Éducation,
Loisir et Sport
Québec

Progression of Learning
in Secondary School

History and Citizenship Education
Secondary III and IV

June 28, 2011

1

Table of Contents

Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care." It is therefore the teacher's responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students' learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students' ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

→	Student constructs knowledge with teacher guidance.
★	Student applies knowledge by the end of the school year.
	Student reinvests knowledge.

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

History and Citizenship Education, Secondary III and IV

Introduction

This document is complementary to the History and Citizenship Education program. It provides information about the knowledge students must acquire in history and citizenship education in Secondary Cycle Two in order to develop the three competencies prescribed by the program: *Examines social phenomena from a historical perspective*, *Interprets social phenomena using the historical method* and *Strengthens his/her exercise of citizenship through the study of history.* It is intended to help teachers with their lesson planning.

The Secondary Cycle Two program is designed to help students to develop their understanding of the present in the light of the past, and to prepare students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world. They examine and interpret social phenomena while addressing key periods in the history of Québec and Canada, from the first occupants to the present. The social phenomena are studied chronologically in Secondary III and using themes of long duration in Secondary IV. The order in which the themes are presented is the same as in the History and Citizenship Education program. Teachers and cycle teams can assign the themes to match their planning needs. Each year ends with an examination of issues in Québec society.

This document contains tables divided into sections presenting, in the form of statements, knowledge related to the social phenomena studied. A brief description of each social phenomenon is provided. In the first section, the students examine Québec society in the present, while the second section presents knowledge needed for the interpretation of a social phenomenon of the past. The last section deals with learning that helps students understand the importance of participating in social life and the purpose of present-day public institutions.

Continuity between the elementary and secondary levels

At the elementary level, students became familiar with the concepts of *territory, society, organization, change, diversity* and *time*. The Geography, History and Citizenship Education program enabled students to look at the organization of societies and some of the issues resulting from the use and development of a territory in space and time. Students studied the relationships that exist between a society and its territory. They became aware of different territorial phenomena, past and present, and of the diversity of societies.

In Secondary Cycle One, students addressed this learning in greater depth. In History and Citizenship Education, they were encouraged to open up to the world. They used the historical method to examine and interpret social phenomena that constitute turning points in the history of the Western world, from prehistoric times to the contemporary period, such as *First experience of democracy*, *The American or French revolution* and *Industrialization: an economic and social revolution.* They became aware of the importance of human action as the motor of social change.

The techniques used in Secondary III and IV build on those developed in Secondary I and II. It is up to each teacher to determine the historical knowledge that can help students master the techniques used in History and Citizenship Education.

SECONDARY III

History and Citizenship Education, Secondary III

The first occupants[1]

Long before the arrival of the Europeans, North America was occupied by Native (Amerindian and Inuit) populations. Although their social and territorial organizations varied, these populations shared a conception of the world with a similar relationship to the universe. This conception of the world was represented by the image of a great circle, which symbolized the interdependence of the different aspects of life and the fundamental interconnectedness of all beings, animate and inanimate. The designated focus for the study of the social phenomenon *The first occupants* is *The connection between conception of the world and social organization*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: circle of life, **conception of the world**[2], culture, *Elders*[3], environment, issue, oral tradition, society, spirituality, territory.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning
■ Economic activities	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Economy and development* First occupants 1. Trading networks
■ Migration flows	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* First occupants 1.1. Migrations
■ Social relationships	This element of knowledge is associated with the social phenomenon *Culture and currents of thought* in Secondary IV, but studied in Secondary III.	Secondary III: *The first occupants* 2.5. Social relationships

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
	Student reinvests knowledge.		
1. **Native people in Québec today**			
a. Names the federal law which applies to Native peoples: the *Indian Act*		★	
b. Names Native political institutions (e.g. Grand Council of the Crees, Makivik Corporation)		★	
c. Describes the demographic situation of Native communities (e.g. high birth rate; population with a majority of young people)		★	
2. **First occupants around 1500**			
2.1. **Language families**			
a. Names the three Native language families in Québec: Algonquian, Inuit, Iroquoian		★	
2.2. **Conception of the world**			
a. Indicates the term used to designate the Native people's conception of the world: circle of life		★	
b. Gives characteristics of the circle of life: interdependence of the different aspects of life and fundamental interconnectedness of all beings, animate and inanimate		★	

2.3. **Expression of the sacred**	
a. Indicates times connected with the expression of the sacred for the first occupants (e.g. funeral rites, rites of passage)	★
b. Names objects associated with the expression of the sacred for the first occupants (e.g. masks, dreamcatchers)	★
2.4. **Relationship to the Universe**	
a. Describes the beliefs linked to the first occupants' conception of the world: animate and inanimate beings forming a circle of life; time represented as a cycle	★
b. Names one way in which the conception of the world was transmitted among the first occupants: oral tradition	★
c. Identifies the main group responsible for transmitting the conception of the world, myths and stories among the first occupants: the *Elders*	★
2.5. **Social relationships**	
a. Describes the roles assigned to women and men in a Native group (e.g. among the Huron, women were responsible for agriculture and men were responsible for hunting)	★
b. Indicates how the consideration granted to the *Elders* by the first occupants was reflected in their political structures: the *Elders* played a key role in decision-making	★
c. Describes the methods used by the first occupants to select leaders (e.g. women *Elders* designated chiefs among the Iroquoians; the bravest hunters were designated as chiefs among the Algonquians)	★
d. Indicates the decision-making method used by the first occupants: the council	★
e. Describes how the first occupants considered the territory they occupied and its resources: everything was shared between the members of the community	★
3. **Native claims and the recognition of rights in Québec today**	
a. Indicates Native demands (e.g. respect for Native rights and treaty rights; political autonomy)	★
b. Indicates what is stipulated in the *Indian Act* concerning the ownership of reserves and the powers of band councils: the reserve is owned by the federal government, but managed by the band council which ensures the observance of law and order	★
c. Names some of the *Fundamental principles of peaceful co-existence* expressed by the Assembly of the First Nations of Québec and Labrador: the right to self-determination; the right to freely determine their political status; the right to enter into treaties on a nation-to-nation basis	★
d. Names the categories of Native rights recognized by the *Constitution Act*, 1982: Native rights, in other words, land rights that have not been ceded by treaty or extinguished by law, and treaty rights	★

1. The first occupants were the Amerindians and Inuit.
2. Central concepts are indicated in boldface.
3. Historical concepts appear in italics.

History and Citizenship Education, Secondary III

The emergence of a society in New France

The context in which a new society emerged in New France was marked by a race between various European powers to conquer territories in order to increase their wealth and prestige. Although the search for a new route to Asia was still a concern, exploration gave way to colonization. France followed the trend and began to establish its influence in North America, relying on *chartered companies* and the Catholic Church. Despite their sometimes divergent interests, the chartered companies, the state and the Church contributed to the establishment of a new society in New France, shaped by their colonization programs. The designated focus for the study of the social phenomenon *The emergence of a society in New France* is *The impact of the colonization programs on the organization of this society and its territory.*

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: *Canadien*, *chartered company*, Church, **colony**, evangelization, issue, settlement, society, state, territory, trade.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning
■ Seigneurial system	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* French régime 3.3. Organization of the territory
■ Economic activities	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Economy and development* French régime 2. Economy based on fur 3. Agriculture 4. Craft activities 5. Attempts at economic diversification
■ Relations with the Native peoples	This element of knowledge is included in Section 2.4.	Secondary III: *The emergence of a society in New France* 2.4. Effects of the colonization programs
■ Relations between New France and the Anglo-American colonies	This element of knowledge is included in Section 2.5.	Secondary III: *The emergence of a society in New France* 2.5. Franco-British rivalry in North America during the 18th century

★ Student applies knowledge by the end of the school year.		Year	
Student reinvests knowledge.		3	4
1. The "French fact" in Québec today			
a. Indicates the demographic weight of the main language groups		★	
b. Names public institutions that reflect the "French fact" (e.g. the *Charter of the French language*, the *Civil Code*)		★	
c. Indicates forms of cultural expression illustrating the "French fact" (e.g. the Francofolies de Montréal, the Fêtes de la Nouvelle-France, the Festival en chanson de Petite-Vallée)		★	
2. The emergence of a society in New France			
2.1. Colonization program of the *chartered companies*			
a. Identifies the administrators of the colony before 1663: *chartered companies*, particularly the Company of One Hundred Associates		★	

b. Names the objective of the *chartered companies*: profit	★	
c. Indicates factors that influenced the decision to locate the first settlements in the St. Lawrence Valley: access to resources, access to water routes, presence of Amerindians	★	
d. Names the main obligation and the privilege granted to the *chartered companies* by the state: settlement of the colony, monopoly on the fur trade	★	
e. Indicates actions taken by the *chartered companies* to develop the fur trade (e.g. exploring the territory, constructing trading posts)	★	

2.2. Colonization program of the state

a. Identifies the administrators of the colony after 1663: the governor, the intendant, the sovereign council	★	
b. Indicates roles of the governor, intendant and sovereign council (e.g. the governor handled diplomacy; the intendant managed finances; the sovereign council administered justice according to the *Custom of Paris*)	★	
c. Names the objectives pursued by the state under royal government: to settle the colony and obtain resources	★	
d. Indicates measures taken by the state to settle the colony: granting land to *engagés* and soldiers, sending the Filles du Roy	★	▮

2.3. Colonization program of the Church

a. Names the objectives pursued by the Church: evangelization, religious and social guidance	★	
b. Indicates actions taken by the Church to support evangelization and provide religious and social guidance: establishment of religious orders, missions and parishes	★	

2.4. Effects of the colonization programs

a. Indicates effects of the colonization programs on the territory: occupation of the St. Lawrence Valley, division of land into seigneuries, construction of forts, expansion of the territory	★	
b. Names the first French settlements: Québec, Trois-Rivières, Montréal	★	
c. Names territories the French explored and occupied: the Great Lakes, the Mississippi, Hudson Bay	★	
d. Indicates the effect of the colonization programs of the *chartered companies* and of the state on economic activity: development of the fur trade	★	
e. Indicates effects of the colonization programs on relations with the Amerindians (e.g. conversion, alliances and rivalries)	★	

2.5. Franco-British rivalry in North America during the 18th century

a. Names the main reasons for the rivalry between France and Great Britain: possession of the territory, control of the fur trade	★	
b. Indicates the main effect of the Treaty of Utrecht for New France: loss of land in Hudson Bay, Acadia, Newfoundland	★	
c. Describes the balance of military strength between France and Great Britain before the *Conquest*: Great Britain had more ships than France; Great Britain had more, better-armed troops than France	★	
d. Names some facts related to the *Conquest* (e.g. war in Ohio, deportation of the Acadians, battle of the Plains of Abraham, capitulation of Montréal)	★	

3. Search for autonomy and dependent relationships in Québec today

a. Indicates the main measure taken by the state to protect and promote the "French fact": the *Charter of the French language*	★	
b. Names organizations that seek to promote the "French fact" (e.g. the Société Saint-Jean-Baptiste, the Office québécois de la langue française, the Conseil supérieur de la langue française)	★	

c. Indicates sectors in which Québec depends on other states to meet its needs (e.g. hydrocarbons, food)	★
d. Names international organizations of which Québec is a member (e.g. UNESCO, the Organisation internationale de la Francophonie)	★
e. Names agreements and international organizations in which Québec is involved as a member of the Canadian federation (e.g. the North American Free Trade Agreement, the World Trade Organization)	★

History and Citizenship Education, Secondary III

The change of empire

In North America, the change of empire marked the end of a war between the European powers. France's defeat in the Seven Years' War led to the cession of New France to Great Britain, which sought to control its new subjects. The British authorities, however, had to make some concessions to the *Canadiens.* Some of the British subjects who had recently settled in the Province of Quebec and those who had arrived from other colonies were discontented. The change of empire caused major social, economic, political and territorial changes in the colony in the St. Lawrence Valley. The designated focus for the study of the social phenomenon *The change of empire* is *The consequences of the Conquest for the organization of the society and the territory.*

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: *Conquest*, economy, education, issue, language, *Loyalists*, power, religion, right, society, territory.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning

▪ Economic activities	This element of knowledge is addressed in Section 2.3. and considered in detail in Secondary IV.	Secondary III:
		The change of empire
		    2.3. Colonial economy
		Secondary IV:
		Economy and development
		British rule
		    1. Economy based on fur
		    2. Economy based on timber
		    3. Agriculture

▪ Migration flows	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* British rule 2. Migration flows

▪ Organization and occupation of the territory	The element of knowledge "Occupation of the territory" has been moved to Secondary IV.	Secondary IV:
		Population and settlement
		British rule
		    2. Migration flows
		    3. Effects of migration flows
		      3.2. Effects on the territory

▪ Relations with the Native peoples	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Official power and countervailing powers* British rule 4. Power relations between the Native peoples and the British authorities

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
	Student reinvests knowledge.		
1. The dualism of public institutions in Québec today			
a. Indicates aspects of the dualism of some public institutions (e.g. language, religion)		★	
b. Names institutions in which cultural or linguistic dualism is expressed (e.g. school boards, civil law, the media)		★	
2. **The change of empire**			
2.1. **Military government**			
a. Names the type of government established in the colony after the capitulation of Montréal: military government		★	

12

b. Identifies the administrators of the colony after the capitulation of Montréal: generals, such as Jeffery Amherst and James Murray	★	
c. Gives the reason for the establishment of a military government: the war between France and Great Britain was not over in Europe	★	
d. Indicates measures imposed on the *Canadiens* during the period of military government: forfeiture of arms, obligation to sell land only to the British, obligation to swear an oath of allegiance and loyalty to the king	★	
e. Indicates the immediate effects of the military government on the colony's economy: the arrival of adventurers interested in exploiting resources, the arrival of British merchants	★	
f. Indicates the reason for the end of military government: the Treaty of Paris	★	
2.2. Political organization of the Province of Quebec		
a. Indicates the boundaries of the Province of Quebec after the Royal Proclamation	★	
b. Identifies the administrators of the Province of Quebec after the Royal Proclamation and after the *Québec Act*: governors, such as James Murray and Guy Carleton, councillors	★	
c. Indicates the main measures stipulated in the Instructions to governor Murray: establishment of a legislative assembly as soon as possible, introduction of British civil and criminal law, requirement to comply with the *Test Act* in order to hold public office	★	
d. Indicates the main concessions made to the *Canadiens* by the first governors following the Instructions: maintenance of French civil law, the appointment of British councillors favourable to the *Canadiens*	★	
e. Indicates the boundaries of the Province of Quebec after the *Québec Act*	★	
f. Indicates effects of the *Québec Act* on the Province of Quebec (e.g. abolition of the *Test Act* oath, appointment of *Canadiens* to the council, American invasion)	★	
2.3. Colonial economy		
a. Names the main economic activities in the Province of Quebec: the fur trade, agriculture, fishing	★	
b. Identifies the group that gained control of the fur trade after the *Conquest*: British merchants	★	
c. Names the main export product and the main market: furs; Great Britain	★	
2.4. Effects of the American Revolution on the Province of Quebec		
a. Indicates the boundaries of the territory of the Province of Quebec and the United States after the Treaty of Paris (1783)	★	
b. Indicates the effect of the Treaty of Paris (1783) on the territory of the Province of Quebec: loss of the region south of the Great Lakes	★	
c. Indicates the main effect of the American Revolution on the fur trade: displacement of the fur trade to the northwest	★	
d. Indicates the main effect of the American Revolution on the composition of the population in the Province of Quebec: presence of *Loyalists*	★	
3. Differences, interests and coexistence in Québec today		
a. Identifies players in the debate about dualism (e.g. political organizations, the media)	★	
b. Indicates the positions of players in the debate about dualism (e.g. primacy of the French language, access to education in English)	★	
c. Indicates interests of the players who express views about dualism: defence of values, principles and beliefs	★	

History and Citizenship Education, Secondary III

Demands and struggles in the British colony

The second half of the 18th century was a period of intellectual ferment in Europe. The liberal ideas expressed by the philosophers circulated throughout the *Age of Enlightenment*. Financial and political circles were influenced by liberalism, which crossed the Atlantic and reached the Province of Quebec. Protest movements and struggles for nationhood developed. Their objective was to circumscribe political power and obtain recognition for certain rights and freedoms. The debates sparked by these demands had repercussions—political and social in particular—in the colony. The designated focus for the study of the social phenomenon *Demands and struggles in the British colony* is *The influence of liberal ideas on the affirmation of nationhood*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: bourgeoisie, democracy, issue, liberalism, **nation**, *Patriotes, Rebellions*, representation, rights, society, territory.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning
■ Liberal ideas ■ Communication of ideas	These elements of knowledge are included in Section 2.1.	Secondary III: *Demands and struggles in the British colony* 2.1. Communication of liberal ideas
■ Demographic trends	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* British rule 2. Migration flows
■ Economic policies	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Economy and development* British rule 6. Economic policies
■ Relations between Church and state	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Official power and countervailing powers* British rule 1. Power relations between Church and state

	Year	
★ Student applies knowledge by the end of the school year.	**3**	**4**
Student reinvests knowledge.		
1. The idea of nationhood in Québec today		
a. Lists the main elements of a nation: a common territory, a shared history, culture and values	★	
b. Indicates conceptions of nationhood (e.g. Québec as part of the Canadian federation, Québec as a sovereign state)	★	
2. Demands and struggles in the British colony		
2.1. Communication of liberal ideas		
a. Names some liberal values and ideas disseminated in the early 19th century: freedom, equality and the principle of nationhood	★	
b. Indicates means used to disseminate liberal ideas in the early 19th century (e.g. publications, newspapers, circulating libraries)	★	
c. Indicates political demands associated with liberal ideas: representativity, power sharing	★	

2.2.	**Political organization of the colony**	
a.	Names the constitutions of 1791 and 1840: *Constitutional Act* and *Act of Union*	★
b.	Indicates the boundaries of Upper Canada and Lower Canada in 1791 and the boundaries of United Canada in 1840	★
c.	Names the political regime introduced by the *Constitutional Act*: constitutional monarchy	★
d.	Names the institution that gave the population representation at the political level after the passage of the *Constitutional Act*: legislative assembly	★
e.	Describes the political structure introduced by the constitutions of 1791 and 1840 and some of the powers of the constituent parts (e.g. the governor had a right of veto and appointed the members of the councils; the executive council saw to the application of laws and administered public funds; the members of the legislative assembly passed laws)	★
2.3.	**Interests of social groups**	
a.	Describes the place of British merchants and members of the French Canadian professional bourgeoisie in the political structure of Lower Canada in 1791: British merchants formed a majority on the executive and legislative councils; members of the French-Canadian professional bourgeoisie sat in the legislative assembly	★
b.	Indicates political interests of the British administrators and the professional bourgeoisie in Lower Canada in the early 19th century (e.g. the British administrators wanted to retain control of the colony; the French-Canadian professional bourgeoisie defended the interests of the people)	★
2.4.	**Political and social tensions**	
a.	Names topics of dispute between the governor, the members of the councils and the legislative assembly of Lower Canada (e.g. funding for the construction of canals, the language used in the legislative assembly)	★
b.	Indicates the main demands made in the *92 Resolutions*: responsible government, control of the budget by the legislative assembly, elected council members	★
c.	Names some facts related to the *Rebellions* (e.g. suspension of the legislative assembly, the Toronto Declaration, the declaration of independence of Lower Canada, disavowal of the general amnesty granted by Durham to the *Patriotes*, hanging of *Patriotes* ordered by the Special Council)	★
d.	Indicates the recommendations of the Durham Report: union of the two Canadas, granting of responsible government, assimilation of the French Canadians	★
e.	Indicates the general reaction of the population of Lower Canada to the Durham Report: rejection of the proposed union	★
3.	**Concepts of nationhood and debates on social issues in Québec today**	
a.	Indicates the subject of debate: Québec's political status	★
b.	Identifies players in the debate about Québec's political status (e.g. the premiers and the Prime Minister, political parties, the governments of Québec and Canada, the Société Saint-Jean-Baptiste, the Monarchist League of Canada)	★
c.	Indicates the positions of players in the debate about Québec's political status: federalism, renewed federalism, autonomism, sovereignty	★

History and Citizenship Education, Secondary III

The formation of the Canadian federation

In the second half of the 19th century and the early 20th century, the development of industrial capitalism involved major economic and social changes in some Western societies. The results of industrialization, combined with a difficult economic and political context, led to a proposal to unite the British colonies in North America. The colonies expected to seal the union, in particular, by the development of a railway network. The designated focus for the study of the social phenomenon *The formation of the Canadian federation* is *The relationship between industrialization and social, territorial and political change.*

The concepts prescribed in the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: capitalism, *Confederation*, federation, free trade, **industrialization**, issue, *National Policy*, population, *reserve*, society, unionism, territory.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning
▪ Living and working conditions	This element of knowledge is addressed in Section 2.6. and considered in detail in Secondary IV.	Secondary III: *The formation of the Canadian federation* 2.6. Industrial development Secondary IV: *Economy and development* Contemporary period 4.1. Living and working conditions
▪ Urban development	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* Contemporary period 4. Cities and regions
▪ Demographic trends	This element of knowledge has been moved to Secondary IV.	Secondary IV: *Population and settlement* Contemporary period 2. Migration flows
▪ Political organization	This element of knowledge is addressed in Section 2.3.	Secondary III: *The formation of the Canadian federation* 2.3. Political system

★	Student applies knowledge by the end of the school year.	Year	
	Student reinvests knowledge.	**3**	**4**
1.	**Québec's place within the Canadian federation today**		
a.	Names areas of jurisdiction of the federal and provincial governments (e.g. defence and currency for the federal government; education and civil law for the Québec government; immigration and agriculture shared between the two levels of government)	★	
b.	Indicates measures used to redistribute wealth between the provinces: equalization payments, federal social programs	★	
c.	Gives characteristics of Québec's economic development (e.g. difficulties encountered by some industries, the beginning of the aerospace and biotechnology industries)	★	
2.	**The formation of the Canadian federation**		
2.1.	**The move toward federation**		
a.	Identifies players in the project to federate the British colonies in North America (e.g. bankers, Cartier, Brown, the British Parliament)	★	
b.	Gives reasons invoked by the supporters and opponents of the federation project (e.g. creation of a domestic market for supporters; political minoritization of Francophones for opponents)	★	

c. Gives the main results of the Charlottetown, Québec and London conferences: agreement in principle on a federation at the Charlottetown conference; agreement on a federal union, power-sharing and construction of a railway at the Québec conference; agreement on creating a federation at the London conference	★	
d. Names the colonies that took part in the preparatory conferences but did not join the projected federation: Prince Edward Island, Newfoundland	★	

2.2. Canadian federation

a. Names the 1867 constitution: the *British North America Act*	★	
b. Names the provinces that made up Canada in 1867: New Brunswick, Nova Scotia, Québec, Ontario	★	
c. Locates on a map the provinces that made up Canada in 1867	★	
d. Names the provinces that joined the Canadian federation between 1870 and 1905[1]: Manitoba, British Columbia, Prince Edward Island, Saskatchewan, Alberta	★	
e. Locates on a map the provinces that joined the Canadian federation between 1870 and 1905	★	

2.3. Political system

a. Names the political system maintained by the *British North America Act*: constitutional monarchy	★	
b. Describes the political structure established by the *British North America Act* and the powers of its constituent parts (e.g. the House of Commons passes legislation, the Governor General gives assent)	★	

2.4. Relations with the Amerindians and Métis[2]

a. Names the territories of the Hudson's Bay company purchased by the federal government in 1869: Northwest Territories, Rupert's Land	★	
b. Describes the main reactions of the Métis after the purchase by Canada of the territories of the Hudson's Bay Company: the Métis rise up under the leadership of Riel; a provisional government is formed at Red River	★	
c. Names the objective targeted by the *Indian Act* of 1876: assimilation	★	

2.5. Relations with Great Britain

a. Indicates the Dominion of Canada's degree of autonomy from Great Britain after the passage of the *British North America Act*: full autonomy in the area of domestic policy; dependency in international and constitutional matters	★	
b. Indicates effects, for Canada, of its status as a dominion prior to 1931 (e.g. participation in the Boer War, participation in the First World War)	★	
c. Indicates the Dominion of Canada's degree of autonomy from Great Britain after the passage of the Statute of Westminster: full autonomy in international matters; dependency in constitutional matters	★	

2.6. Industrial development

a. Indicates the main industrial sectors developed during the first phase of industrialization, the main sources of capital and the main market: manufacturing and the timber industry; capital mainly from Great Britain; the domestic market	★	
b. Names the objectives of the *National Policy*: protection for Canadian industries, settlement of Western Canada, development of the domestic market	★	
c. Names the three components of the *National Policy*: increase in customs duties, increase in immigration, completion of the transcontinental railway	★	
d. Indicates the main industrial sectors developed during the second phase of industrialization, the main sources of capital and the markets: hydroelectricity, metallurgy, mining and pulp and paper; capital mainly from the United States; the local market and export market	★	

e. Describes some living and working conditions of workers (e.g. unhealthy housing; long working hours; low wages)	★	
f. Establishes a connection between industrialization and unionization: poor working conditions encourage workers to group together and make demands	★	
g. Indicates effects of industrial development on cities and regions (e.g. exodus from rural areas, expansion of the road network, increase in the number of businesses and services)	★	
3. **Economic change and political power in Québec today**		
a. Indicates effects of market liberalization on Québec's economy (e.g. job relocation in some sectors of activity, increase in exports)	★	
b. Indicates measures implemented by the Québec government to develop certain economic sectors (e.g. investments in research and development; support for specialization and innovation; adoption of a green technology development strategy)	★	
c. Identifies interest groups concerned by economic change (e.g. community groups, unions, political parties)	★	
d. Names public institutions concerned by economic change (e.g. parliaments, Bank of Canada, Caisse de dépôt et placement du Québec)	★	

1. In 1949, the British colony of Newfoundland joined the Canadian federation.

2. The Métis are one of the Native people, along with the Amerindians and Inuit.

History and Citizenship Education, Secondary III

The modernization of Québec society

From the Great Depression to the 1980s, state interventionism increased as Québec society experienced major changes in attitudes and values. As the welfare state gradually became established, Québec society was affected by factors such as the baby boom, the advent of consumerism, the diversification of immigration and the emerging debate on the national question. The extraction of natural resources led to development in the regions but raised concerns in Native nations, with which the Québec government had to negotiate. The designated focus for the study of the social phenomenon *The modernization of Québec society* is *The relationship between changes in attitudes and the role of the state.*

The concepts prescribed in the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: affirmation, attitude, democratization, interventionism, issue, mass communication, **modernization**, *Quiet Revolution*, society, territory.

The table below shows how some historical knowledge has been reorganized.

Program	Reorganization	Progression of learning
■ Demographic trends	This element of knowledge has been moved and is considered in detail in Secondary IV.	Secondary IV: *Population and settlement* Contemporary period 1. Demography 2. Migration flows 3. Effects of migration flows
■ Establishment of social programs ■ Regional development	These elements of knowledge are included in Section 2.1.	Secondary III: *The modernization of Québec society* 2.1. State interventionism
■ Feminist movement ■ Union movement ■ Secularism	These elements of knowledge are included in Section 2.2.	Secondary III: *The modernization of Québec society* 2.2. Movements that have contributed to changing attitudes in Québec

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
	Student reinvests knowledge.		
1. Social values and governance in Québec today			
a. Indicates ways to consider the role of the state in society: interventionism, non-interventionism		★	
b. Names values underlying state interventionism (e.g. social justice, equality, solidarity)		★	
c. Names values underlying state non-interventionism (e.g. free enterprise, focus on profit)		★	
d. Names the main areas of community life taken in charge by the state: education, health and social services		★	
2. The modernization of Québec society			
2.1. State interventionism			
a. Indicates the main measures introduced by governments in the social sector to help people without jobs during the depression of the 1930s: public works program, direct assistance		★	▓
b. Indicates measures introduced by the federal government in the social arena following the economic crisis of the 1930s: unemployment insurance, family allowances		★	
c. Indicates measures introduced by the Québec government to promote development in the regions: settlement plans, rural electrification, the construction of transportation infrastructure		★	

d. Indicates measures introduced by the Québec government in the social arena, from the *Quiet Revolution* to the 1980s (e.g. hospital insurance and health insurance, *Labour Code*, Québec Pension Plan, automobile insurance, public daycare policy)			★

2.2. Movements that have contributed to changing attitudes in Québec

a. Names movements that have contributed to changing attitudes:	★

Feminist movement	Union movement	Secularism	
b. Identifies players associated with the feminist movement (e.g. Thérèse F. Casgrain, the Ligue des droits de la femme, Laure Gaudreault, Henry Morgentaler).	Identifies players associated with the union movement (e.g. Madeleine Parent, Michel Chartrand, the Confédération des travailleurs catholiques du Canada / Canadian Catholic Confederation of Labour, labour confederations).	Identifies players associated with secularism (e.g. the Faculté des sciences sociales at Université Laval, Frère Untel [Jean-Paul Desbiens], Mgr Alphonse-Marie Parent, Marcel Trudel).	★
c. Indicates demands made by the feminist movement (e.g. right to vote, change in the legal status of married women, access to higher education).	Indicates demands made by the union movement (e.g. better working conditions, measures to improve worker health and safety, especially in the mining sector).	Indicates a demand made by the secularist movement: limitation of place of the Church in the education and health sectors.	★
d. Indicates the position of players opposed to the movements contributing to changing attitudes (e.g. the Church advocated the maintenance of women's traditional role; the Duplessis government and employers' associations refused to recognize the right to strike).			★
e. Gives examples of government intervention regarding demands made by the feminist movement (e.g. granting of the right to vote, appointment of women judges).	Gives examples of government intervention regarding demands made by the union movement (e.g. creation of the Department of Labour, passage of the *Labour Relations Act*, recognition of the right to unionization in the public sector).	Cites instances of government intervention regarding demands made by the secularist movement: taking charge of the education and health sectors, passage of the *Hospitals Act*.	★

2.3. Scientific and technological development

a. Identifies players who contributed to the development of science and technology (e.g. Frère Marie-Victorin [Conrad Kirouac], Irma LeVasseur, Fernand Seguin, Armand Frappier)	★
b. Names infrastructure and institutions associated with the development of science and technology (e.g. St. Lawrence Seaway, Montréal metro, Daniel-Johnson hydro dam, Centre de recherche en microbiologie at the Université de Montréal)	★

2.4. Emergence of consumer society

a. Indicates factors that contributed to the Americanization of lifestyles in the second half of the 20th century (e.g. the spread of American popular culture, the media)	★
b. Indicates factors that contributed to increased consumerism in the second half of the 20th century: increase in disposable income, advertising, easy access to credit	★
c. Names consumer products accessible to most of the population in the second half of the 20th century (e.g. refrigerator, TV, automobile)	★

2.5. Relations with the Native peoples

a. Indicates the reaction of the Cree and Inuit in 1971 to the construction of hydroelectric dams by the Québec government: filing in Québec Superior Court of a motion to stop the work	★
b. Indicates actions undertaken by the Québec government following the decision of the Québec Superior Court that an agreement should be sought with the Cree and Inuit: apply to halt the judicial proceedings launched by the Cree and Inuit, negotiate with those two peoples	★

c. Indicates the main elements in the agreements signed by the Québec government with the Cree and Inuit (1975) and the Naskapi (1978): protection for traditional lifestyles, financial compensation, creation of autonomous political institutions, development of water, forest and mineral resources	★

2.6. Affirmation of nationhood

a. Names expressions associated with the affirmation of nationhood (e.g. "Rendez-nous notre butin," "Maintenant ou jamais! MAÎTRES chez-nous," "Égalité ou indépendance," "Vive le Québec! Vive le Québec libre!"	★
b. Indicates the position of the majority of French Canadians in the plebiscite on conscription for service overseas: opposition	★
c. Identifies players in the affirmation of nationhood (e.g. Québec premiers, Rassemblement pour l'indépendance nationale, Mouvement souveraineté-association, socio-political organizations)	★
d. Gives examples of intervention by the Québec government that reflect the affirmation of nationhood (e.g. adoption of the Fleurdelisé, nationalization of hydroelectric companies, Gérin-Lajoie doctrine and opening of Québec delegations abroad, referendum on sovereignty-association)	★

3. Conceptions of society and role of the state in Québec today

a. Describes ways to consider the role of the state within society: interventionism leads the state to take charge of areas of community life; non-interventionism is based on free enterprise and market forces	★
b. Indicates ways used by the state to intervene in areas of collective life: legislation, taxation, public spending	★
c. Names public institutions that intervene in areas of public life (e.g. National Assembly, municipalities)	★

History and Citizenship Education, Secondary III

Issues in Québec society since 1980

Québec society faces a range of political, economic, social and environmental issues that are widely debated. All citizens are concerned by the social choices these issues entail. The *History and Citizenship Education* program prescribes the study of two social issues, one of which must be political, while the other may be economic, social or environmental. The designated focus for the study of the social phenomenon *Issues in Québec society since 1980* is *Addressing issues and making social choices*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon that students develop their understanding of the following concepts: common good, issue, **public sphere**, rule of law, social choice, society, territory.

The table below shows how some knowledge related to the social phenomenon has been reorganized.

Program	Reorganization	Progression of learning
■ Components ■ Origins ■ Principles and values ■ Explanatory factors	These elements of knowledge are included in Section 2.1.	Secondary III: 2.1. Contextual factors
■ Actors, interests and positions ■ Public institutions	These elements of knowledge are included in Section 2.2.	Secondary III: 2.2. Debating a social issue

			Year	
★ Student applies knowledge by the end of the school year.			**3**	**4**
(blue) Student reinvests knowledge.				
1. A topic of debate in Québec today				
	Political issue	**Economic, social or environmental issue**		
a. Indicates the issue debated	Québec's political status[1]	As chosen by the teacher or students	★	
b. Indicates the social aspect connected to the issue debated	Political aspect	Economic, social or environmental aspect	★	
2. Issues in Québec society since 1980				
2.1. Contextual factors				
	Political issue	**Economic, social or environmental issue**		
a. Names principles and values underlying public life	e.g. equality, freedom, representativity		★	
b. Indicates means used to debate the issue	e.g. participation in current affairs broadcasts, holding of public meetings, speaking at public consultations		★	
c. Names some facts related to the issue studied	e.g. referendum on sovereignty-association, repatriation of the constitution, passage of the *Clarity Act*, recognition of the Québec nation by the federal government	Depending on the issue selected	★	

2.2. **Debating a social issue**

	Political issue	**Economic, social or environmental issue**		
a. Identifies players involved in the management of the issue studied	e.g. political party leaders, National Assembly, House of Commons, Supreme Court of Canada	Depending on the issue selected	★	
b. Indicates positions of players in connection with the issue studied	Federalism, renewed federalism, autonomism, sovereignty	Depending on the issue selected	★	
3. **Social issues and participation in social debates in Québec today**				
a. Identifies players who participate in debates on the issue studied			★	
b. Indicates the position of players who participate in debates on the issue studied			★	

---

1. Québec's political status is given as an example of a political issue.

SECONDARY IV

History and Citizenship Education, Secondary IV

Population and settlement

The oldest traces of human presence in Québec date from about 10 000 B.C.[1] Settlement is a process by which human beings occupy a space, adapt it to their needs and, over time, confer on it a particular meaning and organization. Successive waves of immigration, together with natural growth, have shaped the demographic landscape of Québec and the settlement of its territory. The designated focus for the study of the social phenomenon *Population and settlement* is *The effects of natural population change and migration on the formation of the population and the settlement of the territory*, from the first occupants[2] to the present.

The concepts prescribed in the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to a social phenomenon that students develop their understanding of the following concepts: belonging, growth, identity, issue, migration, pluriculturality, **population,** society, territory.

The table below shows how some historical knowledge has been reorganized.

First occupants		
Program	**Reorganization**	**Progression of learning**
■ Migration flows	This element of knowledge, originally associated with the social phenomenon *The first occupants*, has been moved to Secondary IV.	Secondary IV: *Population and settlement* 1.1. Migrations
■ Organization and settlement of the territory	This element of knowledge, originally associated with the social phenomenon *Population and settlement*, is now associated with the social phenomenon *Economy and development.*	Secondary IV: *Economy and development* 1.2. Effects of economic activity on the organization of the society and the territory
■ Settlement of northeastern America	This element of knowledge is considered in detail in Section 1.1.	Secondary IV: *Population and settlement* 1.1. Migrations
French régime		
Program	**Reorganization**	**Progression of learning**
■ Seigneurial system	This element of knowledge, originally associated with the social phenomenon *The emergence of a society in New France*, has been moved to Secondary IV.	Secondary IV: *Population and settlement* 3.3. Organization of the territory
■ Organization and settlement of the territory	The element of knowledge "Settlement of the territory" is considered in detail in the section French territory in North America.	Secondary IV: *Population and settlement* 3.1. Territory possessed 3.2. Territory occupied 3.3. Organization of the territory
British rule		
Program	**Reorganization**	**Progression of learning**
■ Migration flows	This element of knowledge, originally associated with the social phenomenon *The change of empire*, has been moved to Secondary IV.	Secondary IV: *Population and settlement* 2. Migration flows

■ Policies to promote immigration	This element of knowledge is considered in detail in Section 2.	Secondary IV: *Population and settlement* 2. Migration flows

Contemporary period		
Program	**Reorganization**	**Progression of learning**
■ Policies to promote immigration	This element of knowledge is considered in detail in Section 2.3.	Secondary IV: *Population and settlement* 2.3. Measures taken by the state

■ Demographic trends	This element of knowledge, originally associated with the social phenomenon *The modernization of Québec society*, has been moved to Secondary IV.	Secondary IV:
		Population and settlement
		    1. Demography
		    2. Migration flows
		    3. Effects of migration flows

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	**3**	**4**

Population and settlement in Québec today

		3	4
a.	Indicates the approximate number of inhabitants[3] and the composition of Québec's population		★
b.	Describes Québec's demographic situation: low natural growth, aging population, increased immigration		★
c.	Indicates government measures to promote population increase (e.g. public daycare system, parental insurance plan, immigration policy)		★
d.	Indicates effects of the aging of Québec's population since the end of the 20th century (e.g. labour scarcity in some sectors, increased costs in the health sector)		★

A. First occupants
around 1500

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	**3**	**4**

1. Demography

1.1. Migrations

		3	4
a.	Describes, using the Asian migration theory, the migration flows[4] that led to the settlement of northeastern America by the first occupants: nomads from Asia crossed the Bering Strait		★

2. Territory

2.1. Occupation

		3	4
a.	Identifies groups belonging to each language family (e.g. the Huron, the Mohawk and the Iroquois in the Iroquoian family; the Maliseet, the Abenaki and the Innu in the Algonquian family)		★

2.2. Organization

		3	4
a.	Describes how groups of nomadic Amerindians organized their territory (e.g. among the Innu, a camp of wigwams was set up on hunting grounds)		★
b.	Describes how groups of sedentary Amerindians organized their territory (e.g. among the Huron, the village was made up of longhouses and surrounded by a palisade)		★

B. French régime
1608-1760

		Year	
★	Student applies knowledge by the end of the school year.		
		3	4
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.		

1. Demography

1.1. Approximate number of inhabitants and composition of the population

a.	Indicates the approximate number of inhabitants and the composition of the population in the St. Lawrence Valley around 1663: a population of roughly 3 000 inhabitants, mainly male and of French origin, and Native population		★
b.	Indicates the approximate number of inhabitants and the composition of the population in the St. Lawrence Valley around 1760: a mixed population consisting of roughly 65 000 *Canadiens* and French subjects, a population consisting of Amerindians and Blacks, some Amerindians and Blacks being slaves		★

1.2. Population growth

a.	Indicates the main measures taken by the state to settle the colony between 1666 and 1672: sending the Filles du Roy, granting land to *engagés* and soldiers, encouraging marriage and large families	3	★
b.	Indicates results of policies encouraging immigration and large families implemented by the state between 1666 and 1672: increase in the number of women, doubling of the population		★
c.	Indicates the main factor in the growth of the population of New France between 1672 and 1760: natural growth		★

2. Effects of the European presence on the Amerindians

2.1. On the population

a.	Indicates effects of the presence of the French on the Amerindian population: mixed births, the spread of disease, sedentarization		★

2.2. On the territory

a.	Indicates effects of the presence of the French on the territory occupied by Amerindians: establishment of missions, construction of forts		★

3. French territory in North America

3.1. Territory possessed

a.	Locates on a map of eastern North America the territory possessed by France in 1663		★
b.	Locates on a map of eastern North America the territory possessed by France after the Treaty of Utrecht		★

3.2. Territory occupied

a.	Locates on a map of eastern North America the territory occupied by the French in 1663		★
b.	Locates on a map of eastern North America the territory occupied by the *Canadiens* and the French after the Treaty of Utrecht		★

3.3. Organization of the territory

a.	Indicates the mode of territorial organization used in New France: the seigneurial system		★

		Year	

b.	Describes the mode of land division used in New France: range roads, rectangular plots at right-angles to a watercourse			★
c.	Indicates basic elements of a seigneury (e.g. land belonging to the *fabrique* [parish corporation], censives, manor house)			★

C. British rule
1760-1867

★	Student applies knowledge by the end of the school year.	**Year**	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	**3**	**4**

1. Demography

1.1. Approximate number of inhabitants and composition of the population

a.	Indicates the approximate number of inhabitants and the composition of the population after the Treaty of Paris (1763): a population of roughly 65 000 inhabitants, consisting overwhelmingly of *Canadiens*, a minority of British subjects, a population of Amerindians and Blacks, some Amerindians and Blacks being slaves		★
b.	Indicates the approximate number of inhabitants and the composition of the population after the Constitutional *Act: a* population of roughly 160 000 inhabitants, consisting mainly of *Canadiens*, a minority of British subjects, a population of Amerindians and Blacks, some Amerindians and Blacks being slaves		★
c.	Indicates the approximate number of inhabitants and the composition of the population after the *Act of Union*: a population of roughly 665 400 inhabitants, consisting mainly of Francophones, a growing Anglophone minority, Amerindians and Blacks		★

1.2. Population growth

a.	Indicates the main population growth factor in the Province of Quebec during the second half of the 18th century: natural growth		★
b.	Indicates the main population growth factors during the first half of the 19th century: natural growth in Lower Canada / Canada East, immigration in Upper Canada / Canada West		★

2. Migration flows

2.1. Immigration of British subjects

a.	Indicates reasons for immigration: attractiveness of the fur trade after the *Conquest*, difficult social and economic conditions in Great Britain, famine in Ireland		★
b.	Indicates the conditions that promoted immigration (e.g. free land grants in the early 19th century, appointment of an immigration agent in Québec City, management of land by the *British American Land Company*)		★
c.	Names places where immigrants settled after the *Conquest* and during the first half of the 19th century: St. Lawrence Valley after the *Conquest*; Eastern Townships and Upper Canada during the first half of the 19th century		★

2.2. Immigration of *Loyalists*

a.	Indicates the main factors underlying the immigration of *Loyalists*: loyalty to the British Crown, fear of reprisal		★
b.	Names places where *Loyalists* settled (e.g. New Brunswick, Upper Canada)		★

2.3. Emigration of French Canadians

a.	Indicates the main factors underlying the emigration of French Canadians to the United States beginning in 1830: the scarcity of agricultural land in the seigneuries, the existence of job prospects in New England factories		★
b.	Names places where French Canadian migrants settled beginning in 1830 (e.g. Massachusetts, Maine, areas of internal colonization such as the Mauricie, the Saguenay, the Laurentians)		★

3. Effects of migration flows

3.1. On the society

	Year
a. Indicates effects on the colony of transatlantic crossing conditions of British immigrants: the spread of disease, compulsory quarantine at the Grosse-Île	★
b. Indicates the change observed in the linguistic composition of the population of Montréal around 1845: the Anglophone population became the majority	★
c. Indicates the findings of the 1851 census: the population of Canada East was smaller than that of Canada West	★

3.2. On the territory

	Year
a. Indicates effects of British and Loyalist immigration in the colony: construction of Protestant churches and English schools, township development, division of the Province of Quebec into Lower Canada and Upper Canada	★
b. Names regions that were settled by migrants from overcrowded holdings in Lower Canada in the early 19th century (e.g. Outaouais, Mauricie)	★

4. Amerindian population

4.1. Approximate number of inhabitants and composition of the Amerindian population in the St. Lawrence Valley around 1800

	Year
a. Indicates the approximate number of inhabitants and the composition of the Amerindian population in the St. Lawrence Valley around 1800: a population of roughly 5 000 Algonquians and Iroquoians	★

4.2. Effects of immigration on the Amerindians

	Year
a. Indicates effects of the arrival of immigrants and French-Canadian migrants on the Amerindian population during the first half of the 19th century (e.g. reduction in the size of hunting and fishing territories, acculturation)	★

D. Contemporary period
1867 to the present

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Demography

1.1. Approximate number of inhabitants and composition of the population

	Year
a. Indicates the approximate number of inhabitants of Québec — around 1901: 1.7 million inhabitants — around 1961: 5 million inhabitants — around 2006: 7.6 million inhabitants	★
b. Indicates the composition of the population of Québec — around 1901: a majority of French Canadians, a minority of English Canadians, a small proportion of Native people and people of other origins — around 1961: a majority of Francophones, a minority of Anglophones, a small proportion of Allophones — around 2006: a majority of Francophones, a minority of Allophones, a small proportion of Anglophones	★

1.2. Population growth

	Year
a. Indicates the factors that contributed to population growth in Québec during the 20th century: natural growth, immigration	★
b. Names the period of strong population growth that began after the Second World War and ended in the early 1960s: the baby boom	★

2. Migration flows

2.1. Immigration

a. Indicates factors that contribute to migration flows (e.g. improvement of socio-economic conditions, flight from political regimes, family reunification) ★

b. Names the countries or regions of origin of the main immigrant groups in Québec in the second half of the 19th century and the second half of the 20th century (e.g. Great Britain and the United States in the second half of the 19th century; the Balkans, Haiti and Southeast Asia in the second half of the 20th century) ★

2.2. Emigration of French Canadians

a. Indicates the main factors contributing to the emigration of French Canadians to the United States in the second half of the 19th century: the scarcity of agricultural land, the existence of job prospects in New England factories ★

b. Names places where French Canadian migrants settled in the second half of the 19th century (e.g. Massachusetts, Maine, areas of internal colonization such as the Mauricie, the Saguenay, the Laurentians) ★

c. Indicates the effect of French Canadian emigration to the United States on Québec's population in the second half of the 19th century: net migration was negative ★

2.3. Measures taken by the state

a. Indicates measures regarding immigration implemented by the Canadian government in the second half of the 19th century and the first half of the 20th century (e.g. free land in Western Canada; the *Chinese Immigration Act*) ★

b. Indicates the main measure implemented by the Québec government to halt the emigration of French Canadians to the United States during the second half of the 19th century: the opening of new areas of colonization ★

c. Indicates provisions of Canada's 1952 *Immigration Act* (e.g. preference given to immigrants from Western European countries and the United States, discrimination against Blacks, Asians and homosexuals) ★

d. Indicates measures implemented by the Québec government in the area of immigration since the creation of Québec's Department of Immigration (e.g. establishment of selection criteria, such as knowledge of French, creation of reception services and linguistic and cultural integration services) ★

e. Names the main categories of immigrants recognized by Canada's 1976 *Immigration Act*: family class immigrants, who receive financial support from relatives, refugees ★

f. Indicates provisions of Canada's 2001 *Immigration and Refugee Protection Act* (e.g. broadening of the powers of the immigration services regarding permanent residents who may present a threat to security, tightening the conditions for obtaining refugee status) ★

3. Effects of migration flows

3.1. On the society

a. Indicates effects of immigration on Québec society at the end of the 20th century (e.g. presence of various religious denominations, spread of ethnic art) ★

3.2. On the territory

a. Indicates effects of immigration on Québec's territory at the end of the 20th century: development of ethnic neighbourhoods in some cities, opening of businesses managed by members of cultural communities, establishment of places of worship ★

4. **Cities and regions**

   4.1. **Urbanization**

a. Indicates the relative proportion of urban and rural population in Québec
  – in 1901: urban population smaller than the rural population
  – in 1931: urban population slightly larger than the rural population
  – in 2001: urban population much larger than the rural population
	★

b. Indicates the main factors contributing to the increase in Québec's urban population between 1851 and 1901: job openings in factories, the establishment of immigrants	★
c. Indicates factors contributing to the increase in Québec's urban population in 2001 (e.g. settlement of immigrants, concentration of specialized services, diversified cultural life)	★
d. Indicates effects of the increase in the urban population on the society and the territory since the early 20th century (e.g. urban sprawl, the development of transportation infrastructure, the construction of shopping centres)	★
e. Indicates means used by the Québec government and municipalities to improve living conditions in urban areas since the early 20th century (e.g. dissemination of information on hygiene and public health, vaccination campaigns, construction of water supply and sewage systems)	★

   4.2. **Regional growth and decline**

a. Indicates effects of the development of certain regions on the society and the territory (e.g. changes in the Native way of life, division of land into townships)	★
b. Indicates factors that contributed to a population decline in certain regions after 1970: business closures, reduction in services, attraction of urban poles	★

5. **Relations with the Native peoples**

   5.1. **Effects of immigration on Native populations**

a. Indicates effects of immigration on the social and territorial organization of the Métis and Amerindians in Western Canada (e.g. changes in their way of life, reduction in the size of hunting and fishing territories)	★
b. Indicates reactions of the Métis and some Native peoples following the failure of the 1869 uprising against the federal government: migration to northwestern Canada and the United States; demands for the signature of treaties concerning land occupation	★

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

Diversity of social identities and sense of belonging to Québec society today

a. Indicates elements of membership in a society (e.g. language, religion, ethnic or national origin)	★
b. Names communities that share elements of identity with Québec society (e.g. Abenaki, Haitian, Vietnamese communities)	★
c. Indicates values shared by Québec citizens (e.g. the French language, democracy, human rights and freedoms)	★

---

1. According to archaeological research by the École de fouilles préhistoriques of the Université de Montréal's anthropology department, the human presence in the Lac Mégantic region dates from the early Paleo-Indian period.

2. The first occupants were the Amerindians and Inuit.

3. The quantitative data do not constitute knowledge to be acquired, but information used to make a comparison. They are provided for comparative purposes.

4. According to the current state of knowledge.

History and Citizenship Education, Secondary IV

Economy and development

The economic development of a society is related to its resources and to the production, distribution and consumption of goods and services. From the 16th century to the present, the economy of Québec has been characterized by the uneven development of its regions, in particular with regard to resource development and employment. At different periods, resources such as fish, beaver, timber and ore have contributed to the economic development of the territory. The designated focus for the study of the social phenomenon *Economy and development* is *The effects of economic activity on the organization of the society and the territory,* from the first occupants[1] to the present.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: capital, consumption, disparity, distribution, **economy**, issue, production, society, territory.

The table below shows how some historical knowledge has been reorganized.

First occupants		
Program	**Reorganization**	**Progression of learning**
■ Economic activities	This element of knowledge, originally associated with the social phenomenon *The first occupants*, has been moved to Secondary IV.	Secondary IV: *Economy and development* 　1. Trade networks
■ Organization and occupation of the territory	This element of knowledge, originally associated with the social phenomenon *Population and settlement*, is now associated with the social phenomenon *Economy and development.*	Secondary IV: *Economy and development* 　1.2. Effects of economic activity on the organization of the society and the territory
French régime		
Program	**Reorganization**	**Progression of learning**
■ Economic activities	This element of knowledge, originally associated with the social phenomenon *The emergence of a society in New France*, has been moved to Secondary IV.	Secondary IV: *Economy and development* 　2. Economy based on fur 　3. Agriculture 　4. Craft activities 　5. Attempts at economic diversification
■ Alliances and rivalries	This element of knowledge is included in Section 2.2.	Secondary IV: *Economy and development* 　2.2. Effects on the organization of the society and the territory
British rule		
Program	**Reorganization**	**Progression of learning**
■ Economic activities	This element of knowledge is addressed in Secondary III as part of the social phenomenon *The change of empire* and considered in detail in Secondary IV.	Secondary IV: *Economy and development* 　1. Economy based on fur 　2. Economy based on timber 　3. Agriculture
■ Beginning of industrialization	This element of knowledge is included in Section 2.	Secondary IV: *Economy and development,* Contemporary period 　2. Industrial development

	Reorganization	Progression of learning
■ Economic policies	This element of knowledge originally associated with the social phenomenon *Demands and struggles in the British colony*, has been moved to Secondary IV.	Secondary IV: *Economy and development* 5. Economic policies

Contemporary period		
Program	**Reorganization**	**Progression of learning**
■ Living and working conditions	This element of knowledge is addressed in Secondary III as part of the social phenomenon *The formation of the Canadian federation* in Section 2.6. and considered in detail in Secondary IV.	Secondary IV: *Economy and development* 4.1. Living and working conditions

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

Economy and development in Québec today

		3	4
a.	Names Québec's main natural resources: water, forests, ore		★
b.	Names Québec's main imports (e.g. hydrocarbons, motor vehicles)		★
c.	Names Québec's main exports (e.g. aluminium, alloys, airplanes)		★
d.	Names areas in which Québec has internationally recognized expertise (e.g. aeronautics, dam construction, performing arts)		★
e.	Indicates matters on which Québec has entered into economic partnerships with other states (e.g. recognition of professional qualifications with France, labour mobility and the recognition of professional qualifications in the construction industry with Ontario)		★

A. First occupants
around 1500

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Trade networks

1.1. Characteristics of trade networks

		3	4
a.	Names economic activities practised by Native peoples: hunting, fishing, gathering, agriculture		★
b.	Names products traded between Native groups (e.g. shells, silica, corn)		★
c.	Describes Native trade networks: the trade networks spanned the continent and were based on barter; there were many intermediaries and most transportation was by water		★
d.	Names places where Native groups bartered products (e.g. the confluence of the Ottawa and St. Lawrence rivers, Tadoussac, Red Bay)		★

1.2. Effects of economic activities on the organization of the society and the territory

		3	4
a.	Describes effects of economic activities of Native groups on the organization of their society (e.g. the practice of hunting led the Maliseet to adopt a nomadic lifestyle and a patriarchal structure; the practice of farming led the Huron to adopt a sedentary lifestyle and a matriarchal structure)		★

b. Describes effects of economic activities of Native groups on the organization of their territory (e.g. the practice of hunting led the Maliseet to set up temporary camps on their hunting grounds; the practice of farming led the Huron to set out fields around their villages)	★
c. Indicates the utility of trade between Native groups: meet needs, establish alliances	★

2. European fishing grounds

2.1. Fishing

a. Names the economic activity that brought Europeans to the shores of North America and the Gulf of St. Lawrence in the early 16th century: fishing	★
b. Identifies the groups of Europeans who frequented the shores of North America and in the St. Lawrence Gulf and Estuary in the early 16th century (e.g. Basques, Normans)	★

2.2. First contacts

a. Indicates the context for the first meetings between European fishers and Amerindians: fishers drying cod on the shores of the Gulf of St. Lawrence met Amerindian hunters	★
b. Indicates products that the Amerindians obtained from European fishers in exchange for furs (e.g. knives, pots, glass and porcelain beads)	★
c. Indicates effects of contacts with European fishers on Amerindian society and territory (e.g. increased harvesting of fur-bearing animals to trade with the European fishers; circulation of European products through Amerindian trade networks)	★

B. French régime 1608-1760

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Organization of the economy in New France

1.1. Economic policy

a. Defines mercantilism: economic policy designed to enrich the mother country		★
b. Indicates the methods used by the mother country to enrich itself: accumulation of precious metals, exploitation of its colonies' resources		★
c. Indicates the role played by the colony under France's mercantilist policy: export raw materials to the mother country, purchase manufactured goods from the mother country		★

1.2. Triangular trade

a. Names the territories forming the legs of the triangular trade: France, New France, the French West Indies		★
b. Names the products in circulation thanks to the triangular trade and their origin (e.g. fur and fish from New France, rum from the French West Indies, manufactured goods from France)		★

2. Economy based on fur

2.1. Organization

a. Describes roles of various agents in the fur trade (e.g. Amerindians who hunted animals and processed pelts, *coureurs des bois* who brought furs to a trading post)		★
b. Indicates the importance of fur in trade with France in the mid-18th century: fur was the main export product		★

2.2. Effects on the organization of the society and of the territory		
a. Indicates effects of the fur trade on Amerindian groups: alliances between the French and the Huron, use of European goods by Amerindians		★
b. Indicates effects of the fur trade on the society and the territory: slow settlement, establishment of trading posts, territorial expansion		★
c. Indicates effects of the fur trade on relations between New France and the Anglo-American colonies: commercial rivalry, wars		★
3. Agriculture		
3.1. Organization		
a. Names the economic activity in which most inhabitants of New France were involved: agriculture		★
b. Indicates the markets where most agricultural surpluses were sent: local market, cities, France		★
c. Names agricultural processing activities: brewing beer, grinding grain, manufacturing canvas and rigging		★
3.2. Effects on the organization of the territory		
a. Indicates effects of agricultural activity on the organization of the territory: increase in the area of cultivated land, construction of mills, establishment of public markets		★
4. Craft activities		
4.1. Organization		
a. Names craft activities that developed in the colony (e.g. wig-making, construction of casks and metal objects)		★
b. Names craft activities (e.g. carpentry, masonry, hat making)		★
4.2. Effects on the organization of the territory		
a. Indicates effects of craft activities on the organization of the territory: growth of cities, presence of workshops and boutiques in craft workers' neighbourhoods		★
5. Attempts at economic diversification		
5.1. Measures taken by the state		
a. Indicates measures taken by Intendant Talon to diversify the colony's economy: encouragement to cultivate flax, hemp and hops, and to raise livestock		★
b. Indicates measures introduced by intendants Bégon and Hocquart to diversify the colony's economy: support for iron ore mining in the Mauricie, establishment of the king's naval shipyard in Québec City		★
5.2. Obstacles to economic diversification		
a. Indicates obstacles to the diversification of the economy in New France: economy based on the fur trade, lack of capital, scarcity of specialized labour		★
b. Indicates the factor explaining the scarcity of economic diversification in New France: mercantilism		★

C. British rule 1760-1867		

	Year	
★ Student applies knowledge by the end of the school year.		
3 The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Economy based on fur

1.1. Organization

	3	4
a. Identifies the main fur-trading companies: Hudson's Bay Company, Northwest Company		★
b. Indicates effects of the transfer of the fur trade to British companies (e.g. arrival of British merchants, hiring of *Canadiens* as *voyageurs* for the Northwest Company)		★
c. Indicates economic effects of the expansion of the fur trade to the northwest: founding of the Northwest Company, establishment of trading posts, exhaustion of the resource		★
d. Names the main territories for the supply and trade of fur: Hudson Bay region, Great Lakes region		★

1.2. Decline of the fur trade

	3	4
a. Indicates factors that contributed to the decline of the fur trade in the early 19th century: increasingly remote trading territories, increased operating costs		★
b. Indicates effects of the decline of the fur trade on the economy of the colony in the early 19th century: takeover of the Northwest Company by the Hudson's Bay Company; replacement of Montréal by Hudson Bay as the main place of export		★

2. Economy based on timber

2.1. Organization

	3	4
a. Indicates the importance of the timber trade for the economy of Lower Canada around 1810: timber replaced furs as the main export product		★
b. Indicates the source of capital: Great Britain		★
c. Indicates the composition of the workforce: mostly French Canadians and Irish immigrants		★
d. Names trades related to the economy based on timber (e.g. lumberjack, log driver, sawyer)		★
e. Names products and their target market (e.g. large squared pine or oak beams, staves and construction lumber; Great Britain)		★
f. Names places associated with the timber trade (e.g. port of Québec, forest regions, Great Britain)		★

2.2. Factors in the development of the timber trade in the early 19th century

	3	4
a. Indicates factors that contributed to the development of the timber trade in the colony in the early 19th century: continental blockade by Napoleon, construction of warships, establishment of preferential tariffs by Great Britain		★
b. Indicates measures taken by merchants to facilitate financial operations and access to capital: founding of banks, issue of paper money by banks		★

2.3. Effect of the development of the timber trade

	3	4
a. Indicates effects of the development of the timber trade on social groups in Lower Canada: increase in the number of workers and artisans, increased influence of the business class		★
b. Names regions of colonization that developed with the timber trade (e.g. Mauricie, Saguenay)		★
c. Indicates effects of the development of the timber trade on the population in the first half of the 19th century: some workers migrated to regions newly opened up to forestry; forestry work provided farmers with extra income		★

3. **Agriculture**

3.1. Crops and markets

a. Names agricultural crops in Lower Canada in the early 19th century (e.g. wheat, oats, potatoes)		★
b. Indicates the target markets for some crops from Lower Canada: the local market, the British market		★

3.2. Decline of wheat production in Lower Canada

a. Indicates problems related to agriculture in Lower Canada in the 1830s (e.g. overpopulation on agricultural land, soil exhaustion in the seigneurial zone)		★
b. Indicates solutions chosen by farmers facing difficulty: settling in new colonization regions, moving to cities or emigrating to the United States		★

4. **Effects of economic activity on transportation development**

a. Names transportation infrastructure established in the first half of the 19th century: canals, railways		★
b. Indicates advantages generated by transportation infrastructure: quick travel, increase in the volume of freight transported		★

5. **Economic policies**

5.1. Protectionism

a. Defines protectionism: policy designed to protect national economy against foreign competition		★
b. Indicates effects of the protectionism adopted by Great Britain on the economy of the colony: increase in timber exports to Great Britain, increase in port activities		★

5.2. Free trade

a. Defines free trade: free circulation of merchandise, no customs barriers to trade		★
b. Indicates effects of the establishment of free trade by Great Britain on the colony's economy: reduced exports to Great Britain, a search for new markets		★

D. Contemporary period
1867 to the present

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. **Exploitation of resources and opening of new regions**

1.1. Resources and regions

a. Names resources exploited in the first phase of industrialization (e.g. timber, leather, dairy, tobacco)		★
b. Names natural resources exploited during the second phase of industrialization (e.g. copper, silver, gold, zinc, asbestos, water)		★
c. Names natural resources exploited in the Abitibi, Côte-Nord and Gaspésie regions (e.g. iron and titanium in the Côte-Nord region, copper and wood in the Abitibi and Gaspésie regions)		★
d. Indicates effects of natural resource exploitation on the organization of the territory (e.g. development of regions, railway construction, harbour development)		★

1.2. Agriculture

a. Indicates the main changes to agriculture in the late 19th century: improved production techniques, development of the dairy industry		★

b. Indicates the main change to agriculture in the early 20th century: use of farm machinery		★
c. Indicates changes that occurred in agriculture between 1945 and 1960 (e.g. rural electrification, creation of agricultural cooperatives)		★
d. Indicates changes that occurred in the agricultural industry between 1960 and 1980 (e.g. reduction in number of farms, introduction of production quotas, use of fertilizers and pesticides)		★
e. Indicates changes that occurred in the agricultural industry after 1980 (e.g. improved access to international markets, focus on organic production, reduction in the area of land under cultivation)		★

2. Industrial development

2.1. Phases of industrialization

a. Names some facts about industrial development during the first phase of industrialization (e.g. the use of coal as a source of energy, the division of labour, mechanization)		★
b. Names some facts about industrial development during the second phase of industrialization (e.g. use of hydroelectricity as a power source, need for specialized labour, more extensive mechanization)		★
c. Indicates factors that contributed to industrial development during one of the phases of industrialization (e.g. extensive natural resources, strong hydroelectric potential, abundant and low-cost labour)		★
d. Indicates effects of industrial development on society during one of the phases of industrialization (e.g. child labour, difficult living and working conditions, social and economic disparity between the business class and the working class)		★
e. Indicates effects of industrial development on the territory during the first phase of industrialization (e.g. development of working class neighbourhoods, widening of canals, introduction of electric streetcars)		★

2.2. The war industry

a. Indicates factors that contributed to industrial development during the Second World War: demand for military supplies, need for food in Europe		★
b. Indicates effects of the war industry on industrial production and the society during the Second World War: increased production in the steel, transportation and chemical sectors; increase in the number of women working in factories		★

2.3. The period 1945 to 1960

a. Names some facts about industrial development (e.g. increased factory production, increased mineral production, development of the petrochemical industry)		★
b. Indicates factors that contributed to industrial development (e.g. the reconstruction of European countries after the Second World War, demand for raw materials and military materials in the United States)		★
c. Indicates effects of economic development on society (e.g. labour struggles, increase in purchasing power, employment growth in the tertiary sector)		★
d. Indicates effects of economic development on the territory (e.g. development of cities and suburbs, creation of the St. Lawrence Seaway, expansion of the road network)		★

2.4. The period 1960 to 1980

a. Names some facts about economic development (e.g. creation of small- and medium-sized enterprises, emergence of Québec multinationals)		★
b. Indicates the factor that contributed to economic development: government intervention	3	★
c. Cites instances of government intervention in the economy (e.g. creation of Crown corporations, drafting of a regional development plan, creation of the Stock Savings Plan, construction of hydroelectric dams)		★
d. Indicates effects of economic development on society (e.g. increase in the unionization rate, improvement in working conditions, establishment of new social programs)		★

e. Indicates effects of economic development on the territory (e.g. development of industrial zones, increase in residential construction, development of transportation infrastructure, construction of suburban shopping centres)	★

2.5. The period 1980 to the turn of the 21st century

a. Names some facts about economic development (e.g. reduced importance of the primary and secondary sectors, development of a high-technology sector, worldwide competition)	★
b. Indicates factors that contributed to economic development (e.g. globalization of the economy, formation of consortiums)	★
c. Indicates effects of economic globalization on society (e.g. job relocation, establishment of training programs for laid-off workers, creation of new businesses)	★

3. Urban expansion

3.1. Effects of urbanization

a. Gives the main characteristics of urbanization: concentration of the population, multiplication of services	★
b. Indicates effects of the development of cities on the organization of the society and the territory in the second half of the 19th century (e.g. appearance of well-off neighbourhoods at a distance from working-class neighbourhoods, creation of parks)	★
c. Indicates effects of the development of cities on the organization of the society and the territory in the early 20th century (e.g. establishment of public services, opening of department stores, urban sprawl)	★

4. Socioeconomic context of working-class life

4.1. Living and working conditions

a. Describes the living conditions in working-class neighbourhoods in the late 19th century (e.g. unhygienic conditions, unhealthy housing, pollution and crowding leading to new health problems)	3	★
b. Describes the working conditions in factories in the late 19th century (e.g. six-day workweek of 60 to 70 hours; women and children paid less than men)	3	★
c. Indicates the main method used by workers to improve their working conditions in the second half of the 19th century and the early 20th century: unionization		★
d. Indicates the reaction of the clergy to the establishment of American unions in Québec in the late 19th century and early 20th century: foundation of Catholic unions		★

4.2. Workers' demands

a. Indicates demands made by workers in the first half of the 20th century (e.g. reduction in working hours, prohibition of child labour)	★
b. Indicates demands made by workers between 1945 and 1960 (e.g. wage increases, protection against industrial illnesses)	★
c. Indicates demands made by workers between 1960 and 1980 (e.g. amendments to labour relations legislation, measures to combat social inequality)	★
d. Indicates demands made by workers since 1980 (e.g. protection against inflation, parental leave, improved pension plans, reorganization of work schedules)	★

5. Economic cycles

5.1. Economic indicators

a. Names economic indicators (e.g. gross domestic product, unemployment rate, balance of trade)	★

5.2. Expansion and contraction

a. Gives characteristics of a period of expansion: increase in production, increase in exports, reduction of unemployment	★

b. Gives characteristics of a period of contraction: reduction in production, reduction in exports, increase in unemployment			★

5.3. Depression and recession

a. Names some facts about the economic depression of the 1870s (e.g. precarious financial situation of some banks, increased unemployment)			★
b. Names some facts about the economic depression of the 1930s (e.g. introduction of public works programs, establishment of assistance measures for the unemployed)		3	★
c. Names some facts about recessions since 1970 (e.g. oil price increases, closure of mines and mining towns)			★

6. Economic policies

6.1. Free trade

a. Indicates the solution chosen by United Canada in 1854 to deal with the market problem caused by Great Britain's free trade policies: trade agreement with the United States			★
b. Indicates effects of free trade on Québec's economy (e.g. job losses in certain sectors, increase in exports)			★

6.2. Protectionism

a. Indicates the solution chosen to find new markets for the products of United Canada after the non-renewal of the Reciprocity Treaty: creation of a domestic market			★
b. Indicates the solution chosen to develop the domestic market and Canadian industry in the second half of the 19th century: increasing customs duties after adopting the *National Policy*		3	★

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

Economic development and the social values of equity, justice and solidarity in Québec today

a. Identifies players concerned by economic development (e.g. the government, consumers' associations, employers' and union organizations)			★
b. Indicates measures taken by the government to promote economic development (e.g. granting of subsidies to businesses, establishment of worker training programs, financial support for research and development)			★
c. Indicates measures taken by the government that reflect commitment to the social values of equity, justice and solidarity (e.g. free and universal health care, income redistribution)			★
d. Indicates sources of government revenue (e.g. income tax, profits of Crown corporations)			★
e. Indicates the main items of government expenditure: education, health and social services			★
f. Indicates means used by citizens to make their voices heard concerning the economic decisions of the government (e.g. participating in elections, taking part in public consultations, signing petitions)			★

---

1.   The first occupants were the Amerindians and Inuit.

History and Citizenship Education, Secondary IV

Culture and currents of thought

Culture depends on the major currents of thought that develop in or influence societies. Since the time of the first occupants,[1] Québec's territory and the societies that have settled it have been marked by numerous currents of thought, which have given rise to different forms of cultural expression. Today, these forms of cultural expression make up the cultural heritage of Québec society. Passed from generation to generation by institutions such as the family and the school, this heritage includes objects, practices, customs, works of art, monuments, and so on. The designated focus for the study of the social phenomenon *Culture and currents of thought* is *The influence of ideas on cultural expression*, from the first occupants to the present.

The concepts prescribed by the program are not explained by means of specific statements. It is by using all of the knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: art, **culture**, education, heritage, identity, issue, religion, society, territory.

The table below shows how some historical knowledge has been reorganized.

First occupants		
Program	**Reorganization**	**Progression of learning**
■ Social relationships	This element of knowledge, originally associated with the social phenomenon *Culture and currents of thought*, is studied in Secondary III as part of the social phenomenon *The first occupants.*	Secondary III: *The first occupants* 2.5. Social relationships

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.		

Culture and currents of thought in Québec today

a.	Names currents of thought in Québec today (e.g. Aboriginalism, feminism, nationalism)		★
b.	Gives characteristics of Québec's cultural identity (e.g. French language, values of freedom and equality)		★
c.	Indicates examples of means used to disseminate culture (e.g. literature, theatre, music, sculpture)		★
d.	Indicates examples of means used to transmit culture (e.g. family, educational institutions, media)		★

A. First occupants around 1500

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.		

1. Spirituality

a.	Identifies the main players embodying spirituality among Native peoples: shamans, *Elders*		★
b.	Indicates forms of cultural expression associated with spirituality among Native peoples (e.g. communication with spirits, interpretation of dreams, performance of hunting and healing rituals)		★

2. Relationship with nature

a.	Describes the relationship maintained by Native peoples with nature: an attitude of respect toward nature, with which human beings form a circle of life	3	★

		Year	

b.	Identifies players: hunters, gatherers, women		★
c.	Indicates forms of cultural expression associated with the relationship maintained by Native peoples with nature (e.g. ceremonies at changes of season, association of animal totems with clans)		★

3. Communication and trade

a.	Names one element common to all communication and trade among the Native peoples: the reciprocal relationship based on the gift and the counter-gift		★
b.	Identifies players (e.g. chiefs, council of *Elders*)		★
c.	Indicates forms of cultural expression associated with communication and trade among the Native peoples (e.g. performance of ritual dances, use of drums)		★

B. French régime 1608-1760

★	Student applies knowledge by the end of the school year.	**Year**	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	**3**	**4**

1. Divine right of kings

a.	Gives characteristics of the divine right of kings: monarchs derived their power from God, all power belonged to the monarch		★
b.	Identifies the players who embody the divine right of kings: the king, the governor		★
c.	Indicates forms of cultural expression associated with the divine right of kings (e.g. the appointment of the bishop by the monarch, the Château Saint-Louis, the royal coat of arms with the fleur-de-lys)		★

2. Catholicism

a.	Gives characteristics of Catholicism (e.g. Christian religion, recognition of the authority of the pope)		★
b.	Identifies the players who embody Catholicism: bishops, clergy, religious orders, missionaries, school, family		★
c.	Indicates forms of cultural expression associated with Catholicism (e.g. written documents such as the *Conversion des Sauvages* by Marc Lescarbot, the *Jesuit Relations*, the *Catéchisme du diocèse de Québec*, religious buildings, religious art, regulation of daily life by the religious calendar)		★

3. Independent spirit and adaptability of the *Canadiens*

a.	Identifies players who embody the independent spirit and adaptability of the *Canadiens*: *coureurs des bois*, *habitants*, merchants		★
b.	Indicates forms of cultural expression associated with the independence of the *Canadiens* from the state and the Church (e.g. fur trading without a permit, living in Amerindian territory, resistance to authority such as that related in *Histoire et description de la Nouvelle-France* by Father Charlevoix, *Kalm's Travels in North America*)		★
c.	Indicates forms of cultural expression associated with the adaptability of the *Canadiens* (e.g. construction of houses adapted to the climate, use of birchbark canoes, snowshoes and fur clothing)		★

		Year	

C. British rule 1760-1867

★	Student applies knowledge by the end of the school year.	Year	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Imperialism

		3	4
a.	Gives characteristics of imperialism (e.g. imposition of political structures by a state on other territories, policy of assimilation and acculturation, control of the economy)		★
b.	Identifies players who embody imperialism: the king, the governor		★
c.	Indicates forms of cultural expression associated with imperialism (e.g. *The Quebec Gazette / La Gazette de Québec*, *The History of Emily Montague* by Frances Brooke, the monument Nelson's Column in Montréal, Victoria Square)		★

2. Liberalism

		3	4
a.	Gives characteristics of liberalism (e.g. individual freedom, freedom of expression, freedom of the press, participation in the exercise of political power)		★
b.	Identifies players who embody liberalism (e.g. some British merchants, Louis-Joseph Papineau, the French-Canadian professional bourgeoisie, the *Patriotes*)		★
c.	Indicates forms of cultural expression associated with liberalism (e.g. opinion journals such as *Le Canadien* and *The Vindicator*, the flag of the *Patriotes*, the *Theater Royal* in Montréal, the *Art Association of Montreal,* the Société Saint-Jean-Baptiste)		★

3. Ultramontanism

		3	4
a.	Gives characteristics of ultramontanism (e.g. assertion of the primacy of the Church over the state, rejection of modernism, recognition of the absolute power of the pope)		★
b.	Identifies players who embody ultramontanism (e.g. Monseigneur Bourget, Monseigneur Laflèche, the clergy)		★
c.	Indicates forms of cultural expression associated with ultramontanism (e.g. establishment of the *Œuvre des bons livres* by the Sulpicians, Saint-Jacques-le-Majeur church [Cathédrale Marie-Reine-du-Monde], Pontifical Zouave movement)		★

4. Anticlericalism

		3	4
a.	Gives characteristics of anticlericalism (e.g. opposition to the influence of the church on the state, rejection of clerical intervention in civil society, challenging of traditionalism)		★
b.	Identifies players who embody anticlericalism (e.g. the *Parti rouge*, the Institut canadien de Montréal, Dessaulles)		★
c.	Indicates forms of cultural expression associated with anticlericalism (e.g. the library of the Institut canadien de Montréal, publication of the opinion journal *L'Avenir*, *Lettres sur le Canada* by Arthur Buies)		★

D. Contemporary period 1867 to the present

★	Student applies knowledge by the end of the school year.	Year	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Imperialism

		3	4
a.	Gives characteristics of imperialism (e.g. imposition of political institutions, imposition of one's culture and values on the territories in one's possession)		★
b.	Identifies players who embody British imperialism (e.g. Lord Dufferin, the Orangists, the Imperial Federation League, D'Alton McCarthy)		★
c.	Indicates forms of cultural expression associated with British imperialism (e.g. the statue of Queen Victoria in Victoria Square, First World War recruitment posters, visit of George VI to Québec)		★

2. Capitalism

a. Gives characteristics of capitalism (e.g. private ownership of means of production, focus on profit)	★
b. Identifies players who embody capitalism (e.g. the Montreal Curb Market, banks, John Redpath, multinationals)	★
c. Indicates forms of cultural expression associated with capitalism (e.g. the Sun Life building, the Dominion Corset building, Saint-Roch neighbourhood in Québec City and Saint-Henri neighbourhood in Montréal)	★

3. Socialism

a. Gives characteristics of socialism (e.g. collective ownership of the means of production, primacy of general over individual interests)	★
b. Identifies players who embody socialism (e.g. the Cooperative Commonwealth Federation, Albert Saint-Martin)	★
c. Indicates forms of cultural expression associated with socialism (e.g. election posters of the Labour-Progressive Party, the Ligue de défense ouvrière / Canadian Labor Defense League, Lea Roback's Marxist bookstore)	★

4. Agriculturism

a. Gives characteristics of agriculturism (e.g. promotion of rural life, primacy of traditional values such as the French language and Catholic religion, rejection of the industrial world)	★
b. Identifies players who embody agriculturism (e.g. Curé Labelle, Mercier, Monseigneur Courchesne)	★
c. Indicates forms of cultural expression associated with agriculturism (e.g. *Un homme et son péché* by Claude-Henri Grignon, *La Bonne chanson* by Abbé Charles-Émile Gadbois, the Agricultural Merit award)	★

5. Nationalisms

a. Defines nationalism: an ideology that claims that a community with shared characteristics forms a nation	★

5.1. Canadian nationalism

a. Gives characteristics of Canadian nationalism (e.g. pride in membership in the British Empire, financial and military support for the British Empire)	★
b. Identifies players who embody Canadian nationalism (e.g. Laurier, the Canada First movement)	★
c. Indicates forms of cultural expression associated with Canadian nationalism (e.g. the Canadian Red Ensign, the creation of the Canadian navy, Wilfrid Laurier's prediction that the twentieth century would belong to Canada)	★

5.2. French Canadian nationalism

a. Gives characteristics of French Canadian nationalism (e.g. attachment to the French language, attachment to the Catholic religion, distance maintained with the British Empire)	★
b. Identifies players who embody French Canadian nationalism (e.g. Henri Bourassa, Lionel Groulx, the Bloc populaire)	★
c. Indicates forms of cultural expression associated with French Canadian nationalism (e.g. the speech given by Honoré Mercier at the Champ de Mars, *L'appel de la race* by Lionel Groulx, the newspaper *Le Nationaliste* and the magazine *L'Action nationale*)	★

5.3. Québec nationalism

a. Gives characteristics of Québec nationalism (e.g. safeguarding of the French language, respect for areas of provincial jurisdiction, affirmation of the distinct character of Québec society)	★
b. Identifies players who embody Québec nationalism (e.g. Duplessis, René Lévesque, the newspaper *Le Jour*)	★
c. Indicates forms of cultural expression associated with Québec nationalism (e.g. stage shows such as *Poèmes et chants de la résistance* and *L'Osstidcho*, the publication *Égalité ou indépendance* by Daniel Johnson, the manifesto *Option Québec* by René Lévesque)	★

6. Secularism			
a. Gives characteristics of secularism (e.g. non-denominational character of public institutions, limiting religious life to the private sphere)	3	★
b. Identifies players who embody secularism (e.g. Paul-Émile Borduas, the École sociale populaire)		★
c. Indicates forms of cultural expression associated with secularism (e.g. *Les demi-civilisés* by Jean-Charles Harvey, the *Manifeste du Refus global*, *Cité libre*)		★
7. Cooperatism			
a. Gives characteristics of cooperatism (e.g. sharing of resources, division of any surplus between the members)		★
b. Identifies players who embody cooperatism (e.g. Alphonse and Dorimène Desjardins, the Union catholique des cultivateurs, Esdras Minville)		★
c. Indicates forms of cultural expression associated with cooperatism (e.g. the *Cooperative Syndicates Act (1906),* the Ligue ouvrière catholique, *Le Coopérateur agricole*)		★
8. Fascism			
a. Gives characteristics of fascism (e.g. cult of the leader, single party, ethnic nationalism)		★
b. Identifies players who embody fascism (e.g. the Parti national social chrétien, Adrien Arcand, the Blue Shirts)		★
c. Indicates forms of cultural expression associated with fascism (e.g. the fresco by Guido Nincheri in Notre-Dame-de-la-Défense church in Montréal, anti-Semitic posters, *La Clé du mystère* by Adrien Arcand)		★
9. Feminism			
a. Gives characteristics of feminism (e.g. demands for recognition of women's rights, sexual equality)	3	★
b. Identifies players who embody feminism (e.g. Nellie McClung, the Canadian Research Institute for the Advancement of Women, the Conseil du statut de la femme)		★
c. Indicates forms of cultural expression associated with feminism (e.g. the Montréal Local Council of Women, the magazine *La Vie en rose*, the film *Le temps de l'avant* by Anne Claire Poirier)		★
10. Americanism			
a. Gives characteristics of Americanism (e.g. fascination with the American way of life, admiration for freedom, individualism and economic success)	3	★
b. Identifies players who embody Americanism (e.g. large corporations, Howard Hughes, Ed Sullivan, Oscar Peterson)		★
c. Indicates forms of cultural expression connected with Americanism (e.g. advertising, fast food, Hollywood movies, jazz)		★
11. Neoliberalism			
a. Gives characteristics of neoliberalism (e.g. free markets, individual responsibility, reduction in state intervention in areas of public life)		★
b. Identifies players who embody neoliberalism (e.g. multinationals, financial circles, political parties)		★
c. Identifies movements that oppose neoliberalism: global justice movement, social economy movements		★
12. Aboriginalism			
a. Gives characteristics of Aboriginalism (e.g. preservation of Native culture, protection for Native languages)		★
b. Identifies players who embody Aboriginalism (e.g. Samian, Élisapie Isaac, Jean-Luc Hervieux, Alanis Obomsawin, Bernard Assiniwi)		★
c. Indicates forms of cultural expression associated with Aboriginalism (e.g. the Innu Nikamu festival, *Le Peuple invisible* by Richard Desjardins and Robert Mondérie, the First Peoples festival, Inuit throat singing)		★

		Year	
★	Student applies knowledge by the end of the school year.	**3**	**4**
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.		

Protection of the cultural heritage and cultural homogenization in Québec today

		3	4
a.	Defines cultural heritage: the shared heritage of a community that is transmitted from one generation to the next, including language, values, social norms, buildings with a historical or artistic interest, artefacts		★
b.	Indicates elements of culture in Québec society that constitute a heritage from the past (e.g. forms of cultural expression associated with the spirituality of the Native peoples, institutions such as the Catholic church, parishes, the French language, *The Gazette*, Cathedral of the Holy Trinity in Québec City)		★
c.	Indicates means used by the state to preserve Québec's cultural heritage (e.g. pass legislation, grant subsidies, classify or recognize historical monuments)		★
d.	Indicates effects of economic globalization on national cultures (e.g. broader access to cultural diversity, the homogenization of cultures and lifestyles)		★

1. The first occupants were the Amerindians and Inuit.

History and Citizenship Education, Secondary IV

Official power and countervailing powers

In Québec today, the government exercises power through the National Assembly. From New France to the present, interest groups have influenced the decisions of the state and helped transform society. These groups, which have their roots in civil society, defend both public and private interests. The designated focus for the study of the social phenomenon *Official power and countervailing powers* is *The relationship between interest groups and official power*, from the French régime to the present.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: influence, institution, interest, issue, **power,** rights, society, state, territory.

The table below shows how some historical knowledge has been reorganized.

British rule		
Program	**Reorganization**	**Progression of learning**
■ Relations between Church and state	This element of knowledge, originally associated with the social phenomenon *Demands and struggles in the British* colony, has been moved to Secondary IV.	Secondary IV: *Official power and countervailing powers* 1. Power relations between Church and state
■ Power relations between the legislative assembly and the governor ■ Power relations between the *Patriotes* and the governor ■ Power relations between the *Reformers* and the governor	Elements of knowledge included in Section 3.	Secondary IV: *Official power and countervailing powers* 3. Power relations between the legislative assembly and the governor
■ Relations with the Native peoples	This element of knowledge, originally associated with the social phenomenon *The change of empire*, has been moved to Secondary IV.	Secondary IV: *Official power and countervailing powers* 4. Power relations between the Native peoples and the British authorities

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4
Official power and countervailing powers in Québec today			
a. Names the institution that exercises legislative power in Québec's political structure: the National Assembly			★
b. Identifies interest groups in Québec society (e.g. unions, environmental groups, feminist movement groups)			★
c. Indicates means used by interest groups to defend their demands (e.g. use of media placement, organization of demonstrations, exercise of the right to strike, participation in parliamentary committee hearings)			★
d. Indicates subjects of debate between interest groups and official power (e.g. fiscal policies, the environment, union demands)			★

A. French régime
1608-1760

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Power relations between the Amerindians and the administrators of the colony			
	a. Identifies players who embody power relations between the Amerindians and the administrators of the colony (e.g. governors, the Innu, the Iroquois)		★
	b. Indicates demands made by Amerindians (e.g. military support against their enemies, European products, especially rifles)		★
	c. Indicates means used by Amerindians to influence the decisions of the colonial administrators (e.g. declare war, supply furs)		★
	d. Indicates effects of power relations between the administrators of the colony and the Amerindians (e.g. Champlain's expedition against the Iroquois on the rivière Richelieu, signing of the Great Peace of Montréal, French use of Amerindian customs in diplomacy, ongoing military presence in the territory of the colony)		★
2. Power relations between the administrators of the colony and the mother country			
	a. Identifies players who embody power relations between the administrators of the colony and the mother country (e.g. Company of One Hundred Associates, Talon, the Minister of the Marine)		★
	b. Indicates demands made by the administrators of the colony: financial resources, military resources		★
	c. Indicates the main means used by the administrators of the colony to influence the decisions of the mother country: exchange correspondence, draft briefs		★
	d. Indicates effects of power relations between the administrators of the colony and the mother country (e.g. publication of orders and edicts, submission to French authority in the colony, little economic diversification in the colony)		★
3. Power relations between Church and state			
	a. Identifies players who embody power relations between Church and state (e.g. king, Monseigneur de Laval, Frontenac)		★
	b. Indicates one demand made by the Church: prohibition on trading alcohol		★
	c. Indicates means used by the Church to influence the decisions of the state (e.g. complaining to the king about the actions of some governors, making a commitment to convert more Amerindians)		★
	d. Indicates effects of the power relations between the Church and the state (e.g. alliance to impose public order in the colony, revocation of governors D'Avaugour and Frontenac, prohibition on performing Molière's comedy *Tartuffe*, granting of seigneuries to religious communities)		★

B. British rule
1760-1867

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Power relations between Church and state			
	a. Identifies players who embody power relations between the Church and the state: king, bishops, governors		★
	b. Indicates demands made by the Church: appointment of a Catholic bishop, collection of tithes		★
	c. Indicates the means used by the Church to influence the decisions of the state: submitting requests to the king		★
	d. Indicates effects of the power relations between the Church and the state (e.g. appointment of a Superintendant of the Catholic Church in Canada; suggestion by Monseigneur Lartigue that the population of Lower Canada should submit to British authority during the *Rebellions*)		★

2. Power relations between British merchants in the colony and the governor		
a. Identifies players who embody power relations between British merchants in the colony and the governor: the king, Governor Murray, Montrealers, members of the legislative assembly		★
b. Indicates demands made by British merchants: discontinuation of the concessions made to the *Canadiens* by the first governors, restoration of *Habeas corpus*, abolition of taxes on trade		★
c. Indicates means used by British merchants to influence the decisions of the governor (e.g. writing petitions, writing to opinion journals such as the *Quebec Mercury* and the *Montreal Gazette)*		★
d. Indicates effects of the power relations between British merchants and the governor (e.g. maintenance of taxes on trade, recall of Governor Murray by London)		★
3. Power relations between the legislative assembly and the governor		
a. Identifies players who embody power relations between the legislative assembly and the governor: Papineau, Gosford, W. L. Mackenzie, Elgin, members of the assembly, political parties such as the Parti canadien, the Tory Party, the Parti patriote		★
b. Indicates demands made by the *Patriotes* and Reformers: responsible government, control over the budget, election of members of the legislative council	3	★
c. Indicates means used by the legislative assembly to influence the decisions of the governor: adopting a resolution on the free choice of language when tabling bills, adopting the *92 Resolutions*, refusing to pass the budget		★
d. Indicates means used by the *Patriotes* and Reformers to influence the decisions of the governor: asking the population to boycott British products, forming an alliance with Reformers in Upper Canada, organizing public assemblies		★
e. Indicates effects of the power relations between the legislative assembly and the governor (e.g. dissolution of the legislative assembly, application of responsible government)		★
f. Indicates effects of the power relations between the *Patriotes*, the Reformers and the governor (e.g. closing of opinion journals, the *Rebellions*, intervention by the army, the hanging of *Patriotes*, the call to Baldwin and Lafontaine to form a government)		★
4. Power relations between the Native peoples and the British authorities		
a. Identifies players who embody power relations between the Amerindians and the British authorities (e.g. Pontiac, Le Grand Sauteux, Amherst, Governor Murray)		★
b. Indicates Amerindian demands (e.g. financial compensation for lost territory, recognition of their rights)		★
c. Indicates the main means used by the Amerindians to influence the decisions of the British authorities after the Treaty of Paris (1763): revolting		★
d. Indicates effects of the power relations between the Amerindians and the British authorities (e.g. the establishment of a policy of assimilation starting in 1830, the creation of *reserves*)		★

C. Contemporary period
1867 to the present

★	Student applies knowledge by the end of the school year.	Year	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4

1. Power relations between Church and state		
a. Identifies players who embody power relations between Church and state (e.g. Monseigneur Laflèche, Boucher de Boucherville, the Duplessis government, Frère Untel [Jean-Paul Desbiens])		★
b. Indicates demands made by the Church (e.g. the colonization of new regions, amendments to the bill concerning the creation of a department of education)		★
c. Indicates means used by the Church to influence decisions by the state (e.g. found Catholic unions, support strikers in some circumstances)		★
d. Indicates effects of power relations between the Church and the state (e.g. the colonization of new regions, the refusal to give women the right to vote)		★
2. Power relations between financial circles and the state		
a. Identifies players who embody power relations between financial circles and the state (e.g. the Canadian Pacific Railway, J. A. Macdonald, electricity trusts)		★

	b. Indicates demands made by financial circles (e.g. income tax reductions, subsidies, easing of regulations)		★
	c. Indicates means used by financial circles to influence decisions by the state (e.g. contributing, at certain times, to the funding of political parties, constituting lobby groups)		★
	d. Indicates effects of power relations between financial circles and the state (e.g. nationalization of hydroelectric companies, creation of Crown corporations for economic purposes, passage of the *Act to govern the financing of political parties*)		★
3.	**Power relations between Native peoples and the state**		
	a. Identifies players who embody power relations between Native peoples and the state (e.g. Riel, the Assembly of First Nations of Québec and Labrador, the governments of Canada and Québec)		★
	b. Indicates demands made by the Native peoples (e.g. respect for Native and treaty rights, political autonomy)		★
	c. Indicates means used by the Native peoples to influence decisions by the state (e.g. forming a provisional government at Red River, addressing protests to the United Nations, breaching the peace)		★
	d. Indicates effects of power relations between the Native peoples and the state (e.g. the hanging of Riel and eight Amerindians, the end of the official policy of assimilation, the signing of the James Bay and Northern Québec Agreement)		★
	e. Indicates the principles of the *Paix des Braves*, signed by the Cree people and the Québec government (e.g. partnership based on trust and mutual respect for land development, compliance with the principles of sustainable development and the traditional lifestyle)		★
4.	**Power relations between unions and the state**		
	a. Identifies players who embody power relations between unions and the state (e.g. the Knights of Labour, Monseigneur Charbonneau, the Confédération des travailleurs catholiques du Canada/Canadian Catholic Confederation of Labour, labour confederations)		★
	b. Indicates demands made by the union movements (e.g. prohibition of child labour, deduction of union dues at source, reconciliation of work and family life)	3	★
	c. Indicates means used by union movements to influence decisions by the state (e.g. testifying before the Royal Commission on the Relations of Labor and Capital, forming a common front, publishing the *Manifeste des grévistes*)		★
	d. Indicates effects of power relations between union movements and the state (e.g. recognition of labour associations, intervention by the provincial police during labour conflicts, passage of the *Act respecting labour standards*)	3	★
5.	**Power relations between feminist groups and the state**		
	a. Identifies players who embody power relations between feminist groups and the state (e.g. suffragettes, the Fédération des femmes du Québec, Éva Circé-Côté, Adélard Godbout)		★
	b. Indicates demands made by the feminist groups (e.g. right to vote, implementation of a public daycare policy)	3	★
	c. Indicates means used by feminist groups to influence decisions by the state (e.g. calling for a strike at Dupuis Frères (1952), organizing the march *Du pain et des roses*)		★
	d. Indicates effects of power relations between feminist groups and the state (e.g. passage of the *Women's Minimum Wage Act*, appointment of women to the boards of directors of Crown corporations, introduction of provisions on maternity leave into the *Act respecting labour standards*)	3	★
6.	**Power relations between the media and the state**		
	a. Identifies players who embody power relations between the media and the state (e.g. André Laurendeau, *L'Action catholique*, Claude Ryan, *The Gazette*)		★
	b. Indicates the main roles played by the media: informing the population, conducting investigations		★
	c. Indicates demands made by the media (e.g. access to government information, protection of sources of information)		★
	d. Indicates means used by the media to influence decisions by the state (e.g. maintaining a presence in the press gallery, broadcasting reports)		★
	e. Indicates effects of power relations between the media and the state (e.g. passage of legislation on censorship, recognition of freedom of the press, passage of the *Act respecting access to documents held by public bodies and the protection of personal information*)		★

7. Power relations between linguistic groups and the state		
a. Identifies players who embody power relations between linguistic groups and the state (e.g. the Société Saint-Jean-Baptiste, Alliance Québec, the governments of Canada and Québec)		★
b. Indicates demands made by linguistic groups (e.g. recognition of the primacy of the French language in Québec, amendments to the rules for commercial signs)		★
c. Indicates means used by linguistic groups to influence decisions by the state (e.g. challenging sections of language laws, organizing demonstrations, taking cases to court)		★
d. Indicates effects of power relations between linguistic groups and the state (e.g. creation of the Office de la langue française, imposition of a percentage of French-language content for radio and TV broadcasts, passage of language laws)		★
8. Power relations between nationalist movements and the state		
a. Identifies players who embody power relations between nationalist movements and the state (e.g. the Ligue pour la défense du Canada, Henri Bourassa, René Lévesque, Trudeau)		★
b. Indicates demands made by nationalist movements (e.g. a change in the political status of Québec, passage of laws to protect the French language)		★
c. Indicates means used by nationalist movements to influence decisions by the state (e.g. organizing Les États généraux du Canada français, founding political parties, organizing demonstrations)		★
d. Indicates effects of power relations between nationalist movements and the state (e.g. the holding of a plebiscite on conscription for service overseas, application of the *War Measures Act* during the October Crisis, the holding of referendums, passage of the *Clarity Act*)		★
9. Power relations between environmentalist groups and the state		
a. Identifies players who embody power relations between environmentalist groups and the state (e.g. Frédéric Back, the Regroupement des conseils régionaux de l'environnement, the Assembly of First Nations of Québec and Labrador)		★
b. Indicates demands made by environmentalist groups (e.g. protection of fauna and flora, ratification of and compliance with international agreements)		★
c. Indicates means used by environmental groups to influence decisions by the state (e.g. orchestrating media events, participating in international summits, founding a political party)		★
d. Indicates effects of power relations between environmental groups and the state (e.g. adoption of regulations to protect the environment, organization of awareness-raising campaigns, creation of Québec's Ministère de l'Environnement)		★
10. Power relations between movements for social justice and the state		
a. Identifies players who embody power relations between movements for social justice and the state (e.g. the Church, the École sociale populaire, community groups, municipalities)		★
b. Indicates demands made by movements for social justice (e.g. fair distribution of wealth, social housing programs)		★
c. Indicates means used by movements for social justice to influence decisions by the state (e.g. publishing the *Programme de restauration sociale*, organizing demonstrations, drafting petitions)		★
d. Indicates effects of power relations between movements for social justice and the state (e.g. establishment of social solidarity programs, construction of social housing)		★
11. Federal-provincial power relations		
a. Identifies players who embody federal-provincial power relations (e.g. the Parti national led by Honoré Mercier, Trudeau, René Lévesque, the Bélanger-Campeau Commission)		★
b. Indicates demands made by the provinces (e.g. respect for areas of jurisdiction, changes to the equalization system)		★
c. Indicates means used by the provinces to influence the decisions of the federal government (e.g. holding interprovincial conferences, launching negotiations, signing agreements, taking part in federal-provincial meetings such as the Victoria Conference)		★
d. Indicates effects of power relations between the provinces and the federal government (e.g. overlapping of certain programs, instances of federal intervention in areas of provincial jurisdiction)		★

		Year	
★	Student applies knowledge by the end of the school year.	**Year**	
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	**3**	**4**

Particular interests and the common interest in social choices in Québec today		
a.	Indicates the main means used by the state to intervene in public life: passing legislation, controlling public expenditure, collecting taxes	★
b.	Identifies interest groups that promote particular interests in Québec (e.g. financial circles, environmental groups, union organizations, employers' associations)	★
c.	Indicates demands of interest groups affected by state intervention in areas of public life (e.g. passage of laws and regulations, granting of funding)	★

History and Citizenship Education, Secondary IV

An issue in society today

The last social phenomenon studied allows students to address an issue in society today that is being or has recently been debated. This social phenomenon therefore differs from the social phenomenon *Issues in Québec society since 1980* studied in Secondary III. The teacher or the students must determine whether the issue studied will be political, economic, social or environmental. It is important that the issue selected be different from the issues studied in Secondary III. The designated focus for the study of the social phenomenon *An issue in society today* is A*ddressing an issue and making social choices*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of knowledge related to the social phenomenon studied that students develop their understanding of the following concepts: culture, economy, population, power, public sphere, **society**, rule of law, **territory**.

		Year	
★	Student applies knowledge by the end of the school year.		
3	The figure **3** indicates that some knowledge related to this learning was addressed in Secondary III.	3	4
1. The issue in society today			
a. Indicates the aspect of society connected with the issue examined: political, economic, social or environmental			★
b. Names some facts related to the issue studied			★
2. Participation in social debates			
a. Names principles and values underlying social debates: equality, freedom, representativity			★
b. Indicates means used to debate the issue studied			★
c. Identifies players concerned by the issue studied and by social debates			★
d. Indicates positions of players concerned by the issue studied and by social debates			★
e. Justifies his/her opinion concerning the issue studied			★