Course
Cultural Traits of Québec Society
SST-P121-2
Presecondary

Presentation of the Course *Cultural Traits of Québec Society*

The course *Cultural Traits of Québec Society* is designed to help adult learners deal competently with real-life situations in which they discover the cultural dimensions of Québec society.

It prepares them to recognize different expressions of Québec's cultural identity.

By the end of the course, adult learners are capable of sharing their representation of their community using cultural references such as language, the diversity of lifestyles or our natural and man-made heritage.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.

Class of Situations Addressed by the Course

This course addresses a single class of situations: *Discovering the cultural traits of Québec society*.

By definition, being a citizen means being part of a group, a community or a social, political or cultural entity. Adult learners who discover the cultural traits of Québec society gain a better understanding of their community and develop their sense of belonging to it.

This class includes real-life situations in which adult learners become involved in their sociocultural environment. Their involvement in various social activities, cultural visits and regional events enables them to become more familiar with the traits of the society in which they live. This exploration enables them to identify important cultural dimensions of Québec society. It helps them develop a representation of cultural phenomena so that they can understand their importance in determining cultural identity.

Class of Situations	Examples of Real-Life Situations
Discovering the cultural traits of Québec society	- Cultural visits - New environments - Social activities - Tourism - Regional and provincial events - Rallies - Festivals - Celebrations

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
▪ Identifying human actions across Québec	▪ Observes the territorial divisions of Québec ▪ Locates his/her region within Québec as a whole ▪ Observes the influence of geographic factors on the social and demographic organization of his/her region ▪ Compares the urban and rural regions of Québec ▪ Observes the lifestyles specific to different regions of Québec
▪ Recognizing the distinctive cultural traits of Québec society	▪ Identifies the language and heritage of his/her region and of Québec in general ▪ Values heritage assets ▪ Identifies the cultural traits of Québec ▪ Identifies cultural activities in his/her community ▪ Discusses their impact on the community

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

Class of Situations
Discovering the cultural traits of Québec society

Categories of Actions
▪ Identifying human actions across Québec ▪ Recognizing the distinctive cultural traits of Québec society

Operational Competencies

Communicates

- Gathers information
- Presents a coherent picture

Acts methodically

- Plans his/her research
- Organizes information
- Selects cultural traits
- Proceeds step by step
- Evaluates his/her research

Essential Knowledge

- Road maps
- Geographic and thematic maps
- Collective identity
- Cultural traits

End-of-Course Outcomes

In order to deal with the class of situations *Discovering the cultural traits of Québec society*, adult learners adopt an exploratory approach in which they use road maps, geographic maps and thematic maps to find evidence of human actions across Québec and recognize the distinctive cultural traits of Québec society.

During the process, they learn about significant elements and our collective representation of the environment. They structure their approach by planning their research and organizing the information gathered. They proceed step by step and use historical or geographic references to select cultural traits such as land use planning, the natural and man-made heritage, customs, traditions and art in order to explain and construct their representation. They evaluate their research on an ongoing basis.

At the end of the process, they share their representation of certain traits as expressions of collective identity, as well as their observations, by presenting a coherent picture based on the cultural traits selected.

Evaluation Criteria

- ▪ Methodically identifies evidence of significant human actions across Québec
- ▪ Gives a coherent presentation of the distinctive cultural traits of Québec society

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Acts methodically.*

Contribution of the Operational Competency *Communicates*
The operational competency *Communicates* enables adult learners to gather information, share ideas and the cultural traits of Québec society they have discovered, and gain a better understanding of cultural phenomena. During the process, they learn about the cultural dimensions of their community and their usefulness for constructing their own representation of their cultural environment. They present a coherent picture of their representation based on actual references.

Contribution of the Operational Competency *Acts methodically*
The operational competency *Acts methodically* enables adult learners to organize the cultural traits they discover in a meaningful manner. Adult learners who act methodically plan their research and select one or more cultural traits to explore in greater depth. They organize the information gathered and proceed step by step, taking the teacher's instructions into account. They evaluate their research on an ongoing basis.

Essential Knowledge

Road maps

- Legends

- Transportation corridors

- Spatial organization: towns and cities

Geographic and thematic maps

- Legends (natural and man-made heritage)

Collective identity

- Role of cultural traits

Cultural traits
(References)

- Demographics

- Languages (official and spoken)

- Secularism (public space)

- Natural and man-made heritage (definition and examples)

- Lifestyles (rural, urban, customs, traditions, art)

Attitudes

The following attitude is provided as a suggestion only. The development of this attitude can help adults to become more competent in dealing with the real-life situations in this course.

Open-mindedness
To communicate effectively, adults must show open-mindedness in their relationships with other members of the community. This attitude enables them to engage in a fruitful exchange of information and to gain access to a variety of cultural expressions of Québec society. It creates a climate of trust, which is of benefit to all members and supports discussion and sharing of ideas pertaining to cultural issues.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
- Museums - Heritage sites - Tourist offices - Seniors' committees - Citizens' committees	- Tourist guides - Road and thematic maps - Geographic maps - Atlas - Artistic and literary works - Radio and television programs - Popular music

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages
Program of Study: *English, Language of Instruction*   Course (Secondary): *Enjoyment and Entertainment I*   ▪ Categories of actions related to the class of situations *Using language to explore Québec and Canadian cultural expression*

Subject Area: Mathematics, Science and Technology
Program of Study: *Computer Science*   ▪ Finding information on the Internet

Andragogical Context

Although all adults living in Québec are an integral part of its cultural reality, they may not necessarily pay much attention to it. The course *Cultural Traits of Québec Society* is intended to raise adult learners' awareness of their cultural environment. They are asked to construct a representation of their community, focusing on cultural traits that define Québec society (language, demographics, secular nature of institutions). To this end, they must recognize the different sources of information available, decode the information gathered and discuss it with their peers. They make choices and discuss them with others. They present the results of their research based on the selected cultural traits. They may include photographs or other visual aids in their presentation. This course helps adult learners develop the ability to question, explore, analyze and participate actively in their own learning.

The teacher accompanies the adult learners in their discoveries. Although he or she presents occasional content to guide the learners or to review prior learning, the learners themselves are responsible for their own learning. With the teacher's advice, they take charge of their research. They plan their own presentation as much as possible. What do they want to tell people about the cultural traits of their community? They must make choices and explain them to others, focusing on the elements they deem important. Having them form opinions and share the things they believe are important places them at the centre of the learning process and provides motivation.

The resources used to support learning may vary depending on the region. For regions without access to museums, the Internet provides access to photographs and audio-visual resources. Seniors can also provide a wealth of information, as can the natural and man-made heritage. It is often a question of rediscovering human and material resources available in the community.

Throughout the learning process, the teacher pays attention to the adult learners' choices and reasoning. He or she may guide their research, reflection and methodology. He or she supervises each step and validates the adult learners' results. He or she moderates discussions and ensures that the learners demonstrate tolerance and respect for others. He or she must be sensitive to potentially discriminatory statements.

This introduction to cultural traits should spark adult learners' interest in their own identity, that of the people around them and that of the ethnic communities that make up Québec society.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Discovering Their Community

The real-life situation selected from the class *Discovering the cultural traits of Québec society* involves adapting to a new environment. The adult learners may have to welcome new people who have had to move to a different neighbourhood or region or enroll in a new education centre, and need to become familiar with their new environment. They will be asked to share certain cultural traits of the community with their peers.

In this course, adult learners are asked to participate in a welcoming activity for new students in their centre. They look for cultural dimensions they would like to share with them. They identify significant human actions throughout Québec and sociocultural traits specific to their environment. The goal of the learning situation is to introduce adult learners and their peers to elements of the community that they are unfamiliar with or have forgotten. They appeal to the operational competencies *Communicates* and *Acts methodically* to accomplish the task.

The teacher discusses with the adult learners what they deem important about their community and its history, geography or customs. A brainstorming session could help them identify important elements. In the first learning activity, the teacher gives an informal lecture on major cultural traits (e.g. language, lifestyles, demographics). Adult learners do preliminary research on their community and identify one or more cultural traits. In groups, they discuss what they know, define the aspects to be investigated and draw up a research plan. They can also do this individually, but in either case the teacher should validate their choices and help them obtain the most useful sources of information.

Adult learners identify the material and social resources that are available and relevant to their presentation of a cultural portrait. They may consult tourist guides or audio-visual material and refer to their knowledge of history and geography in order to identify and explain the cultural dimensions they wish to present. They can do this in a workshop, in the computer lab or at the library. The teacher provides a blank map for the adults to locate the region they want to talk about. Once they have made their choices, the teacher gives a lecture on certain geographic characteristics, giving adult learners a first glimpse of their community. Then, using road maps and working in groups, the adults learn to recognize the territorial boundaries and find their way around.

After learning to use a map to find a location and identifying the sociocultural traits they would like to explore, the adult learners gather the information they need to prepare their presentation. They discuss different points of view with their peers to confirm their understanding of the cultural traits selected. If needed, they gather additional information.

After ensuring that they have all the information required to present the different aspects of the cultural traits they selected, the adult learners organize their information and plan the steps of their presentation. They make sure to stay within the time allotted and decide whether or not to use visual aids. Once they have gathered all the necessary materials, they can go through a trial run with one or more of their peers to verify that everything is in order.

During the welcoming activity for new students, they give an oral presentation, using visual aids if necessary, of one or more cultural

dimensions. After their presentation, they review their research with the teacher and their peers and identify areas that call for improvement.

By the end of this learning situation, adults will be able to locate their own community on a map and discuss its different cultural dimensions.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Discovering the cultural traits of Québec society

Learning Situation
Discovering Their Community

Categories of Actions

- Identifying human actions across Québec
- Recognizing the distinctive cultural traits of Québec society

Operational Competencies	Essential Knowledge
- Communicates - Acts methodically	- Road maps - Geographic maps - Cultural traits (depending on the adult learner's choice)

Complementary Resources

- Maps - Atlas - Tourist guides	- Historic and cultural sites - Radio and television programs