

TOOL TO COMPLEMENT THE QUÉBEC EDUCATION PROGRAM

SECONDARY SCHOOL

# Progression of Learning

Culture and Citizenship in Québec

**Coordination and content**

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# PROGRESSION OF LEARNING IN THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM AT THE SECONDARY LEVEL

This document covers selected sections of the Culture and Citizenship in Québec program at the secondary level in order to help teachers plan their teaching. It comprises different progress markers related to the competencies and to the learning content. The first part presents the learning progress indicators for each competency in Cycles One and Two, and the second part presents the themed content planned for each year.

Throughout secondary school, students develop different fundamental know-how related to the study of culture and to ethical reflection. They build their understanding and reflect on different cultural realities (the themes), based on the compulsory concepts (main and specific) and the related topics and examples. In the Culture and Citizenship in Québec program, learning takes place in the context of Québec. The themes follow a logical progression that has students start by addressing more general concepts, which they can then reuse throughout the following years in learning related to more specific concepts throughout the following years. The program aims to help students develop the dialogue and critical thinking skills necessary to exercising citizenship in Québec.

# LEARNING PROGRESS INDICATORS FOR THE COMPETENCY *STUDIES CULTURAL REALITIES*

The competency *Studies cultural realities* enables students to build their understanding of culture by using and applying various know-how specific to critical research in sociology. Beginning in Cycle One, students work on interpreting a cultural reality based on an analysis of social relations. During Cycle Two, they refine their understanding by engaging in more independent and reflexive data collection, namely by considering the specific scope when constructing an interpretation. They also enhance their analysis of relationships by applying relevant concepts throughout the analysis and interpretation process.

## Learning Progress Indicators for the Competency *Studies cultural realities*

STUDENTS LEARN TO:			CYCLE ONE	CYCLE TWO
<b>Establishes the scope of the object of study</b>	› Draw up preliminary questions and responses		✓	✓
	› Call on relevant concepts...	– ... while drawing up preliminary questions and responses	✓	✓
		– ... during analysis and interpretation	—	✓
	› Collect primary data...	– ... using pre-existing data collection tools	✓	✓
		– ... using data collection tools they created themselves	—	✓
	› Collect secondary data		✓	✓
<b>Analyzes social relations</b>	› Characterize relations between individuals, groups and institutions		✓	✓
	› Situate relations in time and space		✓	✓
	› Compare various meanings...	– ... by highlighting distinctions	✓	✓
		– ... by discerning variations and recurrences	—	✓
	› Draw up findings		✓	✓
<b>Evaluates elements of knowledge</b>	› Determine the relevance of the information gathered		✓	✓
	› Consider effects of sociocognitive biases	– Confirmation bias, repetition effect, anchoring bias, halo effect	✓	✓
		– Social-desirability bias, essentialism bias, bias by omission	—	✓
	› Identify limitations of own interpretation...	– ... related to aspects that have not been covered	✓	✓
		– ... related to the data collected	—	✓
<b>Demonstrates an enriched understanding</b>	› Take own initial understanding into account		✓	✓
	› Integrate different perspectives into their own interpretation		✓	✓
	› Compare interpretations...	– ... by discerning similarities and differences	✓	✓
		– ... by making connections between similarities and differences and the processes used to collect and analyze data	—	✓

# LEARNING PROGRESS INDICATORS FOR THE COMPETENCY *REFLECTS ON ETHICAL QUESTIONS*

The competency *Reflects on ethical questions* enables students to develop the know-how for critical thinking related to the study of different situations from an ethical standpoint. In Cycle One, students learn to rely on an examination of points of view through dialogue in order to propose reference points or responses to different ethical questions. Throughout Cycle Two, students continue in their reflection by carrying out more in-depth work on reference points and reasoning, using new methods to support their ideas and expressing a more complete justification of their points of view.

## Learning Progress Indicators for the Competency *Reflects on ethical questions*

STUDENTS LEARN TO:			CYCLE ONE	CYCLE TWO
<b>Discerns the ethical dimensions of a situation</b>	› Describe a situation		✓	✓
	› Call on relevant information and concepts		✓	✓
	› Identify existing tensions		✓	✓
	› Draw up an ethical question		✓	✓
<b>Examines a variety of points of view</b>	› Consider points of view and experiences		✓	✓
	› Compare reference points		✓	✓
	› Contextualize reference points...	– ... by situating them in time and space	✓	✓
		– ... by connecting them to the social and cultural environment	—	✓
	› Evaluate the reasoning being used...	<ul style="list-style-type: none"> <li>– ... by identifying different reasoning errors                             <ul style="list-style-type: none"> <li>• <i>Already covered at the elementary level:</i> "Two wrongs don't make a right" argument, false dilemma, argument from authority, appeal to stereotype, appeal to the people, hasty generalization, personal attack</li> <li>• <i>New in Secondary Cycle One:</i> Appeal to the crowd, straw man argument, appeal to tradition, appeal to novelty, appeal to emotions</li> <li>• Appeal to ignorance, false analogy, slippery slope, false cause, conspiracy theory</li> </ul> </li> </ul>	✓	✓
		– ... based on the types of judgment used	✓	✓
		– ... thoroughly, based on the types of reasoning	—	✓
	› Select reference points to be prioritized	<ul style="list-style-type: none"> <li>– ... by identifying relevant reference points</li> <li>– ... by suggesting a hierarchy of reference points</li> </ul>	✓	✓
	› Identify possible responses		✓	✓
	› Evaluate the effects of responses on oneself, others, relationships and society		✓	✓
<b>Develops a point of view</b>	› Justify own choices...	<ul style="list-style-type: none"> <li>– ... by describing own reasoning</li> <li>– ... using criteria they developed</li> </ul>	✓	✓
			—	✓
	› Become aware of own feelings, reactions and initial point of view		✓	✓
	› Take into account points of view, feelings and experiences of others		✓	✓
<b>Engages in dialogue</b>	› Use methods to support own ideas	<ul style="list-style-type: none"> <li>– <i>Already covered at the elementary level:</i> Give examples, make connections with the ideas of others, define, give reasons, distinguish, draw up an opposing view, give counterexamples, rephrase what others say, summarize</li> <li>– <i>New in Secondary Cycle One:</i> Examine the other side of a position, add nuance, make analogies</li> <li>– Discerning presumptions, distinguishing degree and nature</li> </ul>	✓	✓
			—	✓
	› Create conditions conducive to interaction		✓	✓
			✓	✓

# DISTRIBUTION OF CONTENT FOR EACH YEAR

In the program, the content is organized into main and specific concepts, which are compulsory to teach and are grouped into themes (cultural realities). Throughout secondary school, students build their understanding of cultural realities and their ethical reflection from content related to the individual and collective dimensions of culture and citizenship in Québec. The content is organized based on a planned progression anticipating that students starting secondary school are familiar with the more general concepts and that they will be addressing more specific concepts in the following years. Therefore, learning related to the main and specific concepts of a given year will also be necessary in the following years. Teachers refer to the orientations to understand the angles from which the different content must be addressed, as well as to Appendix 2 of the program for specific information on the topics related to sexuality education.

# SECONDARY I



## IDENTITIES AND BELONGING

### ORIENTATIONS

In the theme *Identities and belonging*, students continue to reflect on the process of construction of identity. They address different dimensions of identity (age, cultural and social origin, gender, groups to which people belong or feel an affinity with, etc.) that combine and change throughout life and based on context to form each individual's plural identity. On the topic of sexuality education, this theme is an opportunity to cover the changes in identity related to the onset of adolescence and to romantic and sexual awakenings, in particular, those related to sex and gender identity as well as body image.

Socialization is the process through which individuals integrate the behaviours, attitudes and values that are shared in their immediate environments (family, friends, primary culture) and extended environments (school, workplace or extracurricular groups, secondary culture). Through socialization, individuals build their identities and sense of belonging to a culture or group and gradually assume various social roles. Socialization allows for the transmission of valued elements of culture, but also stereotypes, especially those related to sex, gender, age, socio-economic situation and belonging to an ethnocultural group. Individuals can develop a range of dynamics that define their sense of belonging to a group, based on the extent to which they agree with the prevailing norms. Students reflect on and interpret different dynamics of belonging, including identification, differentiation, conformity and opposition.

The theme *Identities and belonging* mainly addresses the relational and social dimension of students' construction of identity. It can raise some important ethical issues, such as the contrast between two dimensions of identity, potential tensions that may exist between the rules, values and norms of two different groups to which a student belongs (the family and school, for example), the expectation of conformity within groups and the desires of individuals to differentiate themselves.



## SECONDARY I IDENTITIES AND BELONGING

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Identity

##### Socialization

##### Dynamics of belonging

#### ☑ Specific concepts (compulsory)

##### › Related topics and examples

- › Individual identity, collective identity, etc.

##### ☑ Dimensions of identity

- › Social class, sex and gender, age, belonging to religious and ethnocultural groups, ecological dimension of identity, etc.

##### ☑ Plural identities

- › Complex identity, intersectionality, digital identities, etc.

##### ☑ Transformation of identity in adolescence

- › Puberty, body image, gradual affirmation of autonomy, search for identity, identity crisis, etc.

##### ☑ Sexual orientation

- › Discovery and affirmation of sexual orientation, etc.

- › Primary and secondary socialization, areas of socialization (e.g. family, peer group, school, social media, workplace), etc.

##### ☑ Primary culture and secondary culture

- › Family culture, interests, formation of tastes, inclinations, habitus, academic culture, arts, sciences and heritage, etc.

##### ☑ Social roles

- › Professional role, familial role, civic role, social expectations linked to a profession or status, etc.

##### ☑ Romantic and sexual awakenings

- › Manifestations of friendship, love, attraction, etc.

##### ☑ Gender socialization

- › Development of sex and gender identity, sex and gender norms and roles, stereotypes related to femininity and masculinity, gender socialization in childhood and adolescence, etc.

##### ☑ Identification and differentiation

- › Groups to which people belong and reference groups (especially at school and on digital platforms), self-identification, assigned identity, etc.

##### ☑ Conformity and opposition

- › Place of differentiation and opposition in adolescence, inclusion, exclusion, marginalization, etc.

# SECONDARY I



## COLLECTIVE LIFE AND PUBLIC SPACE

### ORIENTATIONS

In the theme *Collective life and public space*, students study and come to understand the structures that shape civic life and social participation in Québec and reflect on the environmental impacts of collective choices. The concepts of public and private space allow students to reflect on the sometimes ambiguous boundaries of citizenship. Civic life in a democratic society is organized around shared public institutions—unique to Québec and Canada within the scope of this program—that are inherited from the past and that seek to represent the population in all its complexity and respond to its diverse needs. Social cohesion in Québec depends on aspects such as the population’s access to, adherence to and participation in these shared public institutions.

Civic participation, defined as the involvement of individuals as a collective to pursue the common good and community life, can unfold in various contexts that allow for the expression or implementation of ideas or values. These contexts include traditional and digital media, social or political associations and organizations, and the various communities at all levels to which a person can belong, notably the school community. Students come to understand how collective choices affect not only individuals and groups, but also the environment in which they live, be it their immediate living environment or the territory of Québec. To this end, students study the concept of a holistic view, which is based on the principle that individuals, the community and the environment are inextricably linked. This theme has students study the concepts of citizenship, shared public institutions and the diversity found within Québec society and the nation of Québec. A general understanding of the various dimensions of collective life and the multiple contexts in which the role of citizen is exercised in Québec is necessary for understanding that citizenship is not limited to activity within democratic institutions and that it can contribute to social cohesion.

Various ethical issues may be related to this theme, including the recognition of French as the official language of Québec and the status of Indigenous languages and English, the different ways to conceive of the boundaries of private and public space, the involvement of the state in the lives of individuals and the topic of environmental responsibility.



## SECONDARY I

### COLLECTIVE LIFE AND PUBLIC SPACE

#### CONTENT

#### MAIN CONCEPTS (compulsory)

Public space and private space	Citizenship	Social cohesion	Civic participation	Environmental responsibility
<input checked="" type="checkbox"/> <b>Specific concepts (compulsory)</b> › Related topics and examples				
› Shifting boundaries between the public and private (due especially to the development of digital technology), politicization of issues formerly perceived as private (e.g. family violence), expressions related to the public and private spheres (e.g. “public interest,” “the personal is political”), etc.	› Conditions for accessing citizenship, variety of statuses related to citizenship, immigration, etc. <input checked="" type="checkbox"/> <b>Shared public institutions</b> › Democratic institutions, common legal framework, government, public institutions (hospitals, schools, social services, etc.), integration of new arrivals, etc. <input checked="" type="checkbox"/> <b>Cultural heritage</b> › Indigenous Peoples, French and British heritage, Catholicism and Protestantism, democracy, laicity, nordicity, etc. <input checked="" type="checkbox"/> <b>Social diversity</b> › Ethnocultural, linguistic, religious, socio-economic and gender diversity, diversity in sexual orientations, age, abilities, etc.	› Trust or distrust in institutions, sense of belonging, situations of exclusion from or access to the labour market and to goods and public services (health, education, etc.), participation in the community and public life, tolerance and intolerance of differences, etc.	› Different forms of civic participation (public, social and electoral), spaces for civic participation (traditional and digital media, public and private associations and organizations, school [class council, student council, etc.] and community [youth centre, municipal council, etc.], informal spaces [neighbourhood, community garden, etc.]), individual actions and collective actions, effects of media industries and alternative media on civic participation, etc.	› Ecocitizenship, environmental responsibility, ecosocial initiatives at the local and regional levels, voluntary simplicity, etc. <input checked="" type="checkbox"/> <b>Holistic view</b> › Community-based approach, medicine wheel, circle of life, cycles of life, holistic approach to learning, etc.

## SECONDARY II



### AUTONOMY AND INTERDEPENDENCE

#### ORIENTATIONS

The theme *Autonomy and interdependence* is a continuation of the content addressed under the theme Identities and belonging. Autonomy can be understood as the ability of an individual to make the decisions that involve them in a way that responds to their own needs and aspirations. Autonomy of thought allows students to critically reflect, be it with regard to relationships with others, the environment, sexuality or citizenship. Students come to understand that the ability to act and think for themselves is applied in context and develops in varying ways throughout the socialization process, during which the individual internalizes norms that are intended to help them self-regulate their behaviour. Under this theme, students are encouraged to reflect on the fact that there is no contradiction between the search for autonomy and freedom and the recognition of the many interdependent relationships that shape the lives of individuals in Québec society. These interdependent relationships may exist between generations, in intimate relationships and in the division of labour as well as in connecting human beings to the rest of the living world.

Students also learn to develop a nuanced understanding of romantic relationships and of sexual behaviour during adolescence in Québec, and to make connections between this and the general concepts of autonomy and interdependence, especially by studying the benefits related to mutuality. They reflect on the challenges that they may face in this new interpersonal context and explore the idea of consent in order to learn how to identify situations of violence and determine what can be done to prevent or disclose them. They may also consider the tensions and challenges that are sometimes experienced in the context of romantic and emotional relationships or during a breakup or heartbreak.

On a collective scale, students also inquire into the acts of solidarity and mutual help that take place in their immediate environment and in Québec society. In particular, they may reflect on the tensions between the pursuit of personal interests and the values of mutual help and solidarity that may coexist within the family, community or province.



## SECONDARY II AUTONOMY AND INTERDEPENDENCE

### CONTENT

#### MAIN CONCEPTS (compulsory)

Autonomy	Interdependence	Intimate relationships during adolescence	Social solidarity
<b>☑ Specific concepts (compulsory)</b> ▶ Related topics and examples			
<b>☑ Self-regulation</b> <ul style="list-style-type: none"> <li>Emotional regulation, behavioural regulation, etc.</li> </ul> <b>☑ Self-determination</b> <ul style="list-style-type: none"> <li>Emancipation, liberation, capacity to act, agency, etc.</li> </ul> <b>☑ Freedom of choice</b> <ul style="list-style-type: none"> <li>Limitations and conditions to exercise freedom, choices and constraints, individual leeway, etc.</li> </ul> <b>☑ Individualism</b> <ul style="list-style-type: none"> <li>Personal interests, egocentricity, centrality of the individual, individualistic norms, etc.</li> </ul>	<b>☑ Intergenerational connections</b> <ul style="list-style-type: none"> <li>Relationships with grandparents, elders and ancestors, care for children and people who are dependent on others, transmission of culture, responsibility toward future generations, etc.</li> </ul> <b>☑ Division of labour</b> <ul style="list-style-type: none"> <li>Interdependence of paid labour and unpaid labour (parenting work, caregiving, volunteering, etc.), work specialization, etc.</li> </ul> <b>☑ Ecosystems</b> <ul style="list-style-type: none"> <li>Relationships between living beings, biotic community, interdependence in consumption, etc.</li> </ul>	<b>☑ Romantic trajectories</b> <ul style="list-style-type: none"> <li>Characteristics of practices and representations of intimate relationships, of seduction in adolescence, of views of romantic relationships, etc.</li> </ul> <b>☑ Mutuality</b> <ul style="list-style-type: none"> <li>Consideration of each partner's needs, reciprocity and trust, emotional intimacy in adolescence, etc.</li> </ul> <b>☑ Sexual behaviour</b> <ul style="list-style-type: none"> <li>Dimensions of sexual behaviour, exploration, desire and sexual arousal, self-knowledge and self-assertion, respect of limits, sexual behaviour in digital contexts, etc.</li> </ul> <b>☑ Relationship challenges</b> <ul style="list-style-type: none"> <li>Differences in needs and expectations, communication and conflict resolution, breakups, heartbreak, etc.</li> </ul> <b>☑ Consent and sexual violence</b> <ul style="list-style-type: none"> <li>Elements of consent, validity and contexts of invalidity, misrepresentations and prejudices related to sexual violence, prevention and disclosure of violence, support for individuals who are victims, witnesses or perpetrators of violence, etc.</li> </ul>	<b>☑ Mutual help between family and friends</b> <ul style="list-style-type: none"> <li>Babysitting, caregiving, familial support, brotherhood and sisterhood, etc.</li> </ul> <b>☑ Collective mutual help</b> <ul style="list-style-type: none"> <li>Public bodies (ministries and organizations, public services, public policies and programs, etc.), civil society organizations (religious groups, community organizations, private foundations and philanthropic organizations) role of digital tools in mutual help, etc.</li> </ul>

## SECONDARY II



### DEMOCRACY AND SOCIAL ORDER

#### ORIENTATIONS

The theme *Democracy and social order* is a continuation of the content addressed under the theme *Collective life and public space*. Students improve their knowledge of the democratic institutions of Québec and Canada, and learn to understand the connections between their inner workings and their underlying principles. Students specifically study the secular nature of democracy in Québec and the different points of view and perspectives on the implications of secularism for the organization of social and political life. For example, students can do so by considering the neutrality of the state in religious matters and the methods used to comply with the principle of the separation of state and religion. They examine the way different types of political systems in Québec are organized and operate, for example, from the standpoint of the division of powers at the municipal, provincial or federal level, and study the role of political parties and associations in democratic dialogue not only within Québec society, but also within the context of school. They also study the specifics of the political organization of Indigenous Peoples, and ask questions about the balance between the rights of individuals, collective interests (collective rights) and civic responsibilities.

Students reflect on the various structures that serve as political counterweights, such as news media, unions and social movements. They explore how political institutions have developed mechanisms to manage disagreement and conflict. Students come to understand the role of norms in maintaining social order as well as the restrictions and opportunities that they create at the individual and collective levels. They reflect on the reasons for conforming to or questioning social order and for the formal or informal sanctions that result from violating these norms.

A variety of ethical issues relate to this theme: the tensions between individual rights and collective interests, between the democratic principle of the majority and respect for minority rights and the rights of Indigenous Peoples, the limits of representative democracy and those regarding the use of violence by police forces and the army, issues surrounding civil disobedience, etc.



## SECONDARY II DEMOCRACY AND SOCIAL ORDER

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Democracy

##### Democratic institutions in Québec and Canada

##### Rights and responsibilities

##### Social order

#### ☑ Specific concepts (compulsory)

› Related topics and examples

- › Types of democracy (representative, participatory, direct) and democratic values, characteristics of free and democratic societies, separations of power, rule of law, equality, roles of elections and representation (especially in the school context), etc.

##### ☑ Levels of government

- › Respective roles of municipal, provincial and federal levels of government, division of powers, etc.

##### ☑ Inner workings of the Québec and Canadian political system

- › Role and powers of the legislative (National Assembly, House of Commons and Senate), executive (government) and judicial (courts) branches, electoral processes, voting methods, public consultations and referendums, etc.

##### ☑ Laicity of the Québec state

- › Separation of state and religion, state neutrality regarding religion, equality of all citizens, freedom of conscience, *Act respecting the laicity of the State*, etc.

##### ☑ Political parties and associations

- › Two-party system and multi-party system, official opposition, active politics and political involvement, etc.

##### ☑ Political organization of Indigenous Peoples

- › Band councils and traditional governance, tribal councils, local and regional governance, political self-determination, etc.

##### ☑ Human rights

- › Civil and political rights; economic, social and cultural rights; social contract; liberalism; freedom and equality; etc.

##### ☑ Collective interests (collective rights)

- › Minority and majority, the respective rights and interests of the francophone majority and the anglophone minority, women's rights, reproductive rights, rights of Indigenous Peoples, etc.

##### ☑ Responsibilities as a citizen

- › Responsibility of social participation, respect for laws and rights, especially when exercising freedom of expression, participation in improving democratic processes, etc.

##### ☑ Breaches and sanctions

- › Means of imposing norms and enforcing penalties provided by the law, consequences of civil and criminal wrongdoing, role of police and military in applying laws and maintaining social order, civil disobedience, social control, crime, marginality, etc.

##### ☑ Countervailing powers

- › Political actions outside institutions, role of community organizations and citizen movements, role of news media in democracy, effects of digital technologies on democratic dialogue, etc.

## SECONDARY IV



### RELATIONSHIPS AND CARING

#### ORIENTATIONS

The theme *Relationships and caring* is a continuation of the content addressed in Secondary Cycle One under the themes *Identities and belonging* and *Autonomy and interdependence*. With a better understanding of how their identity and autonomy is constructed in the context of relationships of belonging and interdependence, students can critically reflect on the role of caring practices in their relationship with themselves and in their interactions with others, as well as in their relationships with the community and the environment in which they live, that is, in connection with their lives as citizens.

For a number of students, adolescence is the time to explore attraction, feelings of love and emotional and sexual intimacies. The principles of reciprocity, care for others and self-respect take on a new meaning in this context. Students consider what characterizes positive emotional and sexual experiences and the role of desire and pleasure in these experiences. They develop their understanding of and views on the differences between conflict and violence, the gendered dynamics that affect romantic and sexual relationships and, in general, their reference frameworks for relationships, especially in relation to equality and self-respect.

As part of this theme, students consider some key concepts related to practices that increase well-being, such as altruism, care and environmentalism. These ideas can be applied to intergenerational relationships, to support for people with a loss of autonomy, to animals and to the environment. Addressing these caring practices allows students to understand their central role in the functioning of Québec society.

The concepts discussed can be used to analyze and reflect on digital communication, authenticity, conflicts and hostility that students may experience online, such as in situations involving the polarization of points of view or hate speech. Students also reflect on what surrounds self-expression and on sexuality in various digital contexts.



## SECONDARY IV RELATIONSHIPS AND CARING

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Positive intimate experiences

##### Caring practices

##### Digital communication

#### ☑ Specific concepts (compulsory)

› Related topics and examples

##### ☑ Sexual desire and pleasure

- › Romantic and sexual fantasies, psychological and physical pleasure, phases of sexual response, etc.

##### ☑ Emotional and sexual intimacy

- › Internal and external contexts and motivations related to sexual behaviour, reciprocity, relationship dynamics, etc.

##### ☑ Egalitarian relationships and self-respect

- › Differentiated norms based on sex and gender, connection between shared responsibility and egalitarian, consensual and safe sexual behaviours, etc.

##### ☑ Violence in intimate relationships

- › Continuum of violence, forms and manifestations of violence in romantic contexts, warning signs, ways to prevent or stop violence, etc.

##### ☑ Care

- › Recognition of vulnerability and dependence on others, caring practices and upkeep of life, companionship, upkeep and repair of the material environment, attention and sensitivity, place of care in the public space and in politics, etc.

##### ☑ Altruism

- › Empathy, compassion, otherness, concern, etc.

##### ☑ Environmentalism

- › Protection of nature, animals and biodiversity, adapting to climate changes, ecological practices, especially those related to food supply and lifestyle, speciesism, bioregionalism, etc.

##### ☑ Caring and hostility online

- › Regulation and supervision of digital communication, cyberbullying, online harassment, online solidarity and support, etc.

##### ☑ Authenticity

- › Anonymity and avatars, pseudonyms, etc.

##### ☑ Digital expression of sexuality

- › Online seduction, sharing of intimate images (sexting), self-presentation, etc.

## SECONDARY IV



### JUSTICE AND THE LAW

#### ORIENTATIONS

The theme *Justice and the law* is a continuation of the content addressed in Cycle One under the themes *Collective life and public space* and *Democracy and social order*. The concepts of justice and injustice, as well as discrimination, are examined for the purpose of defining their boundaries and foundations. An understanding of the principles underlying the legal institutions that have jurisdiction in Québec and the types of justice that apply allows for a better understanding of these institutions and their respective roles in Québec. Students focus on certain legal and judicial institutions that are particularly important, such as the courts, the charters of rights and freedoms (Québec and Canada), and the criminal and civil codes.

Understanding these principles and the legislative frameworks in force at different levels of government in Québec and Canada, especially those relating to adolescents in general, allows students to interpret and reflect on the legislative dimension of various situations that are important to them. They gradually come to understand how the law is a social institution that changes over time, conveys culturally variable ideas of justice and has effects on their daily lives. Specifically, they look at the definition of consent, sexual abuse and intimate partner violence in the *Criminal Code*, as well as other legal frameworks applicable to romantic and sexual life in Québec, such as those related to the sharing of intimate images or sexually explicit material.

This theme also allows students to address fundamental ethical issues, especially those related to the administration of justice (e.g. rehabilitation, punishment, reparation), the fundamental rights associated with life and death (e.g. abortion, cloning, eugenics, the death penalty, suicide, end-of-life rights, proportionality of care) or social justice questions (e.g. distribution of wealth, the limits of state intervention, the fight against discrimination) and those related to environmental and animal rights.



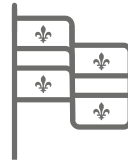
## SECONDARY IV JUSTICE AND THE LAW

### CONTENT

#### MAIN CONCEPTS (compulsory)

Justice	Injustice	Legal and judicial institutions	Legal framework applicable to romantic and sexual life
<b>☑ Specific concepts (compulsory)</b> ▶ Related topics and examples			
<b>☑ Principles of justice</b> <ul style="list-style-type: none"> <li>Presumption of innocence, proportionality of penalties, non-retroactivity of laws, right to silence, impartiality, etc.</li> </ul> <b>☑ Types of justice</b> <ul style="list-style-type: none"> <li>Criminal justice and civil justice, punishment and rehabilitation, reparation (recognition and compensation), redistribution, environmental or climate justice, distributive justice, commutative justice, social justice, procedural justice, corrective justice, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Iniquity, exploitation, extortion, abuse, profiling, subjugation, etc.</li> </ul> <b>☑ Discrimination</b> <ul style="list-style-type: none"> <li>Direct and indirect discrimination, systemic discrimination, etc.</li> </ul>	<b>☑ Courts and legal recourse</b> <ul style="list-style-type: none"> <li>Authority and independence of courts, judicial order (first instance, court of appeal, supreme court), jurisprudence, youth division, Commission des droits de la personne et des droits de la jeunesse, Human Rights Tribunal, Indigenous methods of conflict resolution (restorative justice, sharing circle, etc.), mediation, arbitration, process of a court case, penitentiaries and prisons, youth centres, etc.</li> </ul> <b>☑ Charter of Rights and Freedoms</b> <ul style="list-style-type: none"> <li>[Québec] <i>Charter of Human Rights and Freedoms</i>, <i>Canadian Charter of Rights and Freedoms</i>, fundamental rights recognized by the charters (right to life, safety, freedom, reputation, integrity), etc.</li> </ul> <b>☑ Criminal Code and Civil Code</b> <ul style="list-style-type: none"> <li>Criminal and civil law, <i>Youth Protection Act</i>, <i>Youth Criminal Justice Act</i>, civil liability (defamation, property damage, etc.), intellectual property (<i>Copyright Act</i>), environmental law, animal law, etc.</li> </ul>	<b>☑ Consent and sexual violence</b> <ul style="list-style-type: none"> <li>Legal definition of sexual consent, repeated requests and consensual and non-consensual sharing of intimate images, cyberviolence, sexual exploitation of minors, sexually explicit material, legal recourse for sexual abuse, specialized courts, etc.</li> </ul> <b>☑ Intimate partner violence</b> <ul style="list-style-type: none"> <li>Legal definition of intimate partner violence, continuum of violence, forms of intimate partner violence (physical, psychological, economic and cultural), femicide, effects of family violence on children, etc.</li> </ul>

## SECONDARY IV



### CULTURE AND SYMBOLIC PRODUCTIONS

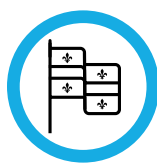
#### ORIENTATIONS

The culture of Québec is studied under each theme of the program. However, under the theme *Culture and symbolic productions*, students take a closer look at the concept of culture and its different elements in order to better understand how culture is part of various facets of human life and how it can reveal social relations and the particularities of groups and subgroups that make up society in Québec. Under this theme, culture in Québec remains the preferred context for understanding and reflecting on the required general and specific concepts.

Culture can be material or non-material. Non-material culture involves languages, arts, practices, knowledge and representations. For example, Québec's linguistic expressions, culinary traditions, and audiovisual or musical media are forms of non-material culture. Material culture includes all the physical and concrete traces of culture. Whether or not it is heritage-based, it includes everything from the uses of the body and everyday objects, to the built or religious heritage of Québec. Culture, especially religious culture, takes different forms based on social environments and changes over time.

Students are encouraged to consider the fact that subcultures reflect the various social relations that structure Québec society. Thus, they study what distinguishes and characterizes the classical cultures that are valued by institutions such as schools, popular cultures and alternative cultures. Additionally, Indigenous cultures, which cannot be classified in this way, vary between nations and communities. Students also study the representations of sexuality in a variety of cultural productions from Québec (such as visual arts, cinema or music) and reflect on them from various standpoints.

Many ethical issues may be raised by the distinctions studied under this theme: the devaluation of some cultural forms, the issues related to the consumption of Québec or foreign cultural productions, the role of the state in preserving cultural heritage, generational differences in cultural tastes, the influence of representations of sexuality in cultural productions on representations of the self, etc.



## SECONDARY IV CULTURE AND SYMBOLIC PRODUCTIONS

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Culture

##### Subculture

##### Indigenous cultures

##### Representations of sexuality

#### ☑ Specific concepts (compulsory)

##### › Related topics and examples

- › Symbolic dimension of the real, conceptions of culture, etc.

##### ☑ **Material and non-material culture**

- › Built heritage, objects of consumption, languages, arts, customs, beliefs, knowledge, etc.

##### ☑ **Digital cultures**

- › Forms of communication, creation and interaction using digital technologies, digital arts, types of digital dialogue and new themes, multimodality, etc.

##### ☑ **Cultural transformation**

- › Cultural hybridization and acculturation, cultural diffusion, cultural stereotype, cultural borrowing, etc.

##### ☑ **Religious culture**

- › Religious heritage, diversity of practices and beliefs within religions, presence of religious references and symbols (texts, narratives, figures, etc.) in secular culture, shifts in religious sentiments, etc.

- › Cultural diversity, regional culture, generational culture, ethnic culture, professional culture, etc.

##### ☑ **Classical culture and academic culture**

- › Cultural institutions, museums, cultural elite, etc.

##### ☑ **Popular culture and mass culture**

- › Working-class culture, icons, mass consumption, mass media and social control, cultural industries, etc.

##### ☑ **Alternative cultures**

- › Counterculture, emerging culture, etc.

- › Indigenous art, languages and ways of life; connection with the land; assertion of identity; etc.

- › Representations of sexuality in visual arts, cinema, music and literature; sexualization of the public space; sexually explicit material; gendered sexual, aesthetic and body norms; sexual diversity in the media; effects of digital content on representations of sexuality in the media; etc.

## SECONDARY IV



### TECHNOLOGY AND FUTURE CHALLENGES

#### ORIENTATIONS

Under the theme *Technology and future challenges*, students study cultural realities that involve the technological innovation of recent decades and that raise important ethical and social issues. Understanding these mostly modern realities also requires knowledge about the production conditions, use and operation of the technologies as well as about their effects on the lives of individuals and groups.

Some technological innovations in the field of biology have made it possible for rapid progress to be made in health and reproduction, but also raises questions about the meaning of life and even the definition of humanity. The development of artificial intelligence and algorithms has repercussions on values, on fundamental principles of social and cultural life and on democracy in Québec. These repercussions are particularly notable when considering that the information and opinions that are made available or highlighted to the public are increasingly determined automatically, as well as when considering the replication of or increase in sociocognitive biases. There are also major environmental challenges ahead, and individual and collective decisions lie on a continuum between a rejection of technology and the belief that it is the main solution.

The challenges stemming from new technologies and the variety of suggested responses demonstrate the cultural dynamics at play in Québec, including understandings of justice and the balance between individual rights and collective interests. Students are thus asked to analyze and examine a variety of perspectives on biotechnology, transhumanism, posthumanism and artificial intelligence. Students also reflect on the choices to prioritize individually and collectively given the magnitude of the challenges involved.



## SECONDARY IV TECHNOLOGY AND FUTURE CHALLENGES

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Technology

##### Technological innovation

##### Information technologies

##### Environmental technology

#### ☑ Specific concepts (compulsory)

##### › Related topics and examples

- › Use of technology on different scales, technophilia, technophobia, technocriticism, technosolutionism, disconnection from the living world, etc.

- › Views of technological innovation, the concept of “progress,” etc.

##### ☑ Transhumanism and posthumanism

- › Increase of human abilities, cyborgs, futurism, boundaries of humanity, etc.

##### ☑ Biotechnology

- › Nanotechnology, cognitive science, treatment of diseases, technologically assisted reproduction, genetic selection and eugenics, genetically modified organisms, transgenic animals, etc.

##### ☑ Artificial intelligence

- › Virtual reality, deep learning, industrial and domestic robots, humanoid robots, etc.

- › Social media, digital audiences, economic issues of media industries, big data, protection of personal information, internet addiction and cellphone addiction, etc.

##### ☑ Algorithms

- › Workings of algorithms, automated decision making, echo chambers, effects of algorithms on social and political life and on sociocognitive biases, connections between information technologies and disinformation, etc.

- › Views of sustainable development, potential effects and limits of the effects of technological innovations on the environment (green economy focused on technological innovation), degrowth, green capitalism, energy transition, etc.

## SECONDARY V



### SEARCH FOR MEANING AND WORLD VIEWS

#### ORIENTATIONS

The theme *Search for meaning and world views* is a continuation of the content covered since Secondary I. Students become familiar with and reflect on great existential questions that have endured throughout the history of humanity. Fundamental questions about the meaning of life or the nature of human life have been addressed by religions, philosophies, sciences, schools of political thought, etc. The answers to these questions vary and can be used as food for thought on the construction of the self as an individual and of one's relationships with others, and in discussions on the collective choices to prioritize in Québec.

As students enter adulthood, they consider the different ways in which this transition occurs. They consider different aspects of social and cultural integration, including the role of certain important choices or turning points (including those related to professional choices or related to parenting), and the rites of passage that characterize this period of life. Under this theme, students recognize and distinguish among different types of knowledge, such as oral, practical and experiential, ideological, philosophical, religious and scientific knowledge, that have specific functions and distinct values based on context. They also ask questions about the place that comprehensive sexuality has in their current and future lives, and about the role that introspection plays on individual development and the understanding of oneself and of the world that surrounds them.

The objective of this theme is not to provide specific responses to students' search for meaning or to share a specific world view. Instead, they are asked to reflect on the answers to certain existential questions raised by the secondary culture (philosophical and artistic works, etc.), on significant experiences, and on ambivalent situations encountered by individuals and their impact on the construction of one's identity and the relationships one has with others. Students come to understand the dynamic relationship that exists between an individual's sense of what it means to be human, the responses and world views they adopt, and the effects of these on individuals and society.



## SECONDARY V SEARCH FOR MEANING AND WORLD VIEWS

### CONTENT

#### MAIN CONCEPTS (compulsory)

##### Construction of the self

##### Social and cultural integration

##### Types of knowledge

#### ☑ Specific concepts (compulsory)

##### › Related topics and examples

##### ☑ Existential philosophical questions

- › Meaning of life and death, free will and determinism, human ambivalence (e.g. feelings in opposition, conflict of values, complexity of the human being, ambiguity, uncertainty, acts of conscience), happiness and unhappiness, etc.

##### ☑ Sexual agency and self-assertion

- › Definition of their needs and ability to assert themselves and make decisions related to sexuality and ability to feel sexual pleasure, positive body image, etc.

##### ☑ Self-reflection and introspection

- › Personal development, role of trials in the construction of identity, comprehensive view of sexuality, self-development and well-being, introspection regarding sexuality, etc.

- › Place of digital technology in social and cultural integration, social structure, etc.

##### ☑ Interpersonal, emotional and romantic relationships

- › Place that romantic and interpersonal relationships have in life and their importance, balance between dependence and independence, ability for emotional intimacy, reciprocity, etc.

##### ☑ Rites of passage and significant experiences

- › Pivotal moments, initiations, effects and meanings for individuals and groups (such as transformation, freedom and commitment), etc.

##### ☑ Choices related to adulthood

- › Professional choices, parenthood, individual and collective responsibilities related to sexuality (planned or unplanned pregnancy, sexually transmissible and blood-borne infections [STBBIs]), etc.

##### ☑ Social engagement

- › Commitment to a cause (environmental, promoting equality, etc.), volunteering, expressing opinions in the public space, social involvement in a group, etc.

- › Ways of knowing, functions of the various types of knowledge, etc.

##### ☑ Religions and spiritualities

- › Major monotheistic religions, Indigenous spiritualities (spirit guides, drum carriers, sweat lodges, etc.), new religious movements, expressions of secular spirituality, etc.

##### ☑ Philosophies

- › Rationalism, materialism, idealism, ontology, metaphysics, logic, etc.

##### ☑ Ideologies

- › Liberalism, conservatism, communism, socialism, nationalism, feminism, political ecology, etc.

##### ☑ Oral, practical and experiential knowledge

- › Ancestral knowledge, experience-based stories, experiential knowledge, Indigenous ways of knowing (oral tradition, holistic view of learning, traditional practices on the land), etc.

##### ☑ The sciences

- › Science, social sciences, experimental sciences, etc.

## SECONDARY V



### SOCIAL GROUPS AND POWER RELATIONS

#### ORIENTATIONS

The theme *Social groups and power relations* is a continuation of the content covered since Secondary I with regard to the social and cultural dynamics that connect individuals to the different groups to which they belong and to the political and legal framework that shapes the exercise of citizenship in Québec.

The exercise of citizenship often raises the question of social inequalities. Under this theme, students are led to reflect on the power relations at work between groups and to understand why social inequalities continue to exist in Québec, despite the principles of equality listed in the charters of rights and freedoms. This question has become even more important as numerous initiatives promoting equality have been put into place by the state (e.g. legislation, organizations, policies, action plans) and by social movements (e.g. labour unionism, feminism, nationalism, decolonialism) and have contributed to reducing inequality in Québec.

Inequality, which can be defined as the unequal distribution of resources (economic, political, symbolic, etc.) between the groups in a society, explains, to a large extent, situations of discrimination, violence or exploitation that can persist and create a sense of injustice. Understanding how inequalities work allows students to identify plans of action to encourage equality and justice. The study of social movements allows students to become aware of the fact that they, too, are members of a multifaceted group and are shaped by inequalities. Social change is complex, since it involves both institutional reforms as well as changes in people's mentalities and practices.

This theme does not require students to adhere to a specific vision of social inequalities and social movements, but rather to examine the diversity of understandings and knowledge that exist on these topics. In doing so, students develop their critical thinking skills, their understanding of nuances and their ability to engage independently and constructively in democratic dialogue about these issues.



## SECONDARY V

### SOCIAL GROUPS AND POWER RELATIONS

#### CONTENT

#### MAIN CONCEPTS (compulsory)

Power	Social inequalities	Equality and social inclusion	Social movement	Social change
<b>☑ Specific concepts (compulsory)</b> › Related topics and examples				
› Capabilities, delegation of power, types of power, legitimate power, etc.	› Types of inequalities, general effect of inequalities (e.g. discrimination, stigmatization, segregation, marginalization, exclusion, violence), other social inequalities (e.g. ageism, ableism, inequalities related to language), etc.  <b>☑ Sexism and other inequalities related to gender and sexuality</b> › Misogyny, control of women's bodies and reproductive capacities, gendered division of labour, heteronormativity, homophobia, lesbophobia, biphobia, transphobia, sexual violence, etc.  <b>☑ Racism and colonialism</b> › Ethnocentrism, xenophobia, racial profiling, cultural appropriation, genocide, etc.  <b>☑ Socio-economic inequalities</b> › Poverty and wealth, precarity, exploitation, social classes, etc.  <b>☑ Environmental inequalities</b> › Environmental health, connection between quality of living environment (heat islands, air quality, etc.) and social inequalities, environmental justice, climate justice, etc.	› Equality in law, equality in fact, etc.  <b>☑ Egalitarian public policies</b> › Positive action measures, financial measures, universal accessibility measures, reasonable accommodation measures, policies that fight against violence, action plans and policy strategies, pay equity, etc.  <b>☑ Egalitarian practices</b> › Division of household labour, mental load and caregiving, awareness raising, etc.  <b>☑ Reconciliation</b> › Recognition of the intergenerational effects of residential schools, the <i>Indian Act</i> and territorial dispossession, the Truth and Reconciliation Commission, Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec, etc.	› Feminism, labour unionism, nationalism, decolonialism, anti-racism, LGBTQ+ movement, environmentalism, forms of collective action (protests, lobbying, direct action, etc.), role of news media in mobilizing society, community advocacy organizations, etc.	› Reform, revolution, evolution of representations and practices, factors of change (e.g. demographic, technical, economic, political and individual), etc.

Québec Education Program

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