

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 In Cycle One, target any content that your students have not yet completed.
In Cycle Two, target any content marked with a red dot (compulsory content) that your students have not yet completed.

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

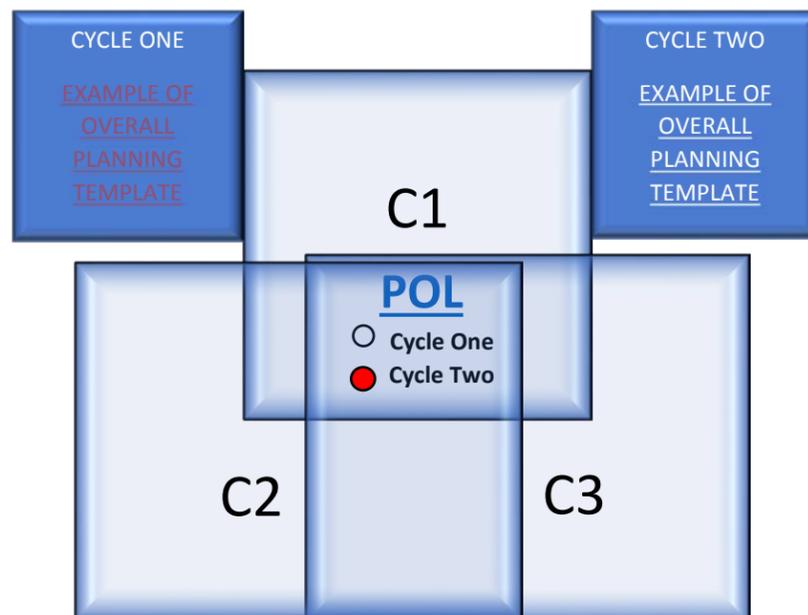
- have had an opportunity to learn a variety of things that touch on all the learning content
- have had opportunities to develop each of the competencies targeted by

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

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.

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Update your **OVERALL PLANNING** to obtain a clear view of the content covered so far.

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

What to target

- Use a **WIDE RANGE OF WORKS** to enable students to develop their critical thinking and aesthetic sense while expanding their cultural horizons.
- Draw on the **OUTSIDE ENVIRONMENT**, if necessary, as a place where students can be creative while complying with the current public health recommendations regarding social distancing.
- Be **FLEXIBLE IN YOUR TEACHING** so that you can focus on specific aspects 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 explored in **VARIOUS CONTEXTS**.