

IDEAS FOR TARGETING ESSENTIAL LEARNING BETWEEN NOW AND THE END OF THE 2019-2020 SCHOOL YEAR

- 1 Consult the program of study and the progression of learning in order to identify the learning that should be completed by the end of the current school year.
- 2 Determine where each of your students is with respect to the learning content covered during the current school year.
- 3 First, target any learning content that is marked with a ☆ in the progression of learning and that your students have not yet completed.
- 4 Then target the learning content marked with a → or ■ because it is to be continued this year or reapplied next year.

Your objective should be to ensure that, at the end of the current school year, your students:

- have had an opportunity to learn a variety of things that touch on all the learning content
- have had opportunities to develop each of the competencies targeted by the program of study

Remember that:

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 - o determine your students' needs
 - o select the means to set up appropriate strategies to meet their needs in the current context
- you are in the **BEST POSITION** to determine the content, apart from the learning already acquired, that you wish to consolidate, cover in greater depth or teach your students

The people responsible for the various programs of study in general education in the youth sector at the Ministère are available to answer your questions and to support you between now and the end of the current school year.

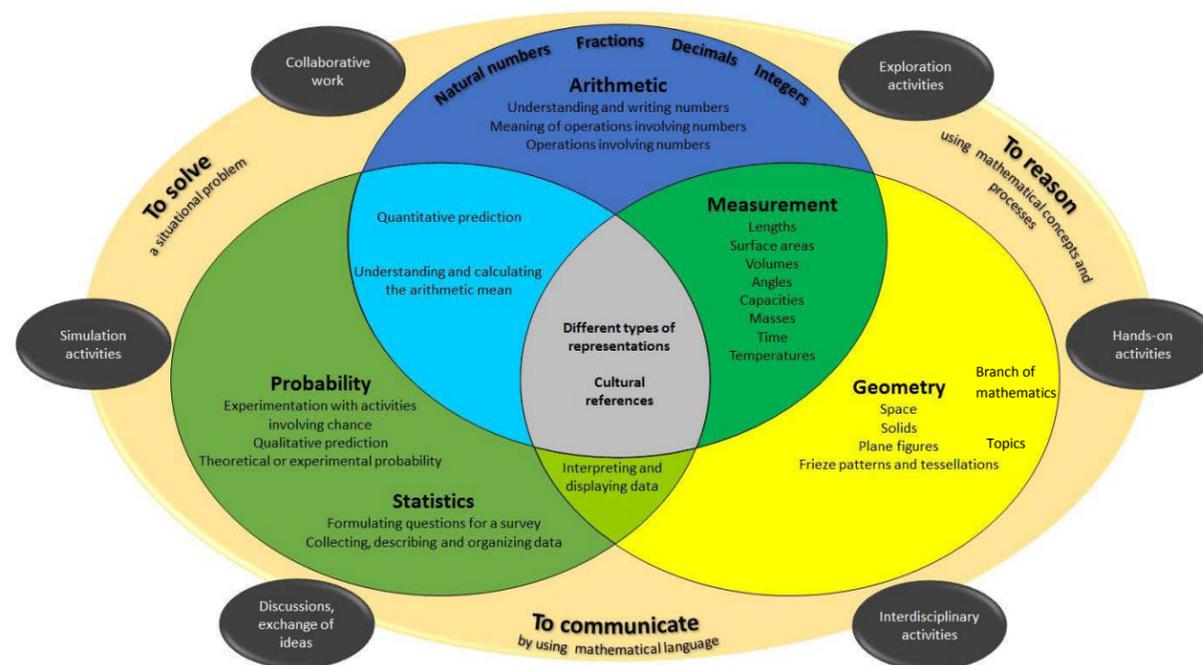
✉ FGJ-math@education.gouv.qc.ca

In Mathematics, students develop three **COMPETENCIES**:

- o To solve a situational problem
- o To reason using mathematical concepts and processes
- o To communicate by using mathematical language

In essence, the three competencies are distinguished by the emphasis placed on different facets of mathematical thinking.

The diagram on the right illustrates various **INTRADISCIPLINARY LINKS** that must be considered in constructing mathematical knowledge and developing the competencies.



Consult the programs and the progressions of learning:
www.education.gouv.qc.ca/en/teachers/quebec-education-

What to target

- **TRY TO COVER EACH BRANCH OF MATHEMATICS** and, more specifically, **EACH TOPIC** shown in the diagram.
 - o **ENSURE THAT YOUR STUDENTS ARE EXPOSED TO ALL THE TOPICS** rather than attempting to ensure that they have mastered all the mathematical concepts and processes.
 - o Remember that according to the progression of learning in mathematics, the concepts and processes will be **STUDIED IN GREATER DETAIL OR REAPPLIED IN SUBSEQUENT YEARS.**
- **OPT FOR TASKS THAT FOCUS ON ONE OR MORE COMPETENCIES AND SEVERAL CONCEPTS** related to one or more branches of mathematics. In this way, you will make the most of your students' learning time and cover the curriculum more extensively.

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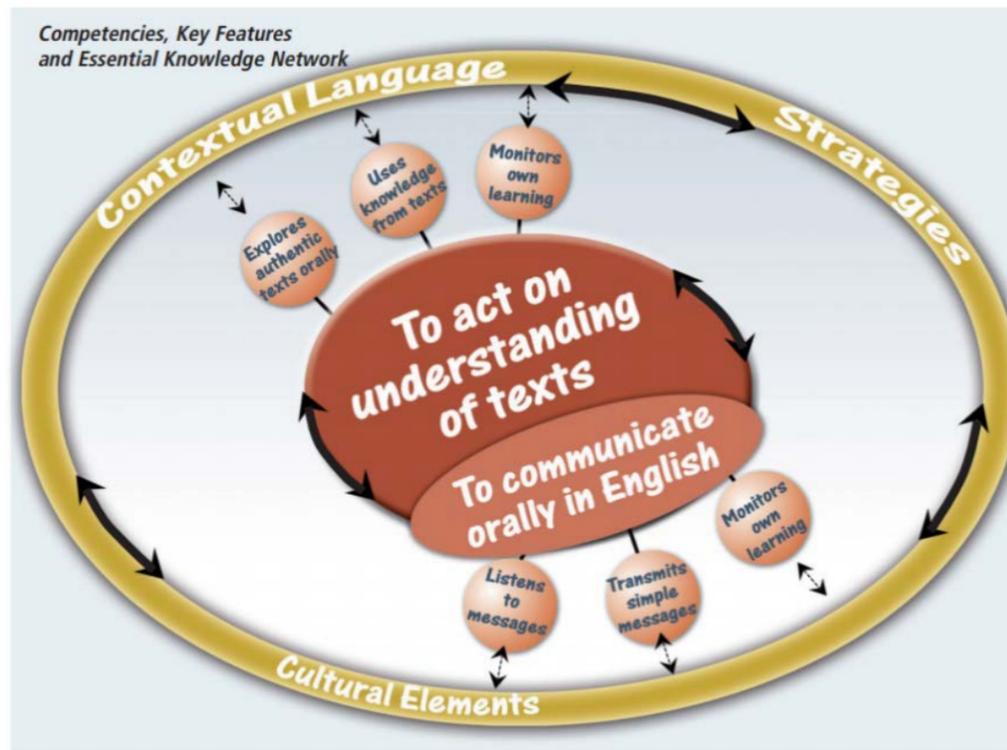
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In **Cycle One**, the students develop two interrelated **COMPETENCIES**:

1. To act on understanding of texts
2. To communicate orally in English

They come into contact with the English language and cultures through the use of authentic **SONGS**, **RHYMES** and **STORIES**. The program targets oral aspects of the language: listening, imitating, repeating, singing, gesturing, interpreting, retelling, etc.:

- The students watch a song being performed in English, then perform it using gestures.
- The students listen to a picture book being read aloud and identify the main characters, utter the recurrent passages, identify the key elements of the story and their sequence.
- Elementary 2 students create a personalized version of the song or story.



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What to target

Opt for tasks that:

- foster **COMPETENCY** development
- involve a **SONG**, **RHYME** or **STORY**
- use **AUTHENTIC MODELS**
- require **REFLECTION** (self-monitoring)
- allow for **TRANSFER OF LEARNING**
- integrate elements of **ESSENTIAL KNOWLEDGE**
 - o **CONTEXTUAL LANGUAGE**: personal repertoire of words and short expressions developed in context
 - o **STRATEGIES**: compensatory strategies (when communicating) and learning strategies allow students to discover certain methods that can help them accomplish tasks
 - o **CULTURAL ELEMENTS**: Songs, rhymes and stories are authentic models of English language and cultures

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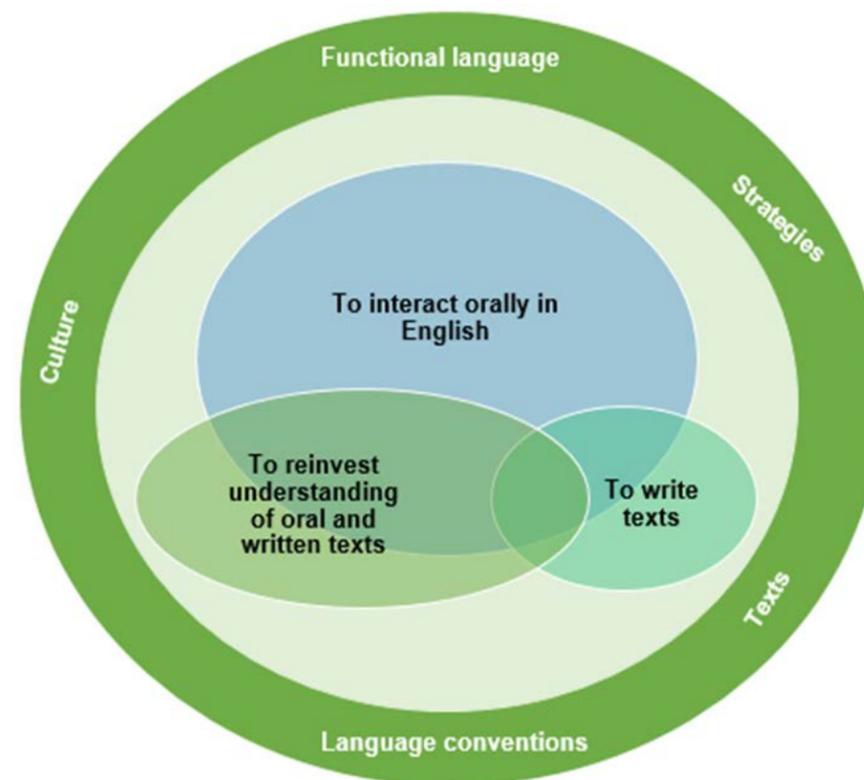
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In Cycles Two and Three, students develop three **COMPETENCIES** in synergy:

1. To interact orally in English
2. To reinvest understanding of oral and written texts
3. To write texts

In **Cycle Two**, students become familiar with various strategies that allow them to **PARTICIPATE IN SHORT EXCHANGES** on familiar topics, **UNDERSTAND** a variety of texts, **REINVEST** certain elements of texts they have seen, read or heard in other contexts, and to **WRITE SHORT TEXTS** using a model.

In **Cycle Three**, students continue to become familiar with various strategies that allow them to **PARTICIPATE IN EXCHANGES** on familiar topics as well as on topics of broader scope, **UNDERSTAND** a variety of texts, **REINVEST** certain elements of texts they have seen, read or heard in other contexts, and to **WRITE TEXTS** that are increasingly elaborate and personalized.



What to target?

Opt for tasks that:

- target the development of **MORE THAN ONE COMPETENCY**
- offer opportunities for **ORAL INTERACTION**
- use **AUTHENTIC TEXTS**
- allow for **TRANSFER OF LEARNING**
- use elements of **ESSENTIAL KNOWLEDGE**
 - o **FUNCTIONAL LANGUAGE**: students expand their personal repertoire of **USEFUL EXPRESSIONS** and **VOCABULARY**
 - o **STRATEGIES**: students become familiar with a variety of strategies to accomplish tasks with more ease
 - o **TEXT COMPONENTS**: students become familiar with the **OVERALL MEANING**, the **CONTEXTUAL CUES**, the **KEY ELEMENTS AND EVENTS** and the **CONNECTING WORDS** in a variety of texts
 - o **CULTURAL PRODUCTS**: students become familiar with **ENGLISH-LANGUAGE CULTURES** through various cultural products
 - o **LANGUAGE CONVENTIONS**: when the **CONTEXT** of the task allows it, the students' attention can be directed to a **TARGET FORM** (grammar, phonology, punctuation, spelling) as well as its **FUNCTION** and **CONTRIBUTION TO THE MEANING OF THE MESSAGE**

Therefore, you will optimize your students' learning time. Do not forget that the essential knowledge will be **DEEPENED OR REAPPLIED IN THE NEXT YEARS.**

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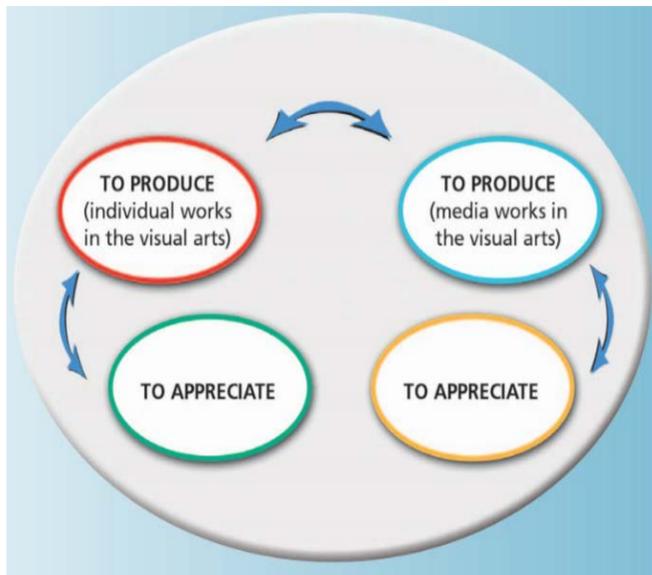
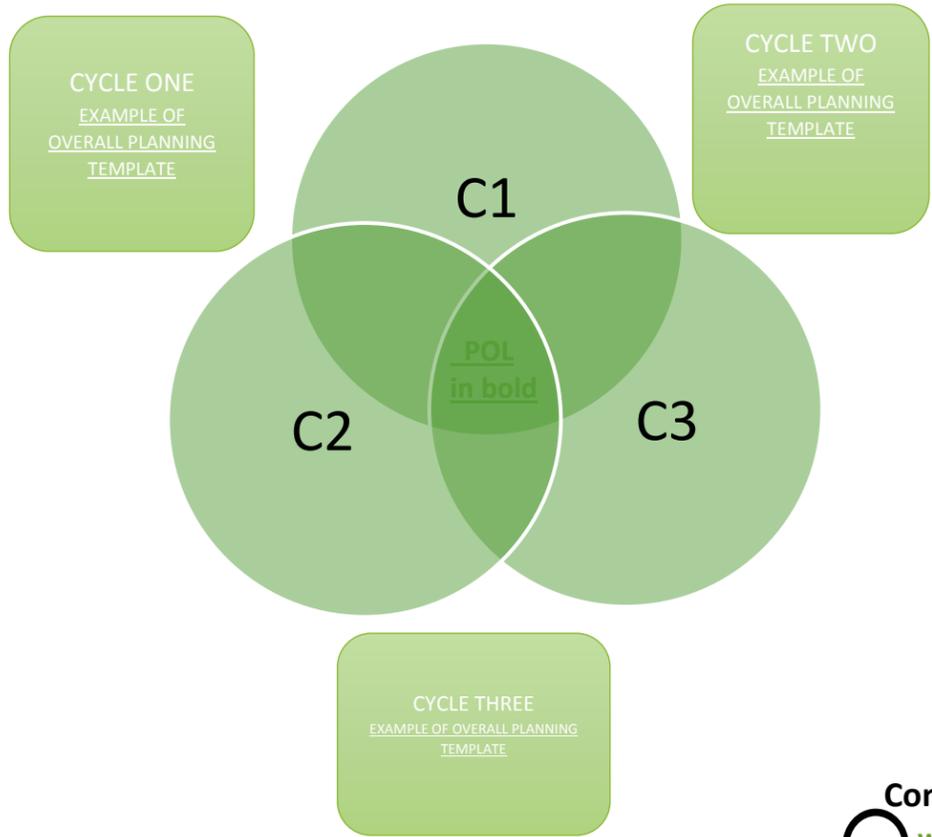
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What to target

- Favour the use of a **WIDE RANGE OF WORKS** to enable students to develop their critical and aesthetic faculties while broadening their cultural horizons.
- Draw on the **OUTSIDE ENVIRONMENT** as well as that of the **CLASSROOM** as places where students can enjoy being creative and active while following the public health recommendations regarding physical distancing.
- Be **FLEXIBLE IN YOUR TEACHING** so that you can focus on specific features of the competencies. For example, work on techniques that require less sharing of tools or moving about during the clean-up period.
- Focus mainly on Competency 3, the key features of which can be carried out in **VARIOUS CONTEXTS**.

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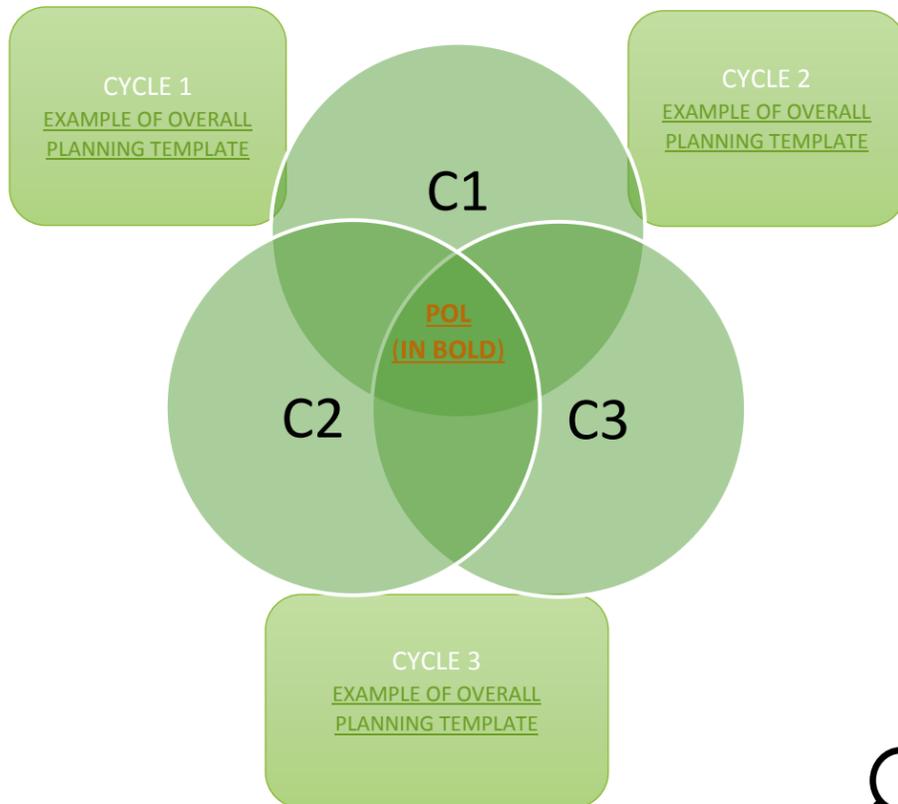
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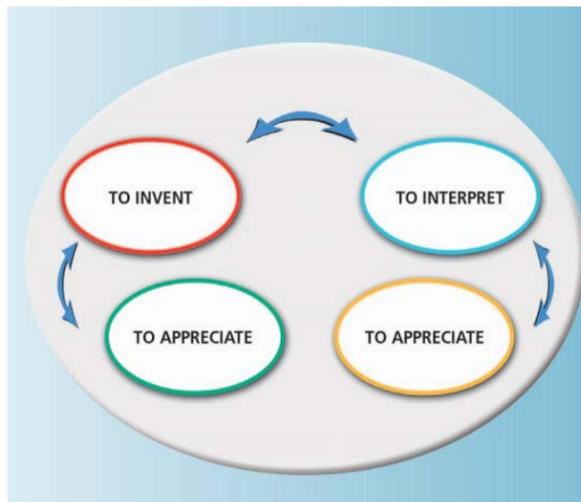
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What to target

- Favour the use of a **WIDE RANGE OF WORKS** to enable students to develop their critical and aesthetic faculties while broadening their cultural horizons.
- Use the **OUTSIDE ENVIRONMENT** as a place of creation and interpretation, if necessary, while complying with the current public health recommendations regarding social distancing.
- Be **FLEXIBLE IN YOUR TEACHING** so that you can focus on specific features of the competencies. For example, consider letting students create material.
- Focus mainly on Competency 3, which has several features (examine, make connections, make a judgement, share an experience) which can be explored in **VARIOUS CONTEXTS**.

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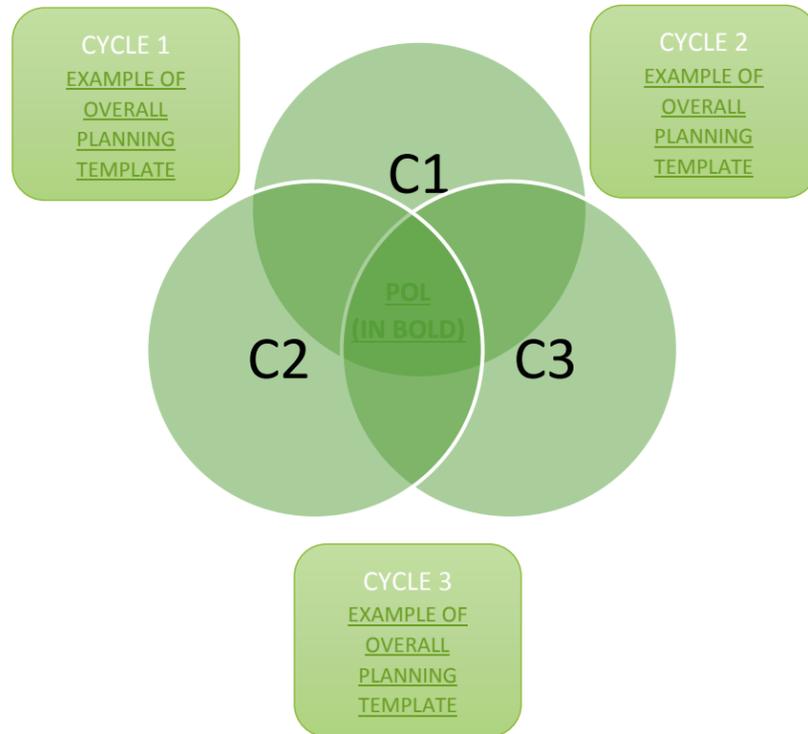
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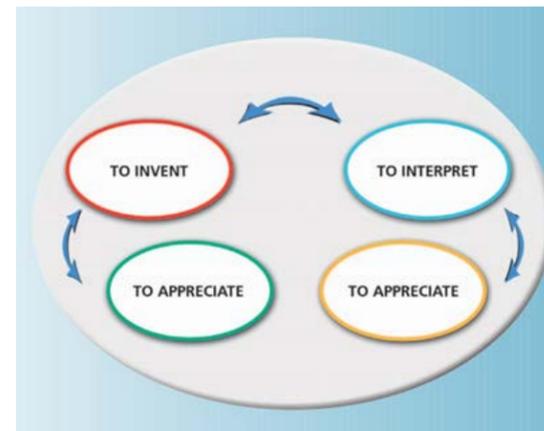
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- Be **FLEXIBLE IN YOUR TEACHING** so that you can focus on specific features of the competencies. For example, working on creating and interpreting outdoors or in an enclosed space requires different energy and a different use of space.
- Focus mainly on Competency 3, which has several features (examine, make connections, make a judgement, share an experience) which can be explored in **VARIOUS CONTEXTS**.

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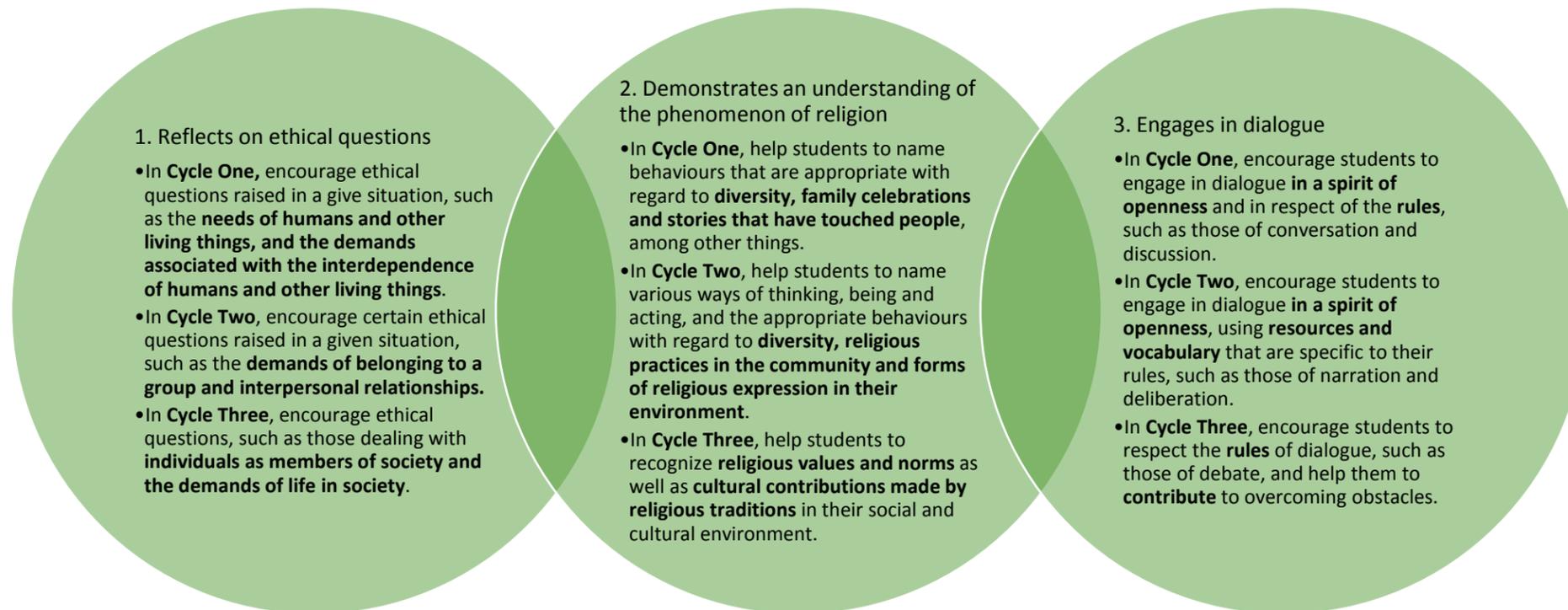
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Students develop three **COMPETENCIES** in light of their complementarity, one with the others:



What to target

Focus on activities that foster the **RECOGNITION OF OTHERS** and the **PURSUIT OF THE COMMON GOOD**, which will contribute to enhancing community life and encourage the construction of a truly common public culture.



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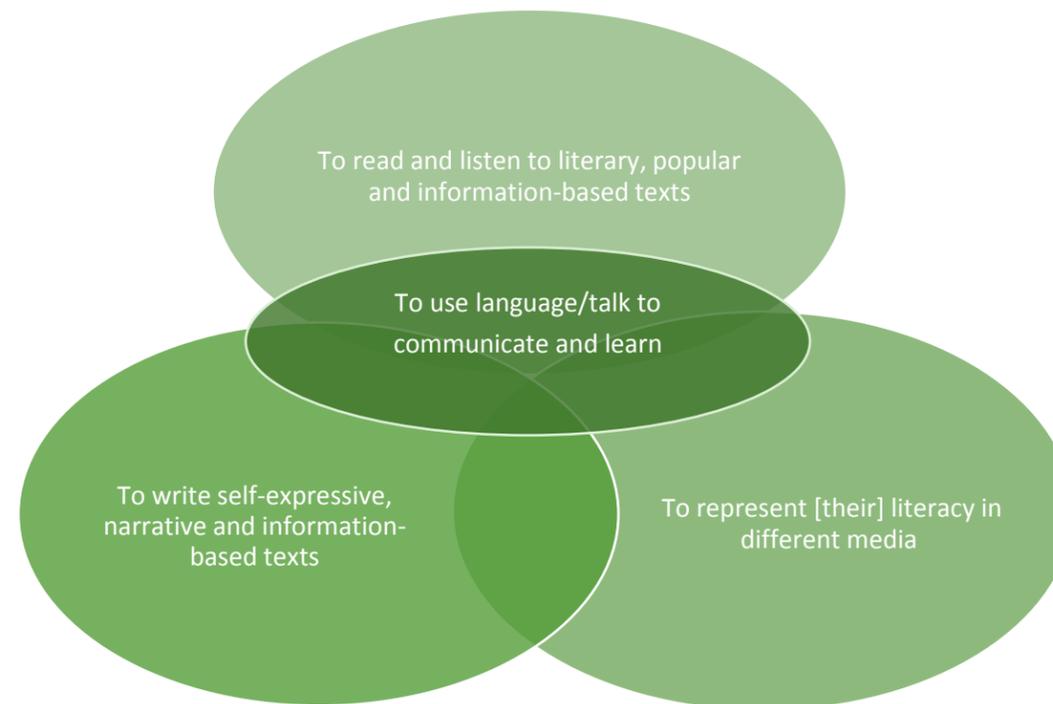
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The program

The Elementary English Language Arts ([EELA](#)) program is first and foremost a **LITERACY** program, the focus of which is to provide students with opportunities to develop their language competencies.

Goals of a literacy program:

- To provide opportunities for students to experience the power of language as a way of making sense of their experiences
- To develop language competencies in diverse situations
- To develop fluent readers and communicators



What to target

Students:

- interact with a variety of texts
- use strategies to construct meaning, develop their own world view, and follow a process for response
- integrate their knowledge of texts into their writing and follow a production process to communicate and construct meaning
- work in collaborative groups and use language (talk) to learn, think, and to communicate information, experiences and point of view
- construct profiles of themselves as readers and writers and self-evaluate their development in the four ELA competencies.



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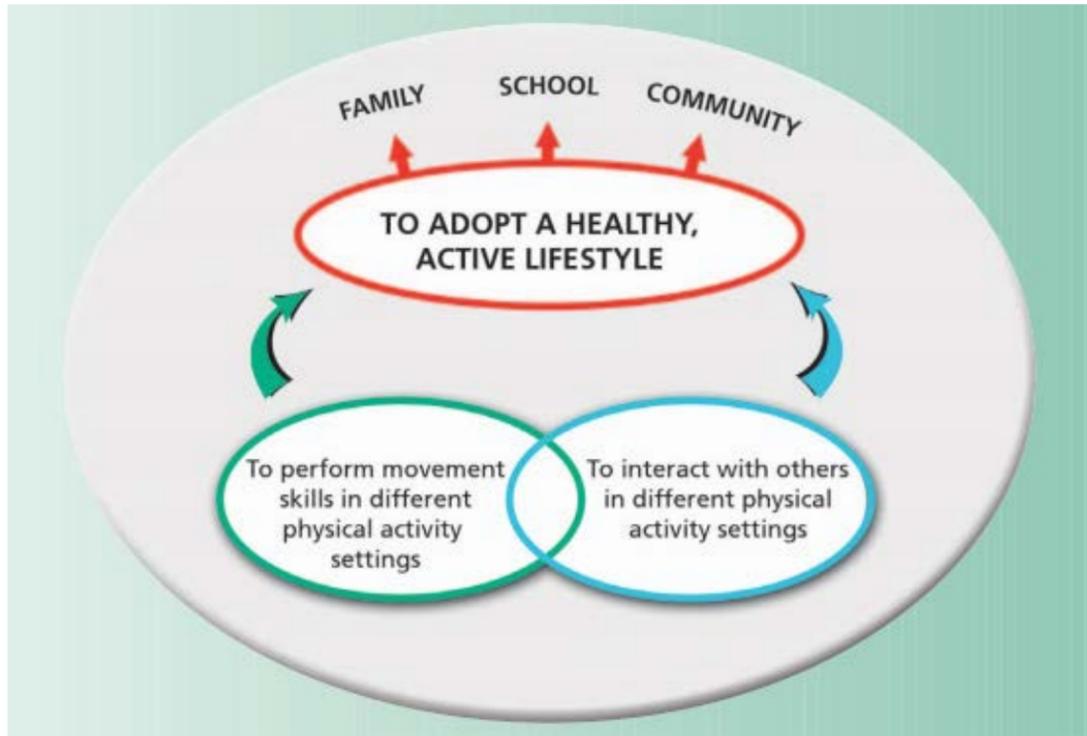
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Students develop three interrelated **COMPETENCIES**:

- To perform movement skills in different physical activity settings
- To interact with others in different physical activity settings
- To adopt a healthy, active lifestyle



What to target

- During the current pandemic, the physical and social environment in which physical activities are carried out must **COMPLY WITH THE MOST RECENT GUIDELINES** issued by the Direction de la santé publique. For this reason, it may not be possible for students to acquire all the learning (development of motor, cognitive and social skills) targeted by the Physical Education and Health program.
- Using a competency-based approach, the aim of this program is to help students gain a **SENSE OF RESPONSIBILITY FOR THEIR FITNESS AND HEALTH** by allowing them to develop:
 - o a repertoire of movement skills
 - o a repertoire of cognitive strategies
 - o a knowledge base in the subject
 - o behaviours consistent with safety and ethical rules
 - o the critical sense they need to manage their health wisely
 - o positive attitudes in their relationships with others when participating in physical activities

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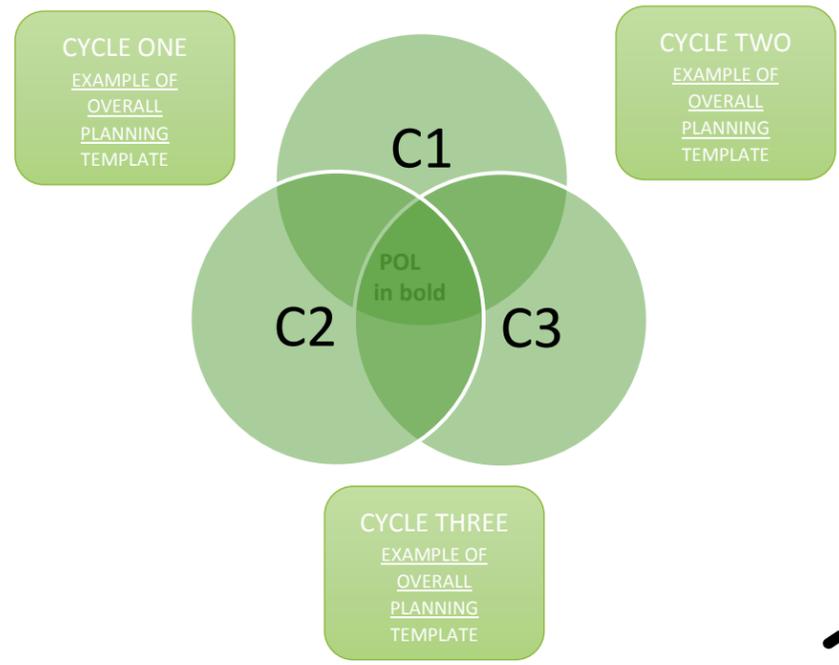
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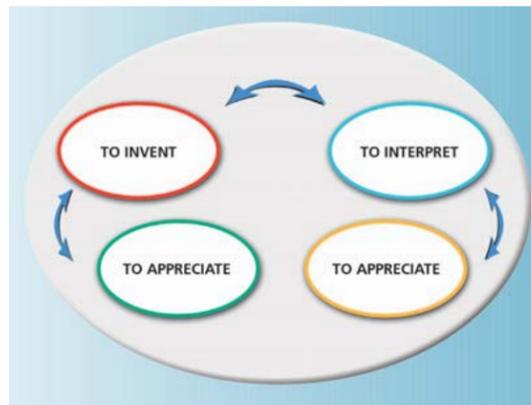
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- Use the **OUTSIDE ENVIRONMENT** as a place of creation and interpretation, if necessary, while complying with the current public health recommendations regarding social distancing.
- Be **FLEXIBLE IN YOUR TEACHING** so that you can focus on specific features of the competencies. For example, use ICT to carry out creative ideas and elements of musical language.
- Focus mainly on Competency 3, which has several features (examine, make connections, make a judgement, share an experience) that can be carried out in **VARIOUS CONTEXTS**.

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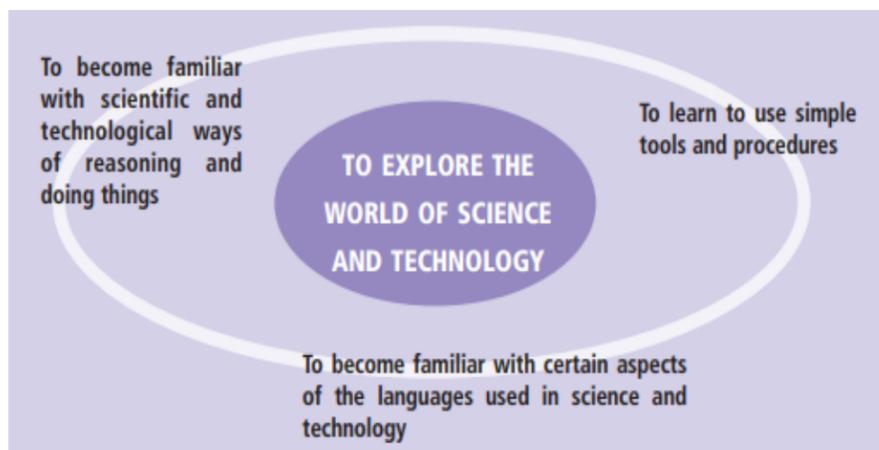
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✉ FGJ-science@education.gouv.qc.ca

Students in **Cycle One** develop the competency *To explore the world of science and technology* through the other subjects.

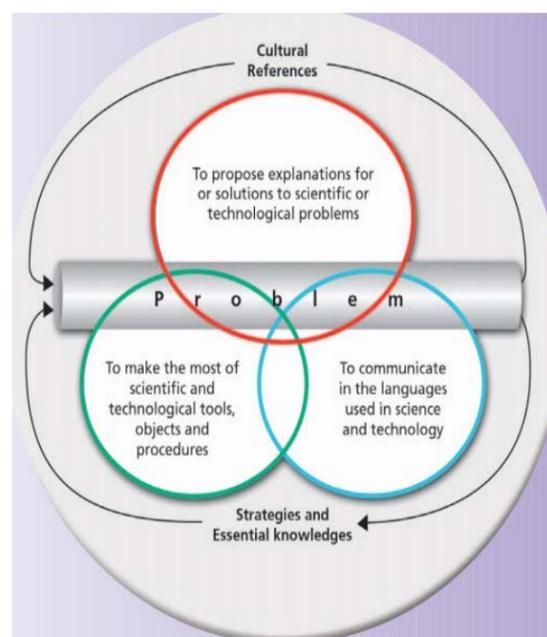


Consult the programs of study and the progressions of learning:

www.education.gouv.qc.ca/en/teachers/quebec-education-program

Students in **Cycle Two and Cycle Three** develop three competencies:

1. To propose explanations for or solutions to scientific or technological problems
2. To make the most of scientific and technological tools, objects and procedures
3. To communicate in the languages used in science and technology



What to target

- **TRY TO COVER THE CONCEPTS RELATED TO EACH OF THE CATEGORIES STUDIED** (Living Things, The Material World and Earth and Space)
- Focus on activities that develop **EXPLORATION STRATEGIES, STRATEGIES FOR RECORDING, USING AND INTERPRETING INFORMATION AND COMMUNICATION STRATEGIES**
- **OPT FOR CONCRETE PROBLEMS RELATED TO THE STUDENTS' IMMEDIATE ENVIRONMENT** (Cycle One) **AND THE BROADER ENVIRONMENT** (Cycle Two and Three).

IDEAS FOR TARGETING ESSENTIAL LEARNING BETWEEN NOW AND THE END OF THE 2019-2020 SCHOOL YEAR

1

Consult the program of study and the progression of learning in order to identify the learning that should be completed by the end of the current school year.

2

Determine where each of your students is with respect to the learning content covered during the current school year.

Your objective should be to ensure that, at the end of the current school year, your students:

- have had an opportunity to learn a variety of things that touch on all the learning content
- have had opportunities to develop each of the competencies targeted by the program of study

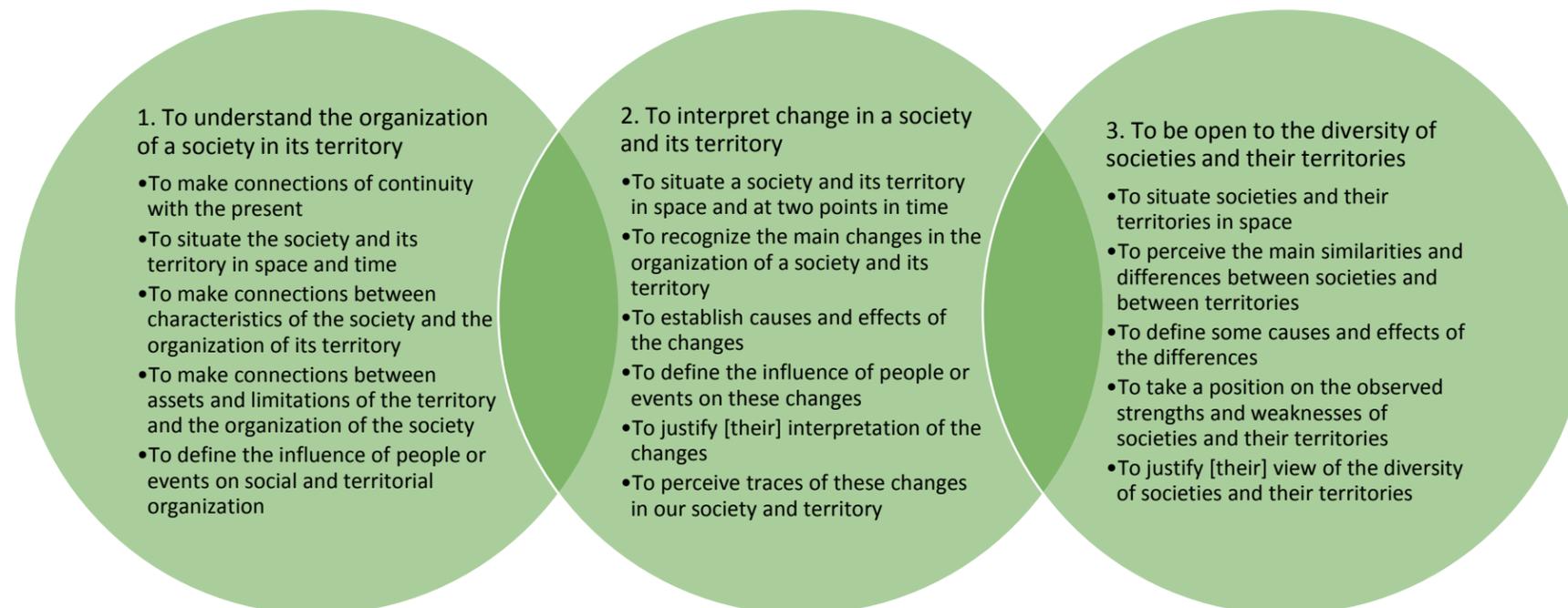
Remember that:

- you have the **AUTHORITY** and **PROFESSIONAL SKILLS** required to:
 - o determine your students' needs
 - o select the means to set up appropriate strategies to meet their needs in the current context
- you are in the **BEST POSITION** to determine the content, apart from the learning already acquired, that you wish to consolidate, cover in greater depth or teach your students

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✉ FGJ-US@education.gouv.qc.ca

Students develop three interrelated **COMPETENCIES**:



What to target

- Focus on activities that enable students to develop the ability to reason from the perspective of **SPACE AND TIME**:
 - o help students to take an interest in **PROBLEMS RELATED TO THE USE AND ORGANIZATION OF SPACE** here and elsewhere in the world
 - o help students to gradually acquire a **RESEARCH METHOD** specific to geography and history
 - o prepare students **TO BECOME ACTIVE PARTICIPANTS** in society



Consult the programs and the progressions of learning:

www.education.gouv.qc.ca/en/teachers/quebec-education-program