

Descriptor Tables

Instructions for use

These tables are a faithful reproduction of the lists of descriptors.

Their purpose is

- to provide a more legible presentation of these lists, allowing the user to move quickly from a global view (the first page/s, yellow background) to a more detailed one (the rectangles / trapeziums with a green background) or to even more detailed information (the “stars” which can be found on the pages with a green background and which correspond to sub-categories of the rectangles / trapeziums which can be found above them);
- to add, “intuitively”, complementary information about the scholastic (or pre/post scholastic) “levels” which would seem to be the best moment to implement the teaching activities which will help the learner construct the resources indicated in the table.¹

This information is indicated by 1) the position of these elements on the left-right axis; 2) the shape given to the rectangles / trapeziums, which is an indication of the degree of insistence one may give, at each scholastic level, to the activity suggested: in this way, a trapezium which is opening out towards the right indicates that there will be a growing insistence on this resource as the learner advances; on the other hand, a trapezium which is tapering off towards the right indicates the opposite. Rectangles indicate that the particular resource deserves a constant insistence as the learner progresses.

The information about scholastic levels and the insistence which is to be accorded to each level should only be considered as **approximative**. It is to be taken as a suggestion, to be interpreted according to the experience and the context of each individual user. This information is meant only to serve as a guideline, suggesting ‘*landmarks*’ across the learner’s scholastic progression.

One should note in particular:

- that the indication of a “point of departure” (that is, the beginning of a rectangle or a trapezium) does not mean that one cannot start earlier with certain learners;
- the indication of the “end” (the right-hand side of a rectangle / trapezium) does not indicate that it is now too late to attempt to develop this resource! There is nothing to stop the teacher from starting and it is never too late to contribute to the education of the learner.
- the “stars” simply indicate the moment which seems to be the best fit, but that this moment must always be considered within the progression indicated by the rectangle / trapezium which overhangs the “star”.

On a more practical level, the user of this tool will need:

- a pdf version of each table (Knowledge, Skills and Attitudes), either in hard or soft copy
- the Word file “Sub-categories” which will permit the user to read the sub-categories (corresponding to the “stars”), either in hard or soft copy
- and, eventually, the actual lists of descriptors upon which the tables have been developed.

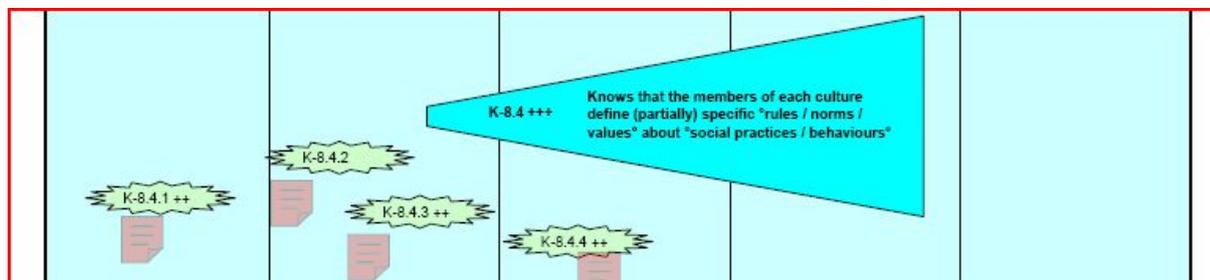
The pdf file permits free movement across the yellow pages, which are intended to give an overall view as well as the pages where each of the resources indicated can be found in more detail. The user need only click on the icon , and then, wishing to come back to a yellow page, on the arrow which can be found on the top left-hand corner of the green pages.

Running the cursor (or clicking) the symbols representing the pages indicated near the “stars” will scroll the descriptor of the sub-resource.

The user should take advantage of all possibilities of zooming and/or viewing lateral pages offered by her / his pdf-reader software.

Note :

In certain cases, sub-categories of descriptors may be found to the left of (therefore chronologically « before ») the descriptor itself. Let us consider one example:



Sub-descriptors K-8.4.1 and K-8.4.2¹ are situated before the descriptor K-8.4.

In such cases, the relationship between the descriptor (in this case K-8.4.) and its sub-descriptors is not simply a case of whole and part. Rather, it is a case of generalisation (K-8.4. is a generalisation of Knowledge listed in K-8.4.1., K-8.4.2., etc.) This explains why the descriptor itself is placed after. There is still scope for further discussion on such issues and it is of course possible that modifications will eventually be carried out to avoid this type of difficulty.

¹ K-8.4.1. Knows some °rules / norms / values° relative to social practices in other cultures in certain domains {greetings, daily needs, sexuality, death, etc.} ; K-8.4.2. : Knows that some of these norms can constitute taboos.