# Culture and Citizenship in Québec Program

## INFORMATION FOR TEACHERS

### 1. What is Culture and Citizenship in Québec?

#### a. The foundations and objectives

Culture and Citizenship in Québec (CCQ) is a compulsory program taught to Québec students in every year of elementary and secondary school, with the exception of Secondary III. The foundational fields of study of the program are **sociology** and **ethical philosophy**. It prepares students to exercise citizenship in Québec by developing their **critical thinking** and **dialogue** skills. The three objectives of the program are:

- Prepare to exercise citizenship in Québec
- Aim for recognition of oneself and of others
- Pursue the common good

#### b. Culture in CCQ

In the CCQ program, culture is defined as "a set of more or less formalized ways of thinking, feeling and acting, which are shared," and not just within the context of artistic productions. Students are led to understand that culture is dynamic and that institutions and individuals not only produce culture, but also are products of culture.

#### c. The competencies

Throughout the CCQ program, students are called on to develop subject-specific competencies based on sociology and ethical philosophy. In elementary school, one single competency is developed and evaluated. This competency becomes more complex in each cycle. In secondary school, two competencies are developed and evaluated. Refer to the full CCQ program at the elementary and secondary levels for more detailed information on the competencies to be developed.

| Level of instruction | Subject-specific competencies in CCQ |
|---|---|
| **Elementary** Cycle One | ***Explores*** *cultural realities* |
| **Elementary** Cycle Two | ***Examines*** *cultural realities* |
| **Elementary** Cycle Three | ***Reflects critically*** *on cultural realities* |
| **Secondary** | Competency 1: ***Studies*** *cultural realities*<br>Competency 2: ***Reflects*** *on ethical questions* |

#### d. The themes and subthemes

The competencies are developed through themed content that is compulsory for each year the CCQ program is taught (refer to the full CCQ program at the elementary and secondary levels for details on the compulsory content for each year).

| Elementary cycle | Subthemes (cultural realities) |
|---|---|
| Cycle **One** | • Self-knowledge<br>• Relationships between individuals<br>• Rituals and celebrations<br>• Relationship with other living beings |
| Cycle **Two** | • Self-perception<br>• Group dynamics<br>• Existential questions<br>• Living environments<br>• Knowledge in digital spaces |
| Cycle **Three** | • Identity<br>• Collective life<br>• Opportunities to think about own life<br>• Ecological transition<br>• Relationship to digital tools and spaces |

| Year of secondary | Themes (cultural realities) |
|---|---|
| Secondary **I** | • Identities and belonging<br>• Collective life and public space |
| Secondary **II** | • Autonomy and interdependence<br>• Democracy and social order |
| Secondary **IV** | • Relationships and caring<br>• Justice and the law<br>• Culture and symbolic productions<br>• Technology and future challenges |
| Secondary **V** | • Search for meaning and world views<br>• Social groups and power relations |

### e. Development of critical thinking

The CCQ program aims to enable students to develop critical thinking and acquire valid knowledge necessary for building an enriched and nuanced understanding of the cultural realities being studied.

### f. Dialogue in CCQ

Dialogue in CCQ goes beyond engaging in conversation. It consists in a voluntary progression of a person's thinking by coming into contact with different knowledge and points of view. It can take place internally or as part of an interaction with others. Dialogue as part of interactions comes into use particularly when examining different points of view on an ethical question. This critical examination makes it possible to avoid relativism by having students realize that not all points of view are of equal value.

### g. A program for understanding and reflecting on society in Québec

In CCQ, students are asked to observe the world around them, directly and by using documentary sources. While being evaluated, they are never required to talk about their private lives, especially aspects of their lives related to sexuality. While the learning enables students to make connections with their own lives, it is, above all, aimed at helping them better understand culture, and, therefore, society.

## 2. What is expected of me?

### a. The teacher's role

The primary responsibility of CCQ teachers is to support and guide students in developing their subject-specific competencies through the compulsory content for each year the program is taught. The program is the main tool used by teachers to establish which learning must take place.

### b. A classroom environment conducive to interaction

CCQ teachers create a classroom environment in which everyone feels they can express themselves freely (an environment that is welcoming, non-judgmental, safe, etc.). Teachers intervene if an opinion being expressed impinges on the dignity of a person or compromises the fundamental principles of the *Charter of Human Rights and Freedoms* or the objectives of the program.

### c. Non-moralistic stance

The educational aim of teachers is not to lead students to the "right" answers, but rather to support them in their critical reflection to become open to multiple possible responses. By doing so, students focus their attention not on the responses themselves, but on the underlying reasoning. CCQ teachers do not take an intervention-centred approach, but instead focus on the development of critical thinking and dialogue skills. They avoid expressing their own point of view on the questions on which students are asked to reflect. Instead, they provide students with access to relevant knowledge and support them in their process.

### d. Students' civic engagement

Teaching and evaluating the CCQ program involves an understanding of the cultural realities being studied and reflection on ethical questions related to the themed content. Therefore, it is important to not require students to engage in activist activities when teaching this program. However, if students are interested in participating in civic engagement within their school community, they are welcome to do so outside of CCQ classes (student council, extracurricular activities, entrepreneurship courses, volunteer groups, activities with the coordinator for personal development and community engagement, etc.).

### e. Drawing up clear educational aims

In order to draw up clear educational aims that are consistent with the objectives of the CCQ program, teachers refer to and are inspired by the theme-based orientations outlined in the program.

## 3. How do I prepare?

The following six steps will help you prepare.

### 1. Read the CCQ program and the other official documents (elementary and/or secondary)

Examine the objectives, the competencies of the cycles that you teach, the content of the years that you teach, the appendices, etc.

### 2. Watch the training videos produced by the MEQ (available in French only) and your education consultants

Complete the training on the fundamentals of the program, the competencies of the cycle that you teach, the content of the cycle that you teach, etc.

### 3. Become familiar with the glossary and the orientations of the themes that you teach

These orientations present the educational aims, identify the learning to be acquired and specify the connections between the compulsory concepts defined in the glossary (at the secondary level).

### 4. Locate some relevant references for developing and consolidating your knowledge of the areas covered in the program

Look more specifically at the concepts or compulsory content for the years or cycles that you teach.

### 5. Review the instructional materials that are available

Check if there are one or more instructional packages available at your school. Talk to your education consultant for access to learning and evaluation situations (LES) and digital educational resources (DERs) related to the CCQ program.

### 6. Plan your teaching

Identify the key features of the competencies that you want to develop, draw up clear educational aims (taken or adapted from the theme-based orientations for the year or cycle taught) and use the necessary resources to support students in the expected learning.

**Coordination and content**
Direction des programmes d'études en formation générale des jeunes
Direction générale de la formation générale des jeunes
Direction générale principale de la pédagogie et des services à l'enseignement
Secteur de la réussite éducative et de la main-d'œuvre

**Title of original document**
Programme d'études Culture et citoyenneté québécoise: Information pour le personnel enseignant

**English version**
Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Éducation

**For further information**
General Information
Ministère de l'Éducation
1035, rue De La Chevrotière, 27e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

© Gouvernement du Québec
Ministère de l'Éducation

24-120-04A-3

Éducation Québec