

## Secondary Curriculum Connections – Quebec

### LESSON 1

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective – use chronological reference points; geographical locations
- Interpret social phenomenon using an historical perspective – examine concept of continuity and change/focus on facts, actions, causes and consequences associated with different governments
- Strengthen his/her experience of citizenship – show concern for the beliefs, attitudes and values of the period/reflect on social phenomenon
- Make connections between own experiences and others in the world – recognize elements of shared identity

Cycle II — Secondary (Secondary V) Contemporary World:

- Interpret a contemporary world problem – e.g., existing dictatorships
- Take a position on a contemporary world problem — express a well-founded opinion/consider the media treatment of the issue/identify possible solutions

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes: short story/comic strip regarding dictatorship

### LESSON 2

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/establish relationships between different aspects of social phenomenon
- Interpret social phenomenon using an historical perspective/construct informed viewpoint using cause and effect
- Strengthen his/her experience of citizenship/discuss student summaries of countries that are fighting for the right to vote

Cycle II — Secondary (Secondary V) Contemporary World:

- Interpret a contemporary world problem (e.g., countries without minority rights)
- Take a position on a contemporary world problem/express a well-founded opinion regarding rights vs. responsibilities/consider the media treatment of the issue/identify possible solutions
- Share points of view and accommodate other's

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes (e.g., summaries, journal entries)

### **LESSON 3**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/understand origins of 3 levels of government
- Interpret social phenomenon using an historical perspective/research origins
- Strengthen his/her experience of citizenship/study Government of Canada website — [www.gc.ca](http://www.gc.ca) • Elections Canada — [www.elections.ca](http://www.elections.ca)

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes (e.g., answers to news story questions)

### **LESSON 4**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/research origins of federal parties
- Interpret social phenomenon using an historical perspective/understand relationships among different aspects of parties
- Strengthen his/her experience of citizenship/create own federal party

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes

## **LESSON 5**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/recognize commonalities, differences of candidates
- Interpret social phenomenon using an historical perspective/study past and present candidates, issues
- Strengthen his/her experience of citizenship/make informed choice for 'best' candidate

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes

## **LESSON 6**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/media texts have often contained more than one message
- Interpret social phenomenon using an historical perspective/study various advertisements over the years/influence/familiar images, signs and symbols
- Strengthen his/her experience of citizenship/share research

Cycle II — Secondary (Secondary V) Contemporary World:

- Interpret a contemporary world problem/unethical media messages
- Take a position on a contemporary world problem/informed choice

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes

## **LESSON 7**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/engage in collaborative explanations
- Interpret social phenomenon using an historical perspective/understand history of voting, relevance to today
- Strengthen his/her experience of citizenship/participate in Student Vote

Cycle II — Secondary (Secondary V) Contemporary World:

- Interpret a contemporary world problem/research undemocratic countries
- Take a position on a contemporary world problem/informed decision making

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes

### **LESSON 8**

Cycle II — Secondary (Secondary III-IV) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/compare and contrast past elections with present
- Interpret social phenomenon using an historical perspective/graphical and informational texts
- Strengthen his/her experience of citizenship/reflect upon learning, transfer of learning

Cycle II — Secondary (Secondary III-V) English Language Arts:

- C.3 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C.4 — Write for personal and social purposes

Cycle II — Secondary (Secondary III-IV) Math, Science and Technology:

- Use a computer (graphics and spreadsheet software as well as simulations)
- Sources of bias – Data
- Qualitative variable
- Discrete or continuous quantitative variable
- Table: characteristics, frequencies
- Reading graphs: bar graphs, broken-line graphs, circle graphs
- Arithmetic mean
- Range Processes Processing Data From Statistical Reports