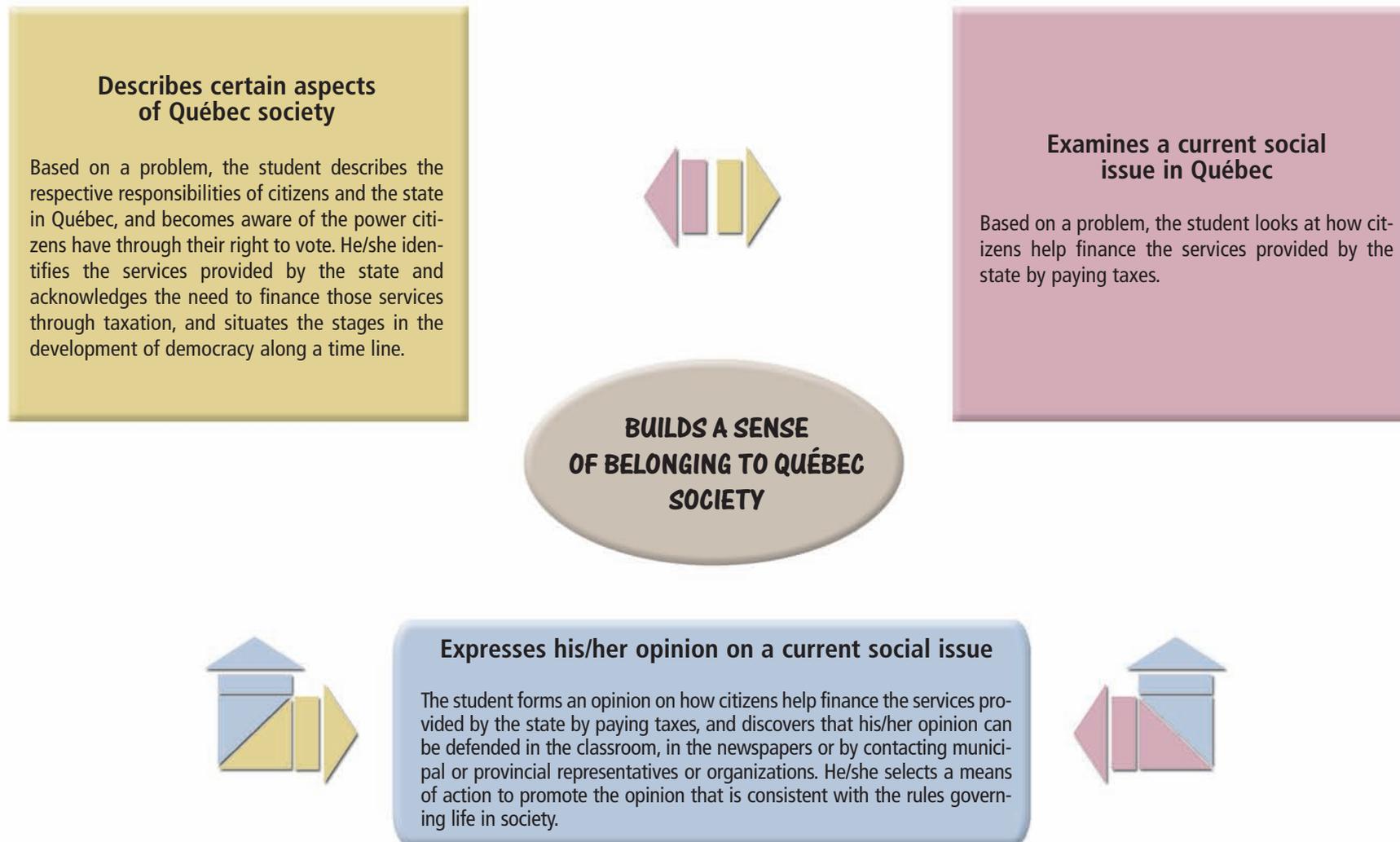## Builds a sense of belonging to Québec society through the theme of the roles of citizens and the state

The sovereign authority of a state is exercised by a government over a group of people and a particular territory. In Québec, the political structure within which the roles of citizens and the state are defined is democracy. Democracy is based on the principle that citizens elect their representatives and the elected government manages political life and makes decisions, including passing laws that apply to every member of society. In Québec society, governing with due consideration for the needs and aspirations of citizens means that the citizens themselves must take part in political debate. Participation in democratic life is not limited to voting; other aspects include being informed, taking part in debate, denouncing injustice, exercising individual rights and freedoms, and respecting the rights and freedoms of other people.

The state plays a multifaceted role in this process. It provides the population with a legal framework that structures social development, prosperity and cohesion. It also provides public services, in line with the social choices made in different spheres of political life, such as health, education, justice, families and the economy. To cover the cost of these services, it collects income and other taxes, most of which are paid by individual citizens, giving rise to extensive debate. The students are asked to form an opinion concerning the division of responsibilities between citizens and the state, taking into account the collective interest. In doing this, they build their sense of belonging to Québec society and prepare for their role as citizens.

A learning situation on how citizens help the state fulfill its responsibilities by paying taxes will allow students to learn about the roles of citizens and the state in a democracy, and to trace the origins of democracy in Québec. They will also learn about the role played by the Québec government in different spheres, and will see how the state came to take responsibility for those spheres. They will learn to think about and form opinions on the issues affecting citizens—for example, maintaining, increasing or reducing taxes and services, the impacts of clandestine work on the economy, and the positions of the various actors. They can then choose places and ways of presenting their opinions, thereby playing their role as responsible citizens able to take part in debates on social issues.

Concepts: State, income tax, public service, taxation

Describes certain aspects of Québec society

Based on a problem, the student describes the respective responsibilities of citizens and the state in Québec, and becomes aware of the power citizens have through their right to vote. He/she identifies the services provided by the state and acknowledges the need to finance those services through taxation, and situates the stages in the development of democracy along a time line.

Examines a current social issue in Québec

Based on a problem, the student looks at how citizens help finance the services provided by the state by paying taxes.

BUILDS A SENSE OF BELONGING TO QUÉBEC SOCIETY

Expresses his/her opinion on a current social issue

The student forms an opinion on how citizens help finance the services provided by the state by paying taxes, and discovers that his/her opinion can be defended in the classroom, in the newspapers or by contacting municipal or provincial representatives or organizations. He/she selects a means of action to promote the opinion that is consistent with the rules governing life in society.

Work-Oriented Training Path, Prework Training

Information on the Theme

The Roles of Citizens and the State in Québec Society

In Canada and Québec, the *Constitution Act* of 1791 marked the arrival of democracy, creating a House of Assembly made up of elected representatives. However, the political system that was established did not give these elected representatives any real decision-making power, since the governor of the colony remained in control. In addition, rules limited the right to vote to people who owned property, regardless of gender. Voting took place in public, orally, and was spread over several days. In 1848, following a series of political and social struggles, government by the elected representatives of the people—in other words, responsible government—was established.

New electoral rules were adopted in 1849, and one of their effects was to take the vote away from women. The secret ballot was introduced in 1875, as part of an electoral reform. After a long struggle, women finally regained the right to vote: in 1918, in federal elections, and in 1940, in Québec elections. As a result, the right to vote became universal for Canadian citizens aged 18 or over.

Stages in the Development of Democratic Government

– Creation of the first House of Assembly in 1791, election of representatives

– First exercise of real power by elected representatives in 1848

– Restoration of the right to vote to women in federal elections in 1918

– Restoration of the right to vote to women in Québec elections in 1940

A Greater Role for the State

Before the 1930s, the state intervened only occasionally in the private and social spheres. However, the Great Depression forced it to take a more direct approach. A number of temporary measures were introduced, including direct assistance and a public works program. In the wake of the Depression, the federal government introduced unemployment insurance, followed later by a family allowance program. It also passed a law to make attendance at school mandatory, and helped to fund health and education, which were still under the authority of the religious communities.

In the wake of the Second World War, and especially in the 1960s, the Québec state began to intervene in a number of new spheres. In the field of education, for example, the Ministère de l'Éducation was created, and education was modernized and made more widely available. In the field of health, hospital insurance was introduced, followed later by health insurance. New labour legislation was passed and justice became more accessible thanks to a new legal aid program. The state also became responsible for numerous other services, which it set up and administered in the collective interest. The public provided funding for these measures through taxes.

The successive recessions of the 1980s and 1990s brought the state's role into question. Financing of certain services became a problem as revenues from taxes declined. Over the years citizens became increasingly concerned about the deficit, the public debt and the tax regime. In addition, the gap between the active population and those people not in the labour force is growing for future generations. Some difficult choices will have to be made by citizens. For example, should public services—and the funding for them—be maintained, increased or reduced?

The Development of State Intervention

– 1930 to 1945: Beginning of state intervention in and financing of various spheres during the Depression of the 1930s

– 1945 to 1980: Increase of state intervention in and financing of various spheres

– 1980 to the present: Questioning of the state's role in and financing of certain spheres

Introduction of Income Tax

– 1917: Canada

– 1954: Québec

Reading a plan or map

Simple plans and maps are tools that students must learn to master by using them repeatedly. In reading plans and maps, they should be able to locate various elements, identify reference points and trace itineraries.

Time line

The time line is a tool that students learn to master through repeated use. As they learn to read and build a time line, they place events in a visual order and become aware of the time elapsed since the events took place.

Interpreting a time line:

– Decode the chronological scale

– Identify the information

– Establish a relationship between different lengths of time

– Identify sequences and trends

– Identify continuity and change

Producing a time line:

– Select the information

– Draw an axis

– Establish a chronological scale

– Calculate the period to be represented on the scale

– Decide on a measurement unit

– Create the segments

– Enter the information on the axis

– Enter a title

Iconographic documents

Iconographic documents include photographs, paintings, drawings and caricatures that reflect the society which produced them.

Interpreting an iconographic document:

– Identify the nature of the document

– Decide whether it presents an image of reality or a reconstruction

– Identify the author's name and role

– Identify the date or other references to time

– Identify the source

– Decode the title

– Determine the main subject

Summary Table of Program Content

GEOGRAPHY COMPONENT		
Competency and Key Features	**Themes**	**Concepts**
Builds a sense of belonging to his/her home territory – Describes his/her home territory – Examines development in his/her home territory – Expresses his/her opinion on development in the home territory	– Housing	Development, belonging, need, resource, territory
	– Work	Development, territory, work
	– Recreation	Development, recreation, territory

HISTORY COMPONENT		
Competency and Key Features	**Themes**	**Concepts**
Builds a sense of belonging to Québec society – Describes certain aspects of Québec society – Examines a current social issue in Québec – Expresses his/her opinion on a current social issue	– Exercise of basic rights and freedoms	Charter, rights, equality, justice, freedom, responsibility
	– Economic development	Economic activity, business, region, resource
	– Roles of citizens and the state	State, income tax, public services, taxation

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***Labour Code* information (in French)**
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Social Sciences LEARNing Centre
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