Québec Education
Program

Approved Version

New DIRECTIONS for success TOGETHER

Preschool Education
Elementary Education

Québec 🟦🟦🟦

Québec Education
Program

Approved Version

Preschool Education

Elementary Education

To preschool and elementary school teachers

I am pleased to present the 2001 version of the Québec Education Program for preschool and elementary education. This program is the result of the work of more than 500 people from the education community, most of them teachers.

The program has been revised in the past few months in order to clarify and simplify it, in keeping with comments by stakeholders in the schools.

The Québec Education Program represents the cutting edge in education. It is based on the most recent Western research on teaching and learning. Young Quebeckers will therefore have the benefit of the most advanced subject content that can be found.

This rich, diversified program focuses on learning adapted to young people's reality, ensuring the development of general competencies that are essential both in their academic careers and in their lives in society. It stresses the exploration and understanding of various dimensions of everyday life, encouraging students to make connections between their learning and real life. Thus young people will be able to develop high-level competencies in a school that is concerned with their success and is rigorous and suited to their needs.

The Québec Education Program presents you with pedagogical challenges that are achievable and that will allow you to use your expertise. I urge you to work within your cycle team and school team to establish conditions that will allow every student to follow his or her own educational path and fulfill his or her potential.

Parents have an important role in this process. They will have to provide support for their children by giving them a home that has everything needed for them to succeed in school. In this regard, I am counting on your cooperation in strengthening the relationship between teachers and parents.

Finally, I would like to thank you for your involvement in promoting educational success for the greatest possible number of young Quebeckers, and I urge you to familiarize yourself with the Québec Education Program.

By doing so, you will prepare our youth, the citizens of tomorrow, to contribute to the development and growth of Québec.

FRANÇOIS LEGAULT
Minister of State for Education and Youth

Table of Contents

Chapter

1

Introduction

Chapter 1   Introduction

1.1 THE GENERAL CONTEXT OF THE QUÉBEC EDUCATION PROGRAM

Many governments have undertaken major reforms of their education systems in recent years, in response to important changes that have occurred in modern society over the past few decades. These reforms are based on recent research on education, which suggests three orientations for reform: the new curriculum should be comprehensive and diversified, have a long-term perspective and be open to the world. These are the orientations that can best prepare the citizens of tomorrow to meet the challenges of a pluralistic society that welcomes diversity, a knowledge-based job market that is constantly evolving, and economic globalization.

The last reform of Québec's education system took place in the 1960s, in the wake of the Parent Commission, and focused primarily on the democratization of education. Several decades later, that objective has been attained; all young people in Québec have access to schooling. Now, however, schools face new problems in support and supervision, student retention, and training. Family life, social relations, economic structures, the organization of work and the role of technology in everyday life have changed. Individuals now face new demands in both their personal lives and the workplace. These changes create strains and confront schools with new challenges: the number of young people experiencing social maladjustments or learning difficulties or leaving school with-

out a diploma, and the number of functionally illiterate adults illustrate the need to rethink the orientations and organization of the education system. What is necessary now is to expand our goal from the democratization of education to the democratization of learning.

In the past two decades, numerous briefs, reports and surveys, such as those by the Conseil supérieur de l'Éducation, have reflected on how schools can deal with the new sociocultural trends. In 1994, *Preparing Our Youth for the 21st Century,* the report of the task force on elementary and secondary school learning profiles, urged the education system to take into account major trends such as internationalization, globalization, the information explosion, rapid technological development and the growing complexity of social life. It defined the broad subject areas that should form the basis of the school curriculum, including general competencies related to intellectual methods and skills. In 1996, the Commission for the Estates General on Education stimulated a broad social debate concerning the effectiveness of the education system, which made it possible to define society's expectations with respect to schools and the curriculum. The final report of the Commission for the Estates General and *Reaffirming the Mission of Our Schools*, the report of the Task Force on Curriculum Reform (1997), laid the foundations for the educational policy statement *Québec Schools on Course* (1997), which established the main orientations of the curriculum reform. The policy statement made success for all, with no lowering of requirements, the new goal of education in Québec and called for a curriculum based on the learnings essential

for early 21st century students, the diversification of educational options, especially in Secondary Cycle Two, to meet the needs and interests of all students, and a more flexible organizational model that is better suited to current thinking on child psychology and development and that respects the autonomy of educational institutions and their professional staff.

The Québec Education Program is a response to these suggestions. It is the official ministerial document that defines the learnings essential for the education of young people.

1.2 THE SCHOOL'S MISSION

School is the main place where young people learn about the previous achievements of society. Its educational activities create an environment in which students become familiar with their culture, pursue understanding of the world and the meaning of life and develop new ways of adapting to society.

Québec schools have a mandate to prepare students to contribute to the development of a more democratic and just society. Their primary responsibility concerns the basic learnings that students must acquire in order to achieve success in school beyond the elementary level. But they also have a responsibility to help students take their place in society, by familiarizing them with basic social knowledge and values and giving them the tools they need to play a constructive role as citizens.

As presented in the policy statement, the schools' mission is threefold: to provide instruction, to socialize and to provide qualifications.

• TO PROVIDE INSTRUCTION
WITH RENEWED CONVICTION

The first responsibility of every educational institution is to cultivate the mind of each student. Although schools are not the only places where children learn, they play a vital role in fostering intellectual development and the acquisition of learning. This orientation reaffirms the importance of students' cognitive development and mastery of knowledge.

• TO SOCIALIZE, TO PREPARE STUDENTS
TO LIVE TOGETHER IN HARMONY

In a pluralistic society such as ours, schools must act as agents of social cohesion by fostering a feeling of belonging to the community and teaching students how to live together. This means that they must transmit the heritage of shared knowledge, promote the fundamental values of democracy and prepare young people to become responsible citizens. They must likewise prevent exclusion, which jeopardizes the future of too many young people.

• TO PROVIDE QUALIFICATIONS
THROUGH A VARIETY OF OPTIONS

Schools have a duty to make it possible for all students to achieve educational success and to facilitate their integration into society and the workplace at the end of their schooling, whatever the path they choose. To this end, the Ministère de l'Éducation defines the basic curriculum. However, it is the responsibility of the educational institutions to provide all students with an educational envi-

ronment commensurate with their interests, aptitudes and needs by differentiating instruction and offering a broader range of educational options.

Within the framework of its educational project, each school defines its own orientations and the measures it intends to take in order to implement and enrich the Québec Education Program in light of the specific needs of its students and the principle of equality of opportunity.

1.3 ORIENTATIONS OF THE QUÉBEC EDUCATION PROGRAM

A program that recognizes and builds on the schools' achievements

Although the Québec Education Program introduces changes, it builds on the past. The broad objectives pursued by the schools in the past are not dismissed, but are seen from a new perspective.

Subject-specific learnings that are integrated into the development of complex intellectual skills

The school should foster the development of the intellectual skills required in an evolving knowledge-based society. Subject content thus remains paramount. Since it is now integrated into a broader approach to learning rather than being dissociated from the processes by which students understand it, it should be better assimilated and mastered.

An orientation of this sort calls for a focus on the development of the mental processes involved in the assimilation of knowledge, their use in real life and their transfer during subsequent learning. In addition, this approach

requires that the school play a stronger and more active cognitive role by developing students' thinking skills.

Learnings that are fundamental and functional

School gives all children an opportunity to acquire a broad range of fundamental learnings associated with understanding the world, personal development, socialization and, of course, academic progress and the subject-specific learnings that involves. But schools, like any institution that is part of a larger system, run the risk of being too focused on their own reality. Care must therefore be taken to present the fundamental learnings in a way that gives them meaning and focus.

It is important that students at the same time develop the competencies that will enable them to use their learnings to better understand the world in which they live, to construct their personal identity and to interact in a variety of situations.

Qualifying, differentiated learnings

In the logic of the Québec Education Program, "success for all," the theme of the education reform, may be interpreted in two ways. The main meaning is that schools must continue to strive until every student who is able to do so earns a diploma. The second meaning underscores the school's responsibility towards all students, whatever their aptitudes, talents and interests, to provide educational options adapted to their needs.

At the elementary level, learnings should be *qualifying* in the sense that they enable students to solve problems that correspond to their ability and provide them with appropriate preparation to continue their education. The school must enable all its students to obtain the best pos-

sible education and to reach as high a level of achievement as possible. This entails ensuring high-quality teaching and support for students, an appropriate progression of learning situations and high but realistic requirements for each learning cycle. Learnings are also qualifying insofar as they help students to discover and develop their strengths, and thus begin to orient them towards a career choice.

In this perspective, learnings have to be *differentiated* in order to meet individual educational requirements. Particular attention must be paid to each student; the approach used must build on his or her personal resources and take into account prior learning and interests.

Learnings that are contemporary and rooted in culture

As products of a society at a given point in its history, schools transmit the beliefs, values and knowledges of that society at that time, both implicitly and explicitly. Inevitably, then, the learnings will reflect contemporary reality in both form and content, but they will be more meaningful and deeper if their cultural references are familiar and they are placed in a historical perspective.

Schools must thus play an active role in promoting culture, understood here as the fruit of intelligent human activity past and present, by providing students with many opportunities to discover and appreciate cultural activities in various spheres beyond the scope of the learnings in the programs of study. In addition, since every subject has its own cultural baggage, by virtue of both its history and the questions it raises, it is also important for students to understand the origin of the subjects taught, the problems they deal with, the types of questions they try to answer and the approaches they use, in order to be able to use them appropriately.

Schools must also pay special attention to the teaching of English, language of instruction. As a means of communication essential to all human activity, language is an important element of the students' cultural universe and a vital means of personal expression. Language proficiency favours students' personal development and social integration and enables them to acquire knowledge in other subjects. As a result, it should be a linchpin of students' education and a key concern of all educators.

1.4 CHARACTERISTICS OF THE QUÉBEC EDUCATION PROGRAM

The Québec Education Program is characterized essentially by its competency-based approach and its focus on the learning process. Knowledges are organized in terms of competencies to make learning meaningful and open-ended for students. The conceptual framework adopted by the Québec Education Program defines learning as an active, ongoing process of construction of knowledge.

A program that focuses on the development of competencies

The focus on competencies entails establishing a different relationship to knowledge and refocusing on training students to think. The idea of a competency reflects the conviction that students should begin at school to develop the complex skills that will permit them to adapt to a changing environment later on. It implies the development of flexible intellectual tools that can be adjusted to changes and be used in the acquisition of new learnings.

The Québec Education Program defines a competency as **a set of behaviours based on the effective mobilization and use of a range of resources**. *Set of behaviours* refers to the capacity to use appropriately a variety of resources, both internal and external, in particular, learnings acquired in school or in everyday life. One aim of a competency-based program is to ensure that students' learnings serve as tools for both action and thought, which is a form of action. Unlike a skill, which may be applied in isolation, a competency makes use of several resources and is itself used in fairly complex contexts.

The concept of *resources* refers not only to everything that students have learned at school, but also to their experiences, skills, interests, etc. In addition to these internal or personal resources, students may rely on many external resources, such as their classmates, their teacher, documentation, etc.

Finally, the idea of the *effective mobilization and use of resources* implies that the behaviours associated with a competency involve more than just an automatic response or reflex. It implies that students, in seeking to attain a clearly identified objective, deliberately acquire and use intellectual and social concepts and skills to find an appropriate answer to a question or the solution to a problem. The competency is complex and progressive. It is more than a simple combination or juxtaposition of elements, and the students can continue to develop it throughout the school curriculum and beyond.

A program that recognizes that learning is an active process

Pedagogical pratices are based on ideas of how learning takes place. Two major currents of thought, behaviourism and constructivism, have influenced our thinking on this subject. Certain learnings that schools are responsible for developing are taught by means of practices derived from

the behaviourist school, such as the use of repetitive exercises to memorize knowledges. However, many aspects of the Québec Education Program, particularly those related to the development of competencies and the mastery of complex knowledges, call for pratices that are based on the constructivist approach to learning. This approach sees learning as a process, and the student as the principal agent in that process. The situations that are seen as most conducive to learning are those that present a real challenge to students by obliging them to reexamine their learnings and personal representations.

1.5 MAIN IMPLICATIONS OF A COMPETENCY-BASED APPROACH

Organizing the content of a curriculum in terms of the development of competencies entails specific pedagogical practices, which correspond to the main orientations of the Québec Education Program.

Promoting integrated learning

The Québec Education Program targets the development of competencies that draw on learnings acquired in a variety of situations, which do not necessarily follow a subject-specific logic. This requires that the school transcend the boundaries between subjects in order to help students perceive the connections between their various learnings. The grouping of the subjects in five broad subject areas—languages; mathematics, science and technology; social sciences; arts education; and personal development—reflects this desire to establish as many and as varied connections as possible among related subjects—which does not rule out establishing connections among subjects belonging to different subject areas.

Schools must also develop cross-curricular competencies, which have no subject, occupational or other limits, and whose scope continuously broadens as they are applied in increasingly complex and diversified contexts.

Structuring school organization in two-year learning cycles

The Québec Education Program divides elementary education into three two-year cycles. This organizational model takes into account the need for a long-term approach in developing competencies. It corresponds better to the students' learning rate and permits more differentiated teaching practices. In addition, it makes possible the formation of teams of teachers, who may stay with a class for more than one year, providing pedagogical support and evaluating learning.

Adapting the evaluation of learning to the aims of the Québec Education Program

Evaluation is an integral part of the process of learning. To be consistent with the Québec Education Program, it should bear on the competencies targeted by the program. As part of the overall learning process, formative evaluation is used throughout the cycles, primarily to support students in their process of learning, and to enable teachers to adjust their pedagogical activities. Evaluation is also used for summative purposes, to determine the degree of development of the competencies and record it in a progress report.

The focus on the process of learning gives students a greater role to play in evaluation during the learning process. Techniques such as self-evaluation and peer evaluation enhance students' awareness of their own progress throughout the learning process and allow

them to analyze it and to compare their ideas with those of their teachers, classmates and parents.

Various tools and means, not all of which need be officially recognized, may be used to evaluate learnings and assess the degree of development of competencies by students. Observation checklists, annotated assignments and portfolios are all part of the learning-centred approach and enable students and teachers to evaluate learning processes, the development of competencies and the acquisition of learnings.

Evaluation also leads to communication with parents. In addition to the report card required by the *Basic school regulation for preschool, elementary and secondary education*, this communication may take various forms: annotated portfolio, meetings between the parents and the teacher, etc. At the end of each cycle, the information gathered and collated should provide an overall assessment of the students' learnings and some indications concerning the most favourable conditions for their progress in the next cycle.

Recognizing the professional nature of teaching

A corollary of the Québec Education Program's emphasis on learning and competencies is a new vision of the teaching profession. More than ever, teaching requires autonomy, creativity and professional expertise. As mediators between students and knowledges, teachers must stimulate their students, reinforce their intrinsic motivation and encourage them to do their best. They have to create an educational environment that encourages students to play an active role in their learning, to make them aware of their resources and encourage them to use these resources, and finally, to motivate them to transfer their learnings from one subject to another and from school to everyday life.

As individuals, teachers are responsible for their professional actions and are expected to work closely with colleagues and to share responsibility. As members of a professional community, they share with their colleagues the mandate they receive from the school regarding student learning.

Making the classroom and the school a learning community

The development of competencies and the cycle-based organization of teaching require the active participation of the whole school team in the school's educational project. Through cooperation, collaboration among teachers of different subjects, and shared projects and activities, teachers can pool their energy to maximize student learning.

The Québec Education Program is designed to facilitate this process by making it easier for teachers to share pedagogical and didactic expertise and for all members of the school staff to harmonize their efforts.

Along similar lines, the Québec Education Program aims to provide an opportunity to approach learning from a cooperative perspective. This perspective should be shared by all members of the school community—students, teachers, administrators and other professionals—who must work together as a team to create optimum teaching-learning conditions and to make the school a genuine learning community.

1.6 CONSTRUCTING A WORLD-VIEW: THE FOCAL POINT OF ALL STUDENT LEARNINGS

The way we see ourselves and our surroundings—our world-view—depends on many factors and is subject to many influences. From the outset, genetic heritage and family background have an enormous impact on our world-view by influencing our emotional makeup and the way we see reality. Although it is undeniable that children bring to school a predisposition to interpret the world in certain ways, school can have a major influence on their world-view, mainly because they attend school during the period in their lives when their ideas are most flexible.

The development of a world-view, which is related to the sense of judgment and conscience, is fostered by reflection on the great existential issues (life and death, love and hate, success and failure, peace and violence, etc.). It also depends on the extent to which students are willing to compare their world-view with those of others and to look critically at themselves and their actions, reactions, opinions, beliefs, values and attitudes.

Programs, instruction and teachers and other educators constitute the first sphere of influence in a school, but not the only one, since it is widely believed that young people's peers, individually and collectively, have just as much sway over their attitudes and behaviours, either temporarily or permanently. Still, the official part of a school's curriculum can exercise a decisive influence on the way students choose to construct, alter and develop their world-view. There are numerous areas for action, both subject-specific and cross-curricular, and all members of the school community should be on the lookout for opportunities to support students in their process of reflection.

1.7 COMPONENTS OF THE QUÉBEC EDUCATION PROGRAM

The Québec Education Program comprises cross-curricular competencies, broad themes for learning, a preschool education program and programs of study grouped in five subject areas.

Cross-curricular Competencies

The Québec Education Program recognizes the need to develop intellectual, methodological, personal and social, and communication-related competencies in all students. These competencies are called *cross-curricular* because they are of a generic nature and are used in various subject areas. By definition, they have greater scope than subject-specific competencies, since they go beyond the boundaries of the subject areas. They are used in the subjects as well as in the broad themes for learning, but transcend both insofar as they reflect the convergence, integration or synthesis of learnings acquired over a period of time. In this sense, they are valuable tools for people who have to live in a society of complex, unpredictable and continuously changing situations and interactions.

Broad Areas of Learning

The Québec Education Program presents a number of broad areas of learning, which deal with aspects of contemporary life, and in particular, problems young people face. The inclusion of these broad areas of learning in the Québec Education Program is intended to encourage students to make connections between what they learn at

school and in their everyday lives, and to provide them with opportunities to develop an understanding of various life contexts and envision possible actions in specific situations. The broad areas of learning enable students to relate different areas of learning and to look critically at their personal, social and cultural environment.

The Preschool Education Program and the Subject Areas

The Preschool Education Program is for 4- and 5-year-olds. It is based on competencies defined in terms of children's overall development. These competencies have the same status as subject-specific competencies but more closely resemble cross-curricular competencies.

There are 14 programs of study organized in five subject areas: languages; mathematics, science and technology; social sciences; arts education; and personal development. These programs define the subject-specific competencies and indicate the essential knowledges for each subject.

The Interdependence of the Components of the Québec Education Program

The Québec Education Program is a system that is more complex than its components. There are two levels of coherence within this complexity, intraprogram and interprogram, the former of which exists within each competency, whether subject-specific or cross-curricular, and between the competencies in a given program, and the latter of which concerns the connections among the subject-specific competencies, the cross-curricular competencies and the broad areas of learning.

This principle of coherence brings out the essential unity of the Québec Education Program and the fact that it should be seen as a whole. All of its components have the same purpose, which is to ensure the comprehensive development of the students. According to this logic, the subject-specific competencies, cross-curricular competencies and broad areas of learning should be developed in a synergistic, interactive way and should form a unified whole in a learning situation.

Given the comprehensive nature of the cross-curricular competencies and the broad areas of learning, the development of these competencies and the integration of the learning process with the broad areas of learning are part of all activities at school, and are the responsibility of all staff members.

Figure 1
Québec Education Program

Québec Education Program

Cross-Curricular Competencies

Broad Areas of Learning

WORLD-VIEW

STUDENT

Subject Areas

Preschool and Elementary Education
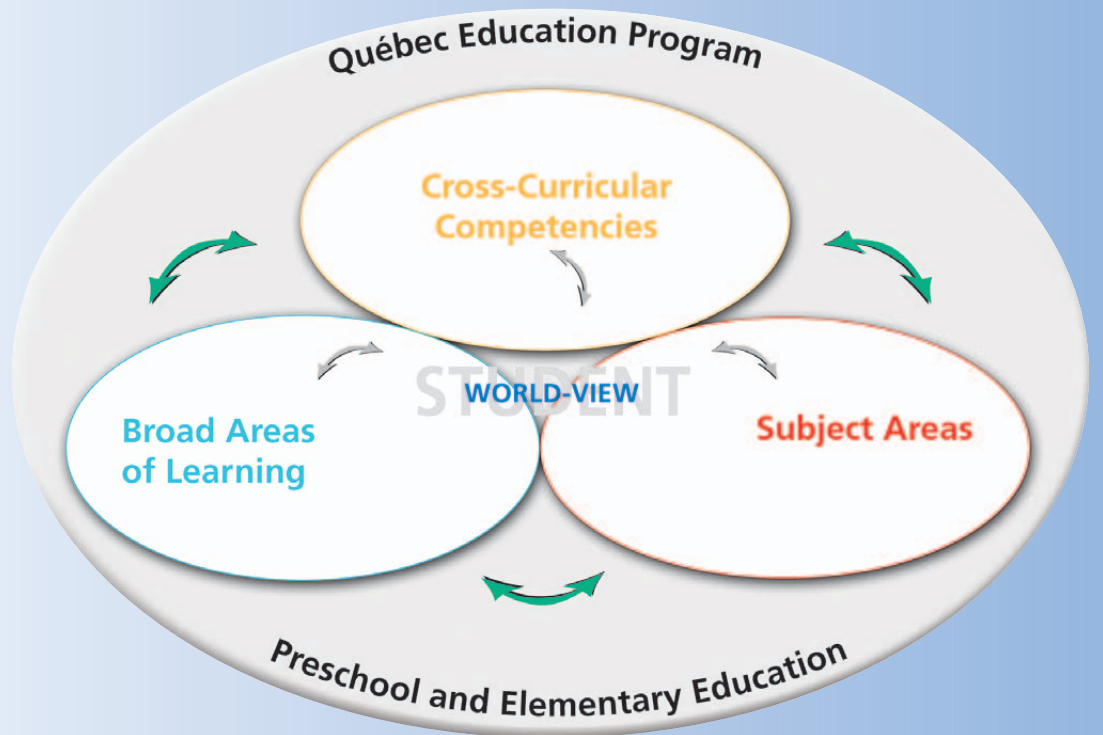
1.8 COMPONENTS OF THE PROGRAMS OF STUDY

The programs of study are defined in terms of competencies. A diagram illustrates the relationships among the competencies in each program. These competencies correspond to the educational aims and essential knowledges for each subject. The essential knowledges are generally presented in terms of strategies, learnings and techniques. They may be associated with individual competencies or with a whole program of study.

PRESENTATION OF THE COMPETENCIES

For each competency, the Focus, Key Features, Evaluation Criteria and End-of-Cycle Outcomes are indicated.

Focus of the Competency

The Focus of the Competency is broken down into four sections: Meaning of the Competency, Connections to Cross-curricular Competencies, Context for Learning and Developmental Profile

– *Meaning of the Competency:* indicates the place of the competency in the program and explains what it involves.

– *Connections to Cross-Curricular Competencies:* indicates which cross-curricular competencies students are most likely to use or develop in exercising the competency.

– *Context for Learning:* describes the conditions in which students should be placed to develop and exercise the competency; usually describes resources students may use and constraints imposed by the situation.

– *Developmental Profile:* provides indicators of the development of the competency for each cycle.

Key Features of the Competency

Each competency is broken down into a number of processes considered essential for its development or exercise. These key features connect knowledges to the processes for their integration or use. Although they may be the focus of specific teaching practices, it is through their combination and coordination, rather than their mere juxtaposition, that the competency is developed. The diagrams provided are designed to illustrate the synergy involved.

Evaluation Criteria

These are the observable standards for supporting and judging the development of the competency. They may be more or less general depending on whether they concern one cycle or all the cycles. They are clarified in the End-of-Cycle Outcomes.

End-of-Cycle Outcomes

These are benchmarks for what may be expected of students at the end of a cycle concerning both the knowledges most often involved and the types of situations in which these knowledges are used. They identify the major stages in the process of developing the competency.

Cultural References

These are the resources of the social and cultural environment that may contribute to the development of the competency.

Essential Knowledges

These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master these knowledges in order to develop and exercise the competency.

Suggestions for using information and communications technologies (ICT)

ICT are an absolute requirement today, and the Québec Education Program considers them tools and resources for teaching and learning. They provide access to documentary resources and at the same time serve as means of production. Every program of study includes a number of pedagogical suggestions to teachers concerning the use of ICT in the development of subject-specific competencies. These are only suggestions, however, although the use of ICT in teaching and learning is compulsory.

Prescriptive Elements in the Québec Education Program

The prescriptive elements that should be covered in the various cycles of the Québec Education Program are enumerated below. In keeping with the logic of the program, they should not be seen merely as items on a checklist. They provide guidelines for learning by indicating what students should normally have mastered by the end of each cycle. These elements are:

– the cross-curricular and subject-specific competencies and their key features

– the essential knowledges

– consideration of each broad area of learning

Each school must take into account the specific needs of its students and the principle of equality of opportunity.

Chapter

2

Cross-Curricular Competencies

Chapter 2 — Cross-Curricular Competencies

Introduction

A successful education should enable students to use the learnings they have acquired to understand the world around them and guide their actions. That is why the Québec Education Program is based on competencies. However, the subject-specific competencies alone comprise only some of the skills required to attain this objective. Certain skills involve more than one subject-specific competency and can only be taken into account if a context is associated with them. This is how the cross-curricular competencies have been defined. They are called *cross-curricular* because of their generic nature—because they transcend the various subject areas—and also because all school staff members, regardless of their subjects, are responsible for helping students develop them.

Like a subject-specific competency, a cross-curricular competency is a set of behaviours based on the effective mobilization and use of a range of resources. However, cross-curricular competencies transcend the limits of subject-specific knowledges while they reinforce their application and transfer to concrete life situations precisely because of their cross-curricular nature.

They are developed gradually both at school and elsewhere, and their development continues after elementary school, and indeed, throughout a person's life. They are mutually complementary, and all complex situations necessarily involve more than one cross-curricular competency at a time.

The Québec Education Program contains nine cross-curricular competencies grouped in four categories:

– **Intellectual competencies:** to use information, to solve problems, to exercise critical judgment, to use creativity

– **Methodological competencies:** to adopt effective work methods, to use ICT

– **Personal and social competencies:** to construct his/her identity, to cooperate with others

– **Communication-related competency:** to communicate appropriately

Information concerning each cross-curricular competency is presented under the following headings: Focus of the Competency, which indicates its function; Key Features of the Competency, which states its components; Evaluation Criteria, which provides ways to judge a student's development of the competency; and Developmental Profile, which gives an idea of how the competency is developed over time, although experience will give educators a clearer idea.

Figure 2
Cross-Curricular Competencies
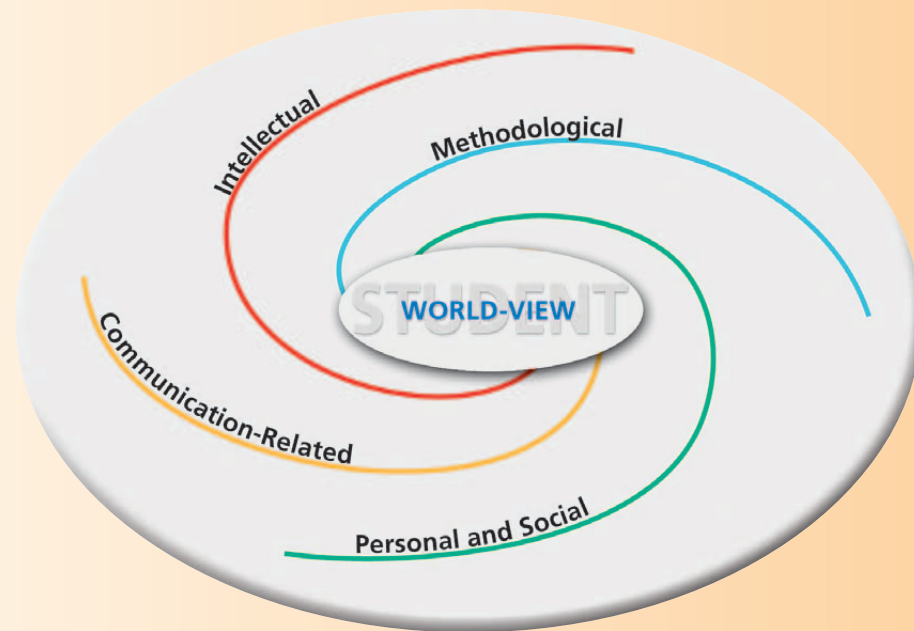
The intellectual competencies call on even the youngest students to go beyond superficial memorization of content and mindless conformity, and to aim for a higher level of skills. They define an active relationship to knowledge, and enable students to relate to reality—to grasp, interpret and understand it.

Intellectual competencies draw on attitudes such as open-mindedness, intellectual curiosity, willingness to make an effort and intellectual rigour. They are fueled by the love of learning, the desire to succeed, the need for autonomy, and creativity.

Beyond superficial memorization of content and mindless conformity...

Photo: Alain Désilets

COMPETENCY 1 • TO USE INFORMATION

Focus of the Competency

Only two decades ago, the obsolescence of knowledge had virtually no impact on schools. Although the basic learnings are still relatively spared, the impact of this phenomenon on the conceptual basis of the subject matter increases with the level of schooling. Schools have to ensure that students develop the cognitive flexibility required today, and for this reason, it is just as important for them to teach students how to acquire knowledge as to convey it to them. It is in this perspective that the competencies should be understood.

While many students have access to a variety of information sources at home, some do not. School allows some students to discover new sources of information, while others can further explore the possibilities they offer. In any case, it is the school's responsibility to teach students to diversify their information sources and to use them easily and effectively.

Each of the subject areas can provide a context for the development and exercise of this competency, a context in which students learn to consult more than one person, to look in various books and to use different media, including electronic media.

> It is just as important for schools to teach students how to acquire knowledge as to convey it to them.

Key Features of the Competency

To gather information. To select appropriate information sources. To compare information from different sources. To make connections between what they already know and new information. To distinguish between essential and secondary information.

To recognize various information sources. To explore various sources and understand the use of each. To question information sources.

TO USE INFORMATION

To put information to use. To imagine possible uses. To formulate questions. To answer his/her questions using the information gathered. To consider new uses. To respect copyright. To use the information in new contexts.

Evaluation Criteria

	Cycle One	Cycle Two	Cycle Three
– Consultation of various sources	❶	❷	❸
– Appropriate selection of information	❶	❷	❸
– Logical organization of information	❶	❷	❸
– Effective use of information	❶	❷	❸
– Use in new contexts	❶	❷	❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the evaluation criteria for the other competencies.

Developmental Profile

PRESCHOOL EDUCATION

The children can recognize the various information sources placed at their disposal. They obtain information essentially by listening and observing, and take an interest in picture books. In an appropriate context, they are able to share their discoveries with their classmates.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students are able to recognize information that is of interest to them in the information sources placed at their disposal. They continue to rely mainly on listening and observation, but they are beginning to seek information in written sources. They like to share their discoveries and may explain where they found information.

Later, they broaden their range of information sources, both at school and in their immediate surroundings. They are capable of recognizing elements of information that can help answer their questions. They can explain the steps in their procedure.

Towards the end of elementary school, they can compare information from various sources and select the items that correspond to their needs. They are able to distinguish important data from data of secondary importance.

COMPETENCY 2 • TO SOLVE PROBLEMS

Focus of the Competency

Problem solving is an aspect of all human activity. In daily life, there are many situations that require our attention. We have to choose from among a range of possibilities that are not all equally viable. The ability to handle these situations rationally may prove valuable when an important problem arises. This is the ability used in this competency

The cross-curricular nature of this competency is also confirmed by the existence of subject-specific competencies modeled on the problem-solving process, such as those in mathematics and science, and by the many problems conceived by teachers for didactic purposes in all subjects. In the first case, developing the competency and learning the subject matter overlap. In the second, the situational problem serves as a pedagogical tool for the subject learnings.

In a complex situation, students must learn to recognize the elements that define the problem. They must learn to use the internal and external resources at their disposal to think up various solutions and implement the one that seems most appropriate, given the context and their objectives. They will also discover that there may be more than one way to solve a problem and that some solutions are more effective than others.

Very often, they will have to redo certain steps because they have misjudged an aspect of the problem or because the solution they chose did not work. In practice, this means that sometimes it is not easy for students to know where they are in a problem-solving process, with all the repeated testing and readjustment. When it is rational and controlled, this flexible modus operandi constitutes the problem-solving process. The role of the school is to help students to fully understand and systematically use this process.

The situational problem serves as a pedagogical tool for the subject learnings.

Key Features of the Competency

To analyze the components of a situational problem. To identify the context and the main elements of the situational problem and to make connections among them. To recognize similarities to situational problems solved previously.

To evaluate the procedure used. To review the steps taken. To identify successful strategies and analyze the difficulties encountered.

To formulate possible solutions. To list and classify possible solutions. To consider the appropriateness of each solution. To consider its requirements and consequences. To imagine the situational problem solved.

To test a solution. To choose a possible solution, apply it and evaluate its effectiveness. To choose and test another possible solution if necessary.

TO SOLVE
PROBLEMS

To adopt a flexible approach. To redo the preceding steps in the same or a different order as many times as necessary in order to solve the problem.

Evaluation Criteria

– Appropriateness of elements identified ❶ ❷ ❸

– Formulation of plausible and imaginative solutions ❶ ❷ ❸

– Use of varied and effective strategies ❶ ❷ ❸

– Dynamism of the procedure ❶ ❷ ❸

– Identification of successful strategies and difficulties ❶ ❷ ❸

– Application of strategies developed in other situations ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children are able to take action to solve simple, concrete problems. They are capable of diversifying their strategies to make repeated efforts to solve a problem. If the problem interests them, they are capable of showing considerable persistence.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, the students are capable of identifying the key elements of a simple situational problem. They have difficulty imagining more than one solution at a time, but they manage to test several in succession in the course of an exercise. They often confuse the formulation and the testing of solutions. It is hard for them to analyze the reasons for their successes and failures.

Subsequently, they develop the ability to interpret a situation more accurately. They can distinguish elements that merit their consideration from those they should ignore. They are capable of proposing several solutions, but have difficulty making a convincing case for them. When they choose a solution, it is usually for reasons that are more emotional than rational. Their testing methods are not yet very systematic. Their ability to analyze their procedure improves steadily, and they gradually become more skilled at relating the situation under consideration to similar situations.

Towards the end of elementary school, they are capable of explaining why certain elements of a situation pose a problem and making a list of possible solutions. They also know how to evaluate possible solutions, taking into account the resources at their disposal, and they are able to justify their choices. Their implementation strategies are more effective and varied. They evaluate their procedures more rigorously and identify the causes of their successes and difficulties more accurately. They more easily make connections between the situation under consideration and similar situations.

COMPETENCY 3 • TO EXERCISE CRITICAL JUDGMENT

Focus of the Competency

People use their judgment to orient their actions or to influence those of others or simply for the pleasure of passing judgment. There is no area of human activity in which people do not make judgments. Politics, religion, morality, science, art, recreation or sports, intellectual life, work, business, consumption, the legal system, the media, hobbies—judgment is required in all of them.

Schools have an important role to play in developing students' critical faculties, by teaching them to weigh all the facts, to take into consideration their own emotions, to use logical arguments, to take the context into account, to allow for ambiguity and to weed out preconceptions.

The use of judgment is only meaningful if it is constant, and the school, because of the subjects and the themes it addresses, is in an ideal position to foster the development of this competency.

... to weigh all the facts, to take into consideration their own emotions, to use logical arguments, to take context into account, to allow for ambiguity and to weed out preconceptions.

Key Features of the Competency

To form an opinion. To define the question under consideration. To weigh the logical, ethical or esthetic issues involved. To go back to the facts, verify their accuracy and contextualize them. To look at various options and consider existing or possible points of view. To base his/her opinion on logical, ethical or esthetic criteria. To adopt a position.

TO EXERCISE CRITICAL JUDGMENT

To express his/her judgment. To articulate and communicate his/her viewpoint. To justify his/her position with reasons and arguments.

To qualify his/her judgment. To compare his/her opinion with those of others. To reconsider his/her position. To evaluate the respective influence of reason and emotion on his/her approach. To recognize his/her biases. To repeat the whole exercise if necessary.

Evaluation Criteria

– Proper formulation of the question and its implications ❶ ❷ ❸

– Verification of the accuracy of the data ❶ ❷ ❸

– Appropriateness of the criteria used ❶ ❷ ❸

– Consistency between the judgment and the criteria on which it is based ❶ ❷ ❸

– Well-reasoned justification of the judgment ❶ ❷ ❸

– Openness to questioning of the judgment ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

Children are capable of expressing their preferences and distinguishing between what is allowed and what is forbidden. They realize that their actions have consequences for others. They are aware of certain events and phenomena in their immediate surroundings. They can express an opinion as to whether these events or phenomena are ordinary or unusual and whether they are acceptable, and can communicate what they think and feel about them, but they tend to model their viewpoints on those of others or even simply to repeat what they hear.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students distinguish intuitively between good and bad, and can recognize the difference between what they think and what others think. However, their positions owe more to their emotional need to identify with a person or group than to reflection.

Later on, they can compare their perspectives with those of others and express an opinion. They are more attentive to facts and better able to make connections between them and to evaluate their consequences for themselves and others. They gradually learn to distinguish arguments based on emotion from those based on reason.

Towards the end of elementary school, they are capable of grasping the logical, ethical or esthetic implications of a situation or issue. They can roughly formulate the values, principles, rights and duties on which they will ground their judgments. They can express their opinions quite articulately and can identify similarities and differences in opinions. They can question their own judgments and are willing to discuss them with others.

COMPETENCY 4 • TO USE CREATIVITY

Focus of the Competency

Creativity is by no means limited to the arts, with which it tends to be associated. It is applicable in all areas of human endeavour, and reflects the interaction of intuition and logic. It involves managing emotions that may sometimes be contradictory. It requires the use of a broad range of internal and external resources and entails finding imaginative ways to deal with constraints that at first glance seem insurmountable.

Everyone is spontaneously capable of creativity, just as everyone is capable of problem solving. Indeed, the two competencies are often associated since a creative response can lead to an inventive solution to a situational problem.

At school, all the students' activities should foster creativity. Consequently, the school should provide open-ended learning activities, problems with more than one solution and simulations that stimulate the imagination. This will encourage all students to reorganize the elements of problems and to propose original approaches and new ways of doing things, while familiarizing them with the appropriate concepts, strategies and techniques.

Creativity reflects the interaction of intuition and logic and involves managing emotions that may sometimes be contradictory.

Key Features of the Competency

To become familiar with all the elements of a situation. To define the objective, recognize the issues involved and envisage the outcome.

To imagine ways of proceeding. To imagine various ways to attain the objective. To express his/her ideas in new ways.

To adopt a flexible mode of operation. To go through the whole process, in the same or a different order, as many times as necessary in order to attain his/her objective. To try out new ideas. To choose new strategies and techniques.

TO USE CREATIVITY

To begin the procedure. To become actively involved in the process. To accept risks and unknowns. To persevere in exploring. To recognize possible or partial solutions. To be receptive to new ideas and ways of doing things.

Evaluation Criteria

– Consideration of all elements of the situation ❶ ❷ ❸

– Diversity of suggested ways of proceeding ❶ ❷ ❸

– Originality of connections among the elements ❶ ❷ ❸

– Dynamism of the process ❶ ❷ ❸

– Identification of possible improvements in the innovation process ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children give their imagination free rein. They say whatever they think, with no effort at censorship. They are influenced by the way in which activities are presented to them. They are interested in exploring strategies and techniques that are new to them. They express their preferences and are eager to present their creations.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students are beginning to grasp the implications of an activity, but they generally get involved before they understand the potential consequences of doing so. They are able to describe certain steps they have taken and to imagine different ways of proceeding, although they are influenced by their classmates. They take pride in their creations.

Later, they become capable of identifying with the objective of an activity and seeking ways to attain it. They are less subject to the influence of others, and they like to vary the sources they draw on. They devise unusual modes of action. They begin to show autonomy in their creative activities. They perceive similarities and differences between their own creative work and that of others. They can express the extent of their satisfaction regarding their work.

Towards the end of elementary school, the students can handle more complex and demanding tasks. They are capable of more systematic preparation and organization of the steps in their creative projects. They can imagine a number of approaches to each situation they explore and like to experiment with new combinations of ideas, strategies and techniques. They are open to drawing on various sources and can recognize the original elements in their work.

The methodological competencies concern the use of effective work methods and information and communications technologies (ICT). They involve the development of attitudes such as a sense of responsibility, pride in work well done, discipline and rigour. They generally find expression in the ability to organize activities and persevere in them and in a form of creativity in action. These competencies enable students to enjoy the pleasure of work well done.

A form of creativity in action...

COMPETENCY 5 • TO ADOPT EFFECTIVE WORK METHODS

... to be self-reliant, to select appropriate means for attaining objectives and to evaluate the effectiveness of their work methods.
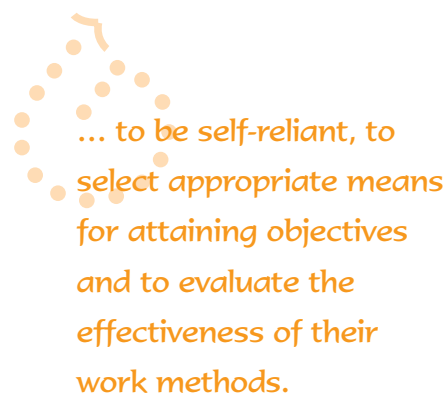
Focus of the Competency

The many kinds of situations in which one has to carry out an activity or project all depend on a type of practical knowledge that underlies virtually all human endeavours. This ability to get things done takes many forms and is required in various proportions depending on the nature of the task, but it is extremely useful to have.

Schools can help students to acquire this competency by encouraging them to be self-reliant, to select appropriate means for attaining objectives, to analyze the way they use the available resources and to evaluate the effectiveness of their work methods. All subjects lend themselves to this exercise, and methods applied in a given situation should be readily transferable to other areas.

Key Features of the Competency

To analyze the task to be performed. **To espouse the objective. To understand the instructions and visualize the elements of the task. To understand the context of the task.**

To begin the process. **To reflect, before and during the action, on the best way to attain the objective. To adapt his/her work method to the task and the context. To anticipate the requirements of the method chosen and the resources that will be needed. To use his/her imagination.**

To analyze his/her procedure. **To examine the procedure used throughout the task. To understand what was effective and what worked less well. To draw conclusions.**

TO ADOPT EFFECTIVE WORK METHODS

To perform the task. **To make use of the appropriate resources: people, materials, etc. To manage his/her materials and time and to adjust his/her actions as required. To complete the task. To discover the pleasure and satisfaction of work completed and well done.**

Evaluation Criteria

– Understanding of the task to be performed ❶ ❷ ❸

– Completion of the task ❶ ❷ ❸

– Analysis of the steps in the procedure ❶ ❷ ❸

– Perseverance in performing the task ❶ ❷ ❸

– Formulation of conclusions ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children can plan simple, short-term activities and reproduce a certain number of steps in carrying out an activity.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students can identify certain steps in an activity. They are able to choose the appropriate materials and tools and to take into account the physical space available and the planned mode of operation. They can communicate verbally their successes and difficulties.

As they get older, they show more autonomy in defining all aspects of their procedure. They are able to find original ways to attain their goals. They are interested in various approaches or procedures and modify their planning as necessary. They observe that accomplishment is a source of satisfaction.

Towards the end of elementary school, they are able to assimilate various procedures and methods and apply them appropriately in various situations. They are willing to invest time and energy to attain an objective.

COMPETENCY 6 • TO USE INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

Focus of the Competency

Information and communications technologies are part of the everyday life of a rapidly growing proportion of the population. Once associated mainly with research and business, their use has spread while their content has been diversified, so that now they offer something for everyone. It seems likely that within a decade or two, virtually every job will require at least a minimum of proficiency in this medium, which is both a language and a tool.

Already, some children begin school with a level of computer literacy that makes an introductory course unnecessary. However, schools still have a role to play in familiarizing those who don't have access to ICT at home. They must also help students to diversify their use of ICT and to develop critical judgment with regard to them.

If used appropriately in teaching subject matter, information and communications technologies can accelerate the development of many cross-curricular and subject-specific competencies in the Québec Education Program. By providing access to a multitude of information sources and individuals, they give students the benefit of expertise from throughout the world and enable them to share their ideas and achievements with others.

Information and communications technologies can accelerate the development of many cross-curricular and subject-specific competencies.

Key Features of the Competency

To master the information and communications technologies. To be familiar with the purposes, concepts, vocabulary, procedures and techniques of ICT. To recognize familiar concepts in a new context. To explore new functions of software programs and operating systems.

To use information and communications technologies to carry out a task. To explore the potential of ICT for a given task. To choose software programs and functions appropriate for the task. To use appropriate working and troubleshooting strategies.

TO USE

INFORMATION

AND COMMUNICATIONS

TECHNOLOGIES

To evaluate his/her use of information and communications technologies. To recognize his/her successes and difficulties. To identify the limitations of the technology employed in a given situation. To identify ways to improve his/her use of ICT.

Evaluation Criteria

– Mastery of the vocabulary of information and communications technologies ❶ ❷ ❸

– Effective use of computer tools ❶ ❷ ❸

– Use of troubleshooting strategies ❶ ❷ ❸

– Recognition of successes and difficulties ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children learn to use the keyboard and mouse. They become familiar with the basic procedures and vocabulary and use games and educational applications. They perform tasks and do creative work using a drawing program. They spontaneously explore, and can follow a visual guide to procedures.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students can use storage media. They know how to use the graphic interface and word-processing, drawing and vector graphic programs. They explore various CD-ROMs and do simple searches on the Web. They can follow a visual guide to procedures when they experience problems. They can explain what they are doing, identify the computer functions they use and recognize their successes and difficulties.

Later they understand the use of a keyboard and know how to use basic E-mail functions and Web browsers and do some spreadsheet operations. They can learn to use some peripherals and to store and organize their information.

Towards the end of elementary school, students can master the common functions of the applications they use. They know how to search for, find, select, store and organize information using various storage media. They are able to transfer data from one application to another, find their way on the Internet and use their address book, and are familiar with the etiquette and ethics of Internet use.

The personal and social competencies are associated with the development and affirmation of students' personal and social identity. They concern both the cognitive and socioaffective dimensions of learning and are expressed in cooperation and in standing up for one's values while showing respect for others. They also involve attitudes related to open-mindedness, adaptability, commitment and mutual aid.

Affirming their identity while showing respect for others

Photo: Alain Désilets

COMPETENCY 7 • TO CONTRUCT HIS/HER IDENTITY

All the subject areas contribute to the development of a student's personal, social and cultural identity.

Focus of the Competency

Constructing an identity is a process that begins very early. Small children gradually become aware of the position they hold within their family and integrate the values of their milieu. Depending on the environment in which they grow up, children develop, to varying degrees, the ability to rely on their own resources, using their strengths and overcoming their weaknesses, and to manifest their autonomy in a responsible manner. They also learn—to a variable extent, depending on the context— to affirm their choices and opinions, recognize their own values, accept differences and be open to diversity.

Schools have a role to play in helping students, through various experiences, to define themselves as individuals, to recognize their cultural identity and to be receptive to other cultures. It is by having the opportunity to utilize their personal resources, make choices, justify them and assess the consequences that children will become aware of their identity and the values that influence them. All the subject areas contribute to the development of students' personal, social and cultural identity by exposing them to various areas of learning, broadening their horizons, stimulating their faculties and encouraging them to take positions on major social issues.

Key Features of the Competency

To be open to his/her surroundings. To react to facts, situations or events. To identify his/her perceptions, feelings, and thoughts concerning these phenomena. To realize that other people's opinion influence his/her reactions. To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works. To be receptive to the moral and spiritual frame of reference of his/her community.

TO CONSTRUCT HIS/HER IDENTITY

To become aware of his/her place among others. To recognize his/her values and goals. To have confidence in himself/herself. To define his/her opinions and choices. To recognize that he/she is part of a community. To be open to cultural and ethnic diversity.

To make good use of his/her personal resources. To use his/her strengths and overcome his/her limitations. To assess the quality and appropriateness of his/her choices of actions. To display increasing autonomy and independence.

Evaluation Criteria

– Curiosity and openness regarding his/her surroundings ❶ ❷ ❸

– Deepening of his/her basic values ❶ ❷ ❸

– Consideration of the values of others ❶ ❷ ❸

– Effort to understand and appreciate human creations and achievements ❶ ❷ ❸

– Identification of means for his/her personal development ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children's horizons are still quite limited, and their reactions are highly egocentric. Nevertheless, they learn to identify their tastes, interests, and physical, cognitive, emotional and social needs, which they observe are sometimes similar to and sometimes different from those of others. They express their feelings and carry out their intentions by imitating models or by taking more personal action. They can describe what they have experienced and recognize some of their strengths and weaknesses.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students learn to make connections between their perceptions, feelings, reflections and reactions. They describe themselves, identifying their characteristics and those of others. Given reasonable challenges, they take risks, relying on strengths they recognize in themselves. They carry out their intentions through actions that are appropriate and consistent with their values and those of their community. They begin to take an interest in the world beyond themselves.

Subsequently, they take actions and make decisions that express their thoughts and feelings. They understand that their actions and attitudes provoke reactions on the part of others. They also realize that the attitudes and behaviour of others can influence them. They make choices based on their strong points and values. They reflect on whatever limits their capacity to act. They are capable of recognizing tasks they like and those they like less. They respond to instructions and can participate in establishing them. They are more open to the world beyond themselves.

Towards the end of elementary school, students understand the connections between their reactions, values, perceptions, feelings and thoughts. They can identify the motivations that influence their thinking, behaviour and speech. They adopt certain models and reject others, and justify their choices in terms of their values. They begin to realize that they are responsible for their actions and their consequences. Their interests become more diversified and they display curiosity about an increasing number of things.

COMPETENCY 8 • TO COOPERATE WITH OTHERS

Focus of the Competency

Certain objectives would be far more difficult to attain without the collaboration of all concerned.

Even without the efforts of school staff, the school would still be a powerful agent of socialization simply because large numbers of students of various ages rub elbows there every day. But schools and teachers have a mandate to enhance this spontaneous socialization with more deliberate, systematic measures. The aim of these measures is for students to develop a social competency that meshes with values such as self-affirmation that is respectful of others, consideration of other people's feelings, constructive openness to pluralism, and nonviolence. School is an ideal setting for learning to live together on the basis of a set of values, and an appropriate place for students to become familiar with teamwork. The construction of knowledge and the development of competencies grow out of the confrontation of various points of view and ways of doing things, and certain objectives would be far more difficult to attain without the collaboration of all concerned.

There are many opportunities to develop this competency, both in the classroom and at school in general. The teaching of certain subjects—particularly drama, dance and physical education—would be virtually impossible without teamwork. But in fact, all the programs of study lend themselves to the creation of learning situations in which students are required to work together. Such situations give them an opportunity to learn to plan and carry out an activity with others, to participate in group discussion and to work with others to achieve a common goal, adapting to the situation, recognizing the contributions of others, developing a sense of organization and sharing.

Key Features of the Competency

Evaluation Criteria

– Recognition of the needs of others ❶ ❷ ❸

– Appropriate attitudes and behaviours ❶ ❷ ❸

– Commitment to the work of the team ❶ ❷ ❸

– Contribution to improving the way the team works together ❶ ❷ ❸

To interact with an open mind in various contexts. To accept others as they are. To be responsive to others and recognize their interests and needs. To exchange points of view with others, to listen and be open to differences. To adapt his/her behaviour.

To contribute to team efforts. To participate actively in classroom and school activities with a cooperative attitude. To plan and carry out a task with others. To carry out the task according to the procedure agreed on by the team.

TO COOPERATE WITH OTHERS

To use teamwork effectively. To recognize which tasks can be done more effectively by means of teamwork. To assess his/her participation and that of peers in the team's work. To identify factors that facilitated or hindered cooperation. To identify desirable improvements for his/her participation in the next shared task.

Developmental Profile

PRESCHOOL EDUCATION

The children become familiar with life in the classroom and begin learning to share and cooperate. They share toys, games, learnings and discoveries. They recognize that other people have feelings, emotions and interests that are different from their own. Realizing that their behaviours may influence their interpersonal relations, they behave in ways that foster respectful relations. They participate actively in group projects, which allows them to observe the contribution of each person and participate appropriately in discussions. They also take part in the development of rules of conduct for the class.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students are capable of working within simple cooperative structures. They respect the proposed planning. They communicate their ideas, questions and new learnings. They are receptive to the ideas of others and adapt to the changes these ideas entail. They become aware of their reactions in situations of conflict and identify behaviours that foster good relations with others. They help classmates. They identify achievements that are the result of teamwork.

Later, still within simple cooperative structures, they propose simple plans and make changes if necessary. They propose rules of conduct and carry out cooperative tasks. They express their ideas and question those of others. They observe which behaviours contribute to harmonious interpersonal relations and which do not. They are aware that they convey nonverbal messages, and understand their impact on others. Their behaviour fosters mutual trust and respect. They help others and appreciate help they receive. They recognize the advantages of teamwork and welcome feedback that contributes to the work of the team.

Towards the end of elementary school, students can carry out projects within somewhat more complex work structures. They propose activities and modes of operation appropriate for teamwork. They perform increasingly diverse tasks and realize that they and their teammates depend on each other and play complementary roles. They recognize that other people have thoughts, ideas, interests and needs that are different from their own. They listen to what each person says, and can reformulate what thay have heard. They can express their emotions and points of view clearly. They help others and know when to ask for help. They make suggesions concerning the team's modes of operation and can justify them by citing factors that help or hinder. They accept changes proposed by others and readjust their strategies accordingly. They identify tasks that can more easily be carried out by means of teamwork.

The communication-related competency allows students to share information with others, directly or through various media, and to convey messages in clear, appropriate language. This competency has a major impact on academic, social and occupational success.

To communicate in clear, appropriate language

Photo: Alain Désilets

COMPETENCY 9 • TO COMMUNICATE APPROPRIATELY

Focus of the Competency

Children begin learning to communicate in infancy. Their aptitude for communication plays a decisive role in their constant efforts to have their needs met. In helping students improve their mastery of their various means of communication, the school builds on this foundation.

Since each subject is associated primarily with one means of expression, school is an ideal place for students to experiment with the different forms of communication: oral, written, visual, musical, media-related, physical and symbolic. School gives students an opportunity to explore the resources of each of these forms of communication, to discover its conventions and codes, to develop a feeling for authenticity and active listening and to become familiar with such characteristics of communication as clarity, originality and elegance.

Among these modes of communication, the language of instruction represents the principal tool and means of access to culture. Students' acquisition of proficiency in this language, which involves learning the codes, developing a large vocabulary and being able to organize their thoughts coherently, must not be the exclusive responsibility of the language of instruction programs: this objective can only be attained by every student if all educators make it their concern and devote considerable effort to it.

The language of instruction represents the principal tool and means of access to culture.

Key Features of the Competency

To establish the purpose of the communication. To consider the purpose of the communication and identify the recipients. To explore ideas related to the situation.

TO COMMUNICATE APPROPRIATELY

To select the mode of communication. To select one or more appropriate modes of communication, bearing in mind the purpose, the context and the intended recipients.

To carry out the communication. To observe the appropriate conventions for the mode of communication used. To adapt the communication on the basis of the reactions of the recipients. To recognize the strategies used throughout the process.

Evaluation Criteria

– Clarity, appropriateness and precision of the purpose of the communication   ❶ ❷ ❸

– Coherence of the message   ❶ ❷ ❸

– Use of appropriate symbols or vocabulary   ❶ ❷ ❸

– Observance of codes and conventions   ❶ ❷ ❸

– Critical, dynamic reception of communications from others   ❶ ❷ ❸

– Self-analysis and evaluation   ❶ ❷ ❸

Developmental Profile

PRESCHOOL EDUCATION

The children express themselves spontaneously and organize the content of their communications through action. They explore various modes of communication. They are beginning to show an interest in what other people say and do.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE

At the beginning of elementary school, students learn to prepare and convey their messages, taking into account some of the requirements of the situation and some rules specific to the mode of communication they are using. In discussions, they observe the reactions of others and gradually become interested in their messages.

Later, the students plan their communication activities in greater detail. They are able to clarify the purpose of their communication and to structure their messages, taking into account many elements of the codes and rules of the mode of communication they are using. They are more and more attentive to the reactions of the recipients of their communications and have greater understanding of the effects of their messages. They discern the point of view of the other person, identify success factors and suggest ways to improve their own communication.

Towards the end of elementary school, students are able to take into account the different aspects of a communication situation. They express themselves with a certain ease. Increasingly concerned by the factors that favour successful communication, they make an effort to respect the rules and codes of the mode of communication used. Their ability to analyze has improved, and they evaluate their own communication efforts more rigorously.

Health and Well-Being

Media Literacy

Environmental Awareness
and Consumer Rights
and Responsibilities

Personal and
Career Planning

Citizenship and Community Life

Chapter

3

Broad Areas of Learning

Chapter 3 | Broad Areas of Learning

Under this heading the Québec Education Program addresses a number of issues that confront young people. The broad areas of learning help students relate subject-specific knowledges to their daily concerns and thus give them a better grasp of reality. There are five broad areas of learning in the Québec Education Program—Health and Well-Being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, and Citizenship and Community Life—which correspond to various student needs or interests and also reflect social expectations regarding education.

Because the issues they deal with are related to more than one subject, they favour the integration of the learnings in various subjects. They are not simply learning contexts but rather anchor points for the development of the cross-curricular and subject-specific competencies. They can only be developed through and by means of other learnings, while at the same time, they ensure that these learnings remain attuned to real life. They provide continuity for educational activities throughout students' basic schooling, from preschool through secondary school, and their scope extends well beyond the classroom.

Issues as important as choosing a lifestyle, using critical judgment as a consumer, and in particular as a media consumer, and making and carrying out plans, to name only a few, cannot be dealt with in isolation. It is by progressively acquiring the cross-curricular and subject-specific competencies that students will construct their answers to these questions, and to do so, they will need concerted support from educators and the community. The broad areas of learning, with the cross-curricular competencies, constitute a backdrop that gives coherence and complementarity to the activities of the school's services: educational services, student services, special services and child-care services.

Each area of learning has an *educational aim* to guide teachers and other school staff and *focuses of development* indicating characteristic strategies or questions, which may serve as the basis for intellectually stimulating learning situations. The broad areas of learning also provide contexts for the transfer of subject-specific and cross-curricular competencies

These areas favour the integration of the learnings in various subjects and the coherence and complementarity of the school's services.

Figure 3
Broad Areas of Learning

Health and
Well-Being

Citizenship
and Community Life

Personal and
Career Planning

WORLD-VIEW

STUDENT

Media Literacy

Environmental Awareness
and Consumer Rights
and Responsibilities

Health and Well-Being

Being in good health means, on one hand, possessing the physical and psychological conditions for satisfying one's needs and carrying out one's plans, and on the other hand, being at ease in one's surroundings, developing harmoniously and having confidence and a sense of well-being and security. Schools have an important role to play in helping students to understand issues related to health and well-being and to adopt a healthy lifestyle. They must provide students with an environment that is safe and conducive to their optimal personal and emotional development, and also ensure that they have many opportunities to move. This responsibility goes well beyond the physical education and health program; it requires the concerted action of all school staff members, working closely with parents, health professionals, community planners and others in the school and community.

It is important to foster a concern for prevention and safety in preschool children by helping them identify certain hazards or health risks and encouraging healthy lifestyle habits. The school should provide them with many opportunities to discover the main characteristics of their personality and help them recognize and express their tastes, emotions and feelings.

In elementary school, the emphasis should be on developing students' self-awareness and ability to express their needs and emotions and on the consequences of their personal choices and attitudes for their health and physical and emotional security. Pre-adolescent students in particular need help distinguishing between positive influences and those that may be harmful to their health and well-being.

Being at ease in one's surroundings, developing harmoniously and having confidence and a sense of well-being and security.

EDUCATIONAL AIM

To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, sexuality and safety.

FOCUSES OF DEVELOPMENT

– **Awareness of his/her basic needs:** physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfillment

– **Awareness of the consequences for health and well-being of his/her personal choices:** diet, physical activity, sexuality, hygiene and safety, stress management and management of emotions

– **Active lifestyle and safe behaviour:** physical activities in the classroom, at school, in the family and elsewhere; safe behaviour in all circumstances

PERSONAL AND CAREER PLANNING

Although the schools' mandate goes well beyond preparing young people for the job market, this is part of their responsibility. It is a complex and challenging task today, because the needs of the job market are constantly evolving in response to rapid economic and social change. Schools must prepare students to handle the career choices that they will face throughout their lives. They also have to foster the development of the personal qualities students will need to fulfill their potential. Creativity, self-confidence, tenacity and courage—the qualities that characterize entrepreneurs—are high on the list, but students also have to know themselves, to be aware of their interests and aptitudes, and be able to choose appropriately from among the many possible career paths and have a sense of their own responsibility for their occupational future and their success or failure.

Dreaming and making plans are sources of pleasure and growth for all human beings, including children. They are eager to get involved in plans for things they care about: personal projects, academic and career plans, plans for the future. Their personal projects have to do with self-fulfillment. Their academic plans are concerned with the development of knowledges and competencies related to

school learning. Their career plans are associated with their choice of a subject area or occupation that will enable them to successfully integrate into society. Their plans for the future draw on their strengths and talents and allow them to discover their full potential.

In *preschool,* play is the principal means used to involve children in projects and give them a taste of the satisfaction of relying on their own resources to carry out an activity. Through play, sharing and experimentation, children also discover various trades and occupations.

In *elementary school,* students become more aware of their tastes, interests and strengths, and also become familiar with various aspects of the education system and the world of work. They imagine projects and make the choices required to carry them out. They learn about occupations, businesses and trades in their community. This activity helps them perceive the connections between their interests and aptitudes, school subjects and occupations.

EDUCATIONAL AIM

To enable students to undertake and complete projects that develop their potential and help them integrate into society.

FOCUSES OF DEVELOPMENT

– **Self-knowledge and awareness of his/her potential and how to fulfill it:** recognition of

Dreaming and making plans . . . undertaking and completing projects.

his/her talents, strengths, interests and personal and career aspirations; understanding of the importance of school work; taste for challenge; sense of responsibility for his/her successes and failures; familiarity with the resources of the school system, the learning paths offered and their requirements, and factors related to success in school subjects

– **Adoption of strategies related to a plan or project:** awareness of the connection between his/her self-knowledge and plans for the future; self-visualization in various roles; plans for the future based on his/her interests and aptitudes; strategies related to various aspects of carrying out a plan or project (gathering information, making decisions, planning and carrying out the plan)

– **Familiarity with the world of work, social roles, and trades and occupations:** the nature and demands of roles related to family or community responsibilities; occupations and ways of life related to different school subjects or to their immediate community; goods and services associated with these occupations; workplaces (factories, stores and businesses in the school's region); the main functions and working conditions in various occupations; the demands of reconciling career, family and social responsibilities; requirements of the world of work compared with those of being a student

Environmental Awareness and Consumer Rights and Responsibilities

The increasing importance of science and technology, the proliferation of consumer goods and the exponential growth of information and communications technologies have had a profound impact on our physical and social environment, our lifestyle and our world-view. More than ever, it is essential to exercise critical judgment regarding the pressure to purchase goods and services of all sorts, including media products. We must also measure their impact on the environment, on social relations, and on our physical and mental well-being.

As regards the **environment**, the school must develop students' ability to see, understand and take stock of the elements of their immediate environment. By reflecting on the characteristics of their environment, they will gradually come to realize how complex and fragile the ecosystem is. They will perceive that human beings and their environment are interdependent and will be able to make connections between the satisfaction of their needs and the use of resources in their environment. They will be able to evaluate the consequences of human action, including their own action, on the environment.

The **consumption** of goods and services is now an integral part of children's lifestyle and plays an important role in shaping their behaviour. It has a direct influence on health and well-being, interpersonal relations and the environment. It is therefore important that students acquire the learnings and attitudes necessary to act as informed consumers, making responsible use of goods and services in a spirit of equitable sharing of resources.

In *preschool,* children become open to external influences while they begin to affirm their personality. They learn to perceive their immediate surroundings as external to themselves, and to relate to their various elements. They use their senses to discover nature. They become aware of their needs and can express their tastes and preferences. Gradually they begin to understand certain problems related to their immediate environment, and by participating in age-appropriate projects, try to find ways to improve it. They also begin to perceive the influence of advertising and peer pressure on them, and to distinguish more clearly between their real needs and their wants.

The process begun in preschool continues and becomes more intense in *elementary school*, as students learn more about the elements of their environment, their curiosity grows and their capacity for critical reflection concerning themselves, events and society develops. They become more knowledgeable about various aspects of their environment and can understand the meaning of terms such as *heritage, ecosystem* and *biosphere*. They can express their perception of the environment and learn to evaluate the consequences of human actions for the local and regional environment. They realize that they themselves are both an integral part of the environment and agents of environmental change, and that they must play a role in the protection, conservation and rational use of resources.

Construction of a viable environment based on sustainable development

This evolving awareness also applies to their role as consumers. As they come to realize that consumption is never an isolated act, they see the connections between consumption and social and economic life. By observing their reactions to a new product, they can assess the positive and negative influences of members of their family, friends and the media on their behaviour as consumers. They also learn that they must pay for consumer goods they want, and gradually develop strategies of rational consumption. Finally, they become increasingly aware of the need for an equitable distribution of wealth.

EDUCATIONAL AIM

To encourage students to develop an active relationship with their environment while maintaining a critical attitude towards exploitation of the environment, technological development and consumer goods.

FOCUSES OF DEVELOPMENT

– **Awareness of his/her environment:** sensitivity to the natural and human environment, understanding of certain characteristics and phenomena of his/her environment, spatial representation (orientation, location, drawing, map, etc.), identification of connections between elements characteristic of the local or regional environment or a season, awareness of interdependence between the environment and human activity

– **Construction of a viable environment based on sustainable development:** awareness of connections between the satisfaction of the needs of the members of a community and the territory in which they live, rational resource use in terms of the needs of all living beings, habits and attitudes that favour the protection, conservation and improvement of the environment (individual and collective efforts to reduce, reuse and recycle), critical attitude concerning the effects and uses of science and technology, respect for our heritage

– **Consumer strategies for the responsible use of goods and services:** distinction between wants and needs, awareness of sources of influence related to consumption (media, family, friends, etc.), steps in an effective strategy (establishing objectives, gathering information, determining his/her expenses and bringing them into line with his/her budget)

– **Awareness of social, economic and ethical aspects of consumption:** interdependence of individuals and peoples and their activities; origin of products consumed; consequences of globalization for cultures, ways of life and the distribution of wealth; working conditions of those who produce consumer goods or services and ways to improve them; consumer choices based on respect for the quality of personal and social life

To distinguish between their real needs and their wants

MEDIA LITERACY

The media are omnipresent in children's daily lives. The press, books, audio and video cassettes, radio and television programs, multimedia games, the Internet, music, and so on, all play an important role in the cultural lives of students and give them access to a world of knowledge and impressions that need to be channeled. They also influence the development of students' personalities and their choice of values. To help students become autonomous, responsible citizens, schools must teach them to maintain a critical distance with regard to the media, to perceive the influence of the media on them, and to distinguish clearly between virtual and real situations.

In *preschool*, children are fascinated by the media, which are a source of pleasure and discovery for them. Their conversations, symbolic games and creations testify to their fascination with the main characters of the software programs they use and the films and television shows they watch. Gradually they establish a certain distance regarding media productions and can express their fears, joys and discoveries regarding this fictional world.

In *elementary school*, students are still fascinated by media productions, but they are beginning to be capable of reflection about them. They learn to measure the amount of time they spend consuming various media and to compare it with the amount of time they devote to their other activities. They can distinguish between different media, discuss the content of messages conveyed and compare the goals of different media. They explore the elements of media language, and become aware of the effects it has on them. They can distinguish between virtual situations, such as those presented in video games, and real situations. They learn to judge the place and role of the media in their lives and in society and become aware of their influence on their own values. In this way, they learn to maintain contact with reality and develop their critical, ethical and esthetic judgment.

The media are also sources of knowledge, and schools must show students how to use them to seek information and to communicate. Students learn to determine their documentation requirements, to consult various media, to check the accuracy of their sources and to organize their information. They learn to send media messages, to try out different aspects of media language and to select the appropriate techniques for their intended effect. They must also recognize the importance of respecting individual and collective rights, both as consumers and as producers.

To become aware of the influence of the media on their own values

To develop students' critical and ethical judgment with respect to media and to give them opportunities to produce media documents that respect individual and collective rights.

To become autonomous, responsible citizens, students must learn to maintain a critical distance with regard to the media.

– **Awareness of the place and influence of the media in his/her daily life and in society:** media functions (information, entertainment, promotion, influence, propaganda); media consumption habits and criteria for media consumption; positive or negative influence of media messages on his/her worldview and everyday environment

– **Understanding of the way the media portray reality:** elements of media language (sound, image, movement, message); comparison between facts and opinions; recognition of sexist, stereotypical and violent messages; the difference between reality and its virtual or fictional representations; esthetic qualities of media productions; relationships between media productions using different techniques and forms of artistic expression

– **Use of media-related materials and communication codes:** procedure for producing, constructing and distributing media products; use of various techniques, technologies and languages

– **Knowledge of and respect for individual and collective rights and responsibilities regarding the media:** intellectual property, freedom of expression, privacy and reputation

CITIZENSHIP AND COMMUNITY LIFE

As learning communities and microcosms of society, schools bring together students of diverse social and cultural origins. This makes the school an ideal place to learn to respect others and accept their differences, to be receptive to pluralism, to maintain egalitarian relationships with others and to reject all forms of exclusion. The school places students in situations that confront them on a daily basis with challenges related to cooperation in a spirit of mutual aid, solidarity, openness to others and self-respect. It gives them an opportunity to experience the democratic principles and values that form the basis for equal rights in our society. This preparation for playing an active role as citizens also includes cognitive learnings, particularly those in the social sciences.

Children of *preschool* age have already had some experience of socialization. Now they must adapt to a group of children their own age in a context with which they are not yet very familiar. They learn to take other people into account and gradually recognize the importance of rules of conduct in ensuring harmony in their interpersonal relations and the classroom. They also begin to take responsibility.

Students in *elementary school* become increasingly aware of the requirements of life in a group and understand the importance of adopting behaviour based on the democratic process. They participate willingly in making rules of conduct based on the principle of equal rights, and respect rules established by groups they belong to. They become familiar with negotiation and learn to value this way of problem solving in order to achieve compromises acceptable both to themselves and

to the group as a whole. They gradually realize that they too are citizens of the world and become aware of the importance of human rights. They participate in activities to support solidarity or peace, which help them in their ongoing quest for meaning.

EDUCATIONAL AIM

To ensure that students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity.

FOCUSES OF DEVELOPMENT

– **Awareness of the importance of rules of social conduct and democratic institutions:** democratic process of making rules of conduct for school, municipal and national life; actors in the democratic process (individuals, elected representatives, ethnic and civic communities, etc.); respect for the role of each individual; rights and responsibilities associated with democratic institutions

– **Involvement in action in a spirit of cooperation and solidarity:** principles, rules and strategies based on teamwork; decision-making process based on consensus, compromise, etc.; establishment of egalitarian relationships; debate and defense of opinions; leadership; interaction with peers in a spirit of mutual help; projects related to community life

– **Culture of peace:** interdependence of individuals and peoples and their activities; recognition of the principle of equal rights for all and of the right of individuals and groups to express their differences; recognition of the negative consequences of stereotypes, discrimination and exclusion; action to combat poverty and illiteracy; familiarization with situations of cooperation and of aggression; peaceful resolution of conflicts; procedures based on agreement or contract

To experience the democratic principles and values that form the basis for equal rights in our society

Chapter

4

Preschool Education

Chapter 4   Preschool Education

Introduction

For many children in Québec, preschool education marks the start of learning to interact in a group, and for all children it is the beginning of school. They arrive in kindergarten at various stages of development, which are the result of both their personal and family history and their sociocultural background.

Kindergarten is a special place, where children continue their development, increasing their learnings, acquiring new learning strategies and forming relationships with other children and adults. This social experience allows them to discover themselves as individuals, to become aware of their potential, to structure their personality and gradually to increase their autonomy. Kindergarten is also a place of intellectual stimulation, where children discover the pleasure of learning and lay the foundation for future learning. The richness and variety of their experience allows them to increase their understanding of the world, to construct their knowledges and to become acquainted with the various subject areas of elementary school.

Preschool education has a threefold mandate: to serve as a rite of passage that gives children a liking for school; to foster children's overall development by motivating them to exploit their full potential; and to lay the social and cognitive groundwork that will prepare children for their future schooling and enable them to continue to learn throughout their lives.

The program enables 4- and 5-year-olds to develop psychomotor, emotional, social, language, cognitive and methodological competencies related to self-knowledge, life in society and communication. With the support of the teacher, children take part in learning situations drawn from their world of play and their life experiences and begin to play the role of students, active and capable of thinking.

The program also allows children to begin developing certain intellectual, methodological, personal and social, and communication-related competencies that are cross-curricular, and to explore topics that are of interest to them in the broad areas of learning.

CHILDREN AND PLAY

Through their play and spontaneous activities, children express themselves, experiment, construct their learnings, structure their thoughts and develop their worldview. They learn to be themselves, to interact with others and to solve problems. They develop their imagination and creativity. Spontaneous activity and play are their way of mastering reality; this justifies giving play a central place in preschool education and organizing the space and time accordingly.

DEVELOPMENT ACTIVITIES

Activities related to children's concerns and interests are by nature cross-curricular. They are rooted in children's everyday lives and their human, physical and cultural environment. They give children the opportunity to discover various means of expression and creation and to become aware of the different languages that support and construct learning. In addition, they foster the development of knowledges, behaviours and attitudes that help children do things methodically and exercise elementary forms of critical judgment of people and things.

CLASS ORGANIZATION

The preschool class is organized to encourage children's active participation. The classroom, the gym and the school yard are places where children may observe, explore, manipulate things, reflect, imagine, exercise memory, plan projects, test their abilities and develop their motor skills. Learning centres stimulate their curiosity and allow them to explore various areas of learning: languages, the arts, mathematics, the social sciences, and science and technology.

PEDAGOGICAL EVALUATION

In preschool education, evaluation involves the individual children, their peers, teachers and parents. Observation is the favoured means of evaluation: it fosters and respects the learning process and focuses on the children's attitudes, behaviours, processes, strategies and productions. Observation makes it possible to follow the children's progress in the development of their competencies.

Children whose first language is not French and who are enrolled in a French-speaking class for the first time may experience difficulties in mastering a second language. Teachers should take this into account both in providing learning support and in evaluating their competencies. In French immersion classes, it is helpful to make connections between French and English in order to facilitate communication and encourage children to apply their learnings.

Learnings Specific to Early Childhood Development

CONNECTIONS AMONG THE COMPETENCIES

The Preschool Education program fosters children's overall development by developing six closely linked competencies.

Each learning situation draws on learnings, attitudes and abilities associated with different competencies; for example, in playing with blocks, children develop their motor skills, interact with others and apply strategies to create their constructions.

For children, learning and doing are inextricably linked: learning and the development of competencies are the result of their interaction with others and with their environment. The teacher's actions allow them to carry out increasingly complex activities, stimulate their desire to surpass themselves and help them become aware of new realities.

Figure 4
Preschool Education

THE CHILD'S WORLD OF PLAY

THE CHILD

THE CHILD'S LIFE EXPERIENCES

To affirm his/her personality

To perform sensorimotor actions

To complete an activity or project

To construct his/her understanding of the world

To communicate

To interact harmoniously with others
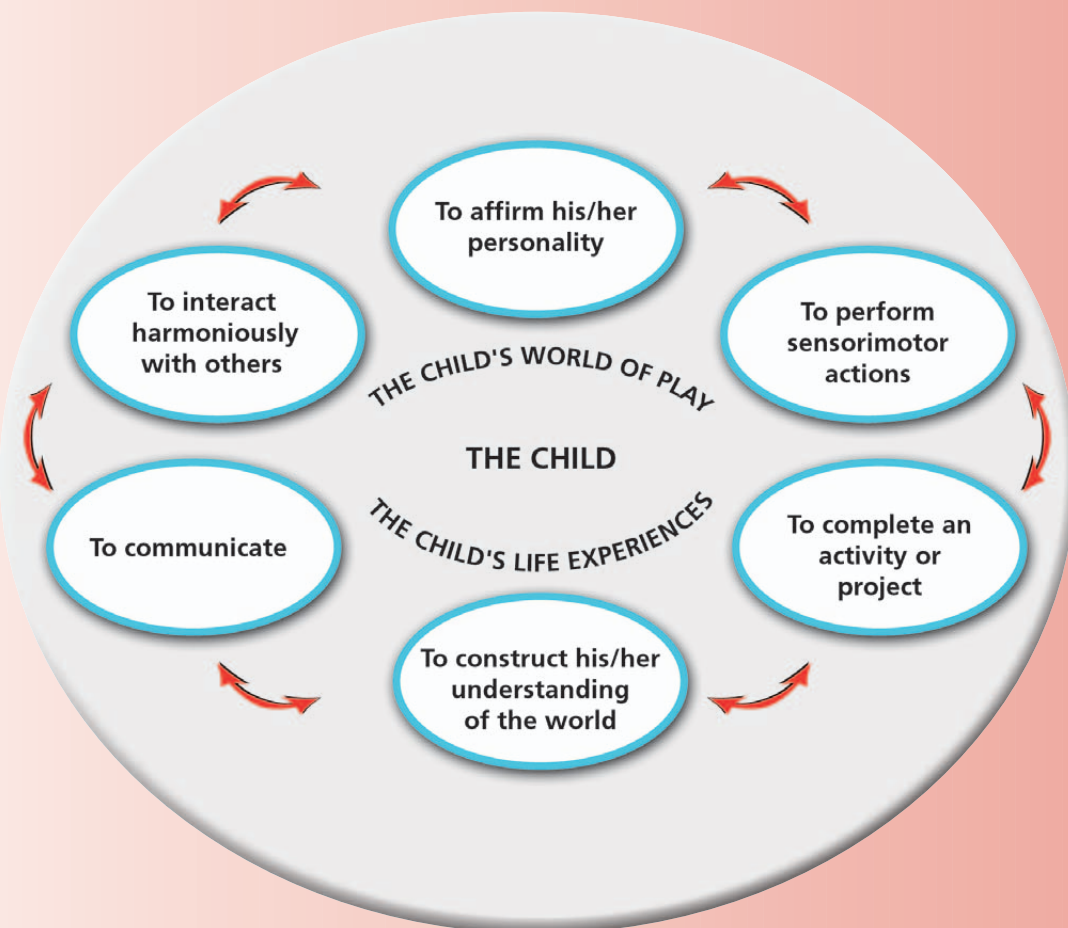
COMPETENCY 1 • TO PERFORM SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS

Focus of the Competency

For children, learning and doing are inextricably linked.

MEANING OF THE COMPETENCY

This competency contributes to **psychomotor development**. Through active play and daily physical exercise, children develop their senses and their gross a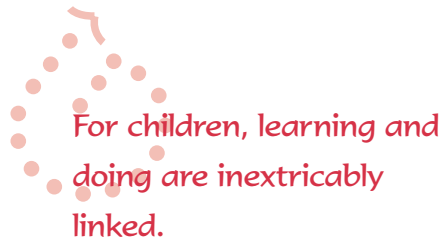nd fine motor skills. They move about, explore their space and manipulate various objects. They discover the reactions and capacities of their bodies and become aware of the importance of taking care of them and adopting safe behaviour.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency does not have a direct connection to the cross-curricular competencies. However, depending on the nature of their sensory and motor experiences, the children will be encouraged to use creativity, to solve situational problems or to form teams.

CONTEXT FOR LEARNING

This competency is developed in motor and sensory play, art activities and activities outside the classroom or school (gym, park, school yard).

DEVELOPMENTAL PROFILE

In preschool education, children become increasingly aware of their bodies and senses, and discover their capacities through a variety of motor and sensory activities in different situations. They make increasingly precise movements, learn to use the tools and equipment available and acquire a sense of physical ease. They are made aware of the importance of taking care of their bodies, finding methods of relaxing and adopting good posture and healthy living habits.

Key Features of the Competency

To broaden his/her repertoire of actions. To experiment with gross and fine motor movements. To pay attention to his/her sensory and bodily reactions.

To adjust his/her actions to the demands of the environment. To situate himself/herself in the physical environment and experiment with sequences of actions. To use tools and materials for an explicit purpose.

TO PERFORM SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS

To recognize ways to ensure his/her well-being. To adopt good posture and practise relaxation. To identify healthy living habits and respect safety rules.

Evaluation Criteria

– Execution of various gross motor movements

– Execution of various fine motor movements

– Adjustment of actions to the environment

– Recognition of factors that favour well-being (health and safety)

Outcomes at the End of Preschool Education

The children, having been placed in a variety of classroom situations that hold real challenges, have broadened their repertoire of actions. They adjust their actions to their physical and human environment and follow safety rules, performing in accordance with the task and their level of development. The ease of movement they have acquired prepares them for learning requiring greater coordination and dexterity.

COMPETENCY 2 • TO AFFIRM HIS/HER PERSONALITY

Focus of the Competency

The children learn to see themselves as unique individuals.

MEANING OF THE COMPETENCY

This competency contributes to children's **emotional development** by building self-esteem. It is manifested in the acquisition of learnings and abilities related to self-knowledge. Through a variety of experiences, children learn to see themselves as unique individuals with their own tastes, interests and needs. They acquire self-confidence, become more receptive to relating to others, show a desire for knowledge, take pleasure in activity and take part autonomously in learning activities.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is closely related to the personal and social competencies, in particular "To structure his/her identity."

CONTEXT FOR LEARNING

This competency is developed through the children's everyday experience in play, projects, creative activities and relations with others.

DEVELOPMENTAL PROFILE

In preschool education, children continue constructing their personal identity. Self-confidence for 4- and 5-year-olds consists in recognizing that they have strengths and limits while knowing they are accepted by adults and other children. They establish harmonious relationships with others and make judgments on their own actions and behaviours. They acquire assurance by discovering ways of meeting their needs, striving to meet challenges, making choices, expressing their creativity and becoming involved in projects. They are increasingly autonomous and they take initiatives, set goals for themselves and choose activities that give them pleasure in learning and draw on their potential.

Key Features of the Competency

To increasingly meet his/her physical, cognitive, emotional and social needs. To express his/her needs and find ways to meet them.

To share his/her tastes, interests, feelings and emotions. To express in a variety of ways his/her tastes, interests, feelings and emotions.

To develop self-confidence. To become aware of his/her strengths and limits. To put forward his/her ideas. To present personal impressions with confidence.

TO AFFIRM HIS/HER PERSONALITY

To show autonomy. To select his/her materials. To make choices on the basis of himself/herself and the environment. To set goals for himself/herself. To take initiative and responsibility.

Evaluation Criteria

– Use of appropriate means to meet his/her needs

– Appropriate expression of his/her tastes, interests, ideas, feelings and emotions

– Demonstration of autonomy in games, activities, projects and everyday life in the class

– Various manifestations of emotional security (setting challenges for himself/herself, speaking up)

Outcomes at the End of Preschool Education

The children have a better appreciation of their strengths and begin to deal with their limits. They know themselves better and they are able to present themselves as individuals and identify what distinguishes them from others. They are able to put forward their ideas and explain them and to act autonomously and responsibly.

COMPETENCY 3 • TO INTERACT HARMONIOUSLY WITH OTHERS

Focus of the Competency

The children discover the satisfactions and constraints of community life.

MEANING OF THE COMPETENCY

This competency is associated with **social development**. Through interaction, children compare their understanding of the world, their interests and their tastes with those of others. They gradually accommodate their interests and needs to those of others, and learn to resolve conflicts in a spirit of mutual respect and justice. They identify with their cultural environment, take interest in others and are open to new things.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is directly related to the personal and social competency "To work with others."

CONTEXT FOR LEARNING

This competency is developed in everyday classroom life through play and projects.

DEVELOPMENTAL PROFILE

In preschool education, children have the opportunity to discover the satisfactions and constraints of community life and develop social skills. They discover their community and other ways of life. They learn to respect others and to pay attention to what they say. They become open to individual differences. They learn the rules of conduct that are necessary for groups to run smoothly. In conflicts, they take actions that promote conflict resolution. They increasingly take their place in the group and recognize that they have rights and responsibilities.

Key Features of the Competency

To show interest in others. To become acquainted with different people. To recognize their physical, social and cultural characteristics. To recognize his/her differences from and similarities to others.

To cooperate with others. To share play, materials, ideas and strategies. To offer help and encourage others. To identify factors that help or hinder cooperation. To cooperate in activities and projects.

TO INTERACT HARMONIOUSLY WITH OTHERS

To participate in the group. To express his/her ideas. To listen to others. To take part in formulating rules of social conduct. To take part in decision making and take responsibility.

To apply a conflict-resolution process. To recognize situations of conflict. To state the facts. To seek a solution and apply the solution chosen. To test the solution.

Evaluation Criteria

– Demonstration of openness to others

– Participation in the group

– Observance of the group's rules of conduct

– Application of a conflict-resolution process, with help

– Personal involvement with others

Outcomes at the End of Preschool Education

The children are able to live harmoniously with others. They communicate with various people and are able to share, offer help and encourage others. They appreciate individual differences and take part in group activities.

COMPETENCY 4 • TO COMMUNICATE USING THE RESOURCES OF LANGUAGE

Focus of the Competency

The children learn to pay attention to messages and to express their thoughts.

MEANING OF THE COMPETENCY

This competency involves **language development**. Language is an important tool in children's cognitive development, a necessary means of social development and learning about the world. Placed in a rich, stimulating environment, children develop oral and written communication skills that allow them to affirm their personality, relate to others, construct their understanding of the world and complete activities and projects. They organize the contents of their messages through action. They pay attention to others and show interest in what they say and do. With guidance, they gradually become aware of the effects of their actions, drawings, words and messages.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is directly connected to the communication-related competency "To communicate appropriately."

CONTEXT FOR LEARNING

Communication is developed in real, meaningful, complex everyday situations, through the regular use of a variety of sound, visual or digital productions (documents, films, sketches, poems, songs, etc.) and children's literature. Symbolic games stimulate children's verbal expression.

DEVELOPMENTAL PROFILE

In preschool education, children learn to pay attention to messages addressed to them, to better express their thoughts and to follow the rules of communication. They discover the pleasure of playing with the words and sounds of language; they create wordplay, poems, stories or nursery rhymes. Through continual exposure to children's literature and other material, they take pleasure in reading behaviour, become receptive to culture and gradually make connections between oral and written language. They discover that the written word is an object of pleasure, research, communication and learning. To satisfy their need to communicate, they explore various forms of spontaneous writing behaviour.

Key Features of the Competency

To show interest in communication. To start and maintain a conversation. To adhere to the subject of a conversation. To imitate reading and writing behaviours. To show interest in information and communications technologies.

To produce a message. To organize his/her ideas. To use appropriate vocabulary. To explore the sound aspect of language through wordplay. To explore different forms of spontaneous writing. To use information and communications technologies.

TO COMMUNICATE USING THE RESOURCES OF LANGUAGE

To understand a message. To pay attention to the message. To take into account concepts related to time, space and quantity. To express his/her understanding of information received. To make connections between speech and writing, and recognize the value of writing. To explore the concepts, conventions and symbols of written language and the computer environment.

Evaluation Criteria

– Interest in communication

– Demonstration of understanding of the message

– Production of messages

Outcomes at the End of Preschool Education

The children are able to express and explain themselves so as to be understood by other children and adults. They are able to listen to questions or instructions and to respond appropriately. They react positively to activities involving their language skills, specifically in the areas of reading and writing. They have been introduced to the various forms and functions of language and they adapt them to different communication situations.

COMPETENCY 5 • TO CONSTRUCT HIS/HER UNDERSTANDING OF THE WORLD

Focus of the Competency

The children develop strategies and acquire learnings.

MEANING OF THE COMPETENCY

This competency is closely related to the children's **cognitive development**. Through their actions and interactions, they develop strategies and acquire learnings. They become familiar with the subject areas and discover, understand and adapt to the world around them. Through play and interaction with others, they observe, anticipate and experiment. They discover various ways of saying, doing and understanding things and solving problems. They share their discoveries and gradually become capable of autonomous, critical, creative thinking.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is related to the four intellectual competencies, "To use information," "To exercise critical judgment," "To use creativity" and "To solve problems."

CONTEXT FOR LEARNING

Children develop this competency in everyday life, in both ordinary situations and those in which problems must be solved. They construct their understanding of the world as they discover the arts, the social sciences, mathematics, science and technology.

DEVELOPMENTAL PROFILE

During preschool education, children become members of a learning community; the classroom is a place of intellectual stimulation. They advance in their exploration of the world through manipulation and experimentation, production and creation, oral communication and reflection. Their experience in the classroom allows them to use creativity, to become familiar with various languages, to acquire learnings and to develop attitudes and abilities that will serve as a foundation for future learning. To answer their questions, they use various sources of information in their environment. They discover that there are differences between their reality and those of others.

Key Features of the Competency

To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology. To experiment and use tools, materials and strategies in these subject areas. To make connections with his/her everyday life.

To describe his/her learnings. To describe his/her method. To define his/her learnings and strategies. To apply his/her learnings.

TO CONSTRUCT HIS/HER UNDERSTANDING OF THE WORLD

To exercise thinking in a variety of contexts. To observe, explore and manipulate. To ask questions and make associations with ideas. To make and test predictions.

To organize information. To express what he/she knows. To seek, select and exchange information.

Evaluation Criteria

– Demonstration of interest, curiosity and a desire to learn

– Experimentation with various ways of exercising thinking

– Use of pertinent information to learn

– Description of the process and strategies used in learning

Outcomes at the End of Preschool Education

The children know the pleasure of learning. They are curious and are able to use their learnings and creativity in play and projects. They use some basic elements from various subject areas: the arts, social sciences, mathematics, science and technology. They share their discoveries.

COMPETENCY 6 • TO COMPLETE AN ACTIVITY OR PROJECT

Focus of the Competency

The children take part in an individual, team or class project.
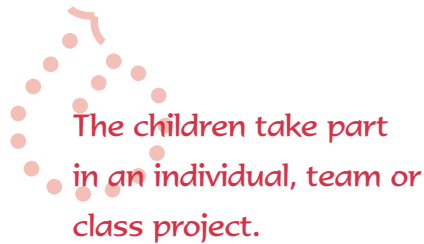
MEANING OF THE COMPETENCY

This competency involves the **development of work methods**. Motivated by a desire to explore and understand the world, the children take part in an individual, team or class project. The project arises from the children's interests, games, experiences or imagination. It represents a real challenge, and allows them to proceed by trial and error, to use their creativity and to learn to complete a task. In this way the children acquire learnings and develop strategies that they apply in other contexts.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Depending on the stage of completion of their project, the children mobilize various intellectual, methodological and personal and social competencies, but it is primarily the competency "To use effective work methods" that is involved here.

CONTEXT FOR LEARNING

Children develop this competency by exploring their physical, human and cultural environment, and through work in the different subject areas.

DEVELOPMENTAL PROFILE

Throughout preschool education, children actively participate in their learning. They use their creativity and learnings and set themselves challenges in keeping with their interests. Through the scope and variety of their projects, they learn to mobilize their cognitive, motor, language, emotional and social skills in accordance with their goals. They learn to present their work, explaining the method, strategies and resources they used.

Key Features of the Competency

To become involved in the project or activity, drawing on his/her resources. **To show interest. To speak of what he/she knows and research information in order to carry out the activity or project.**

To show satisfaction with the project or activity. **To present his/her project. To describe his/her method. To explain the strategies and resources used.**

TO COMPLETE AN ACTIVITY OR PROJECT

To show tenacity in carrying out the project or activity. **To use a variety of strategies. To take time and space into account. To use creativity. To finish the activity or project.**

To transmit the results of the project. **To state his/her assessment. To speak of the difficulties involved. To explain what he/she learned and how he/she will be able to use these new learnings.**

Evaluation Criteria

– Involvement in the activity or project

– Use of his/her resources in carrying out the activity or project

– Perseverance in carrying out the activity or project

– Description of the strategies used in carrying out the activity or project

– Assessment of the learnings acquired and difficulties encountered

– Expression of satisfaction with the activity or project

Outcomes at the End of Preschool Education

The children complete individual, team or class projects appropriate to their level. When they become involved in an activity or project, they apply their previous learnings in planning it. They anticipate the main steps and are able to describe the method to be used. At the end of the activity or project, they can state the learnings acquired. In this way they develop abilities and skills that will serve as the basis for further learning.

Cultural References

– Cultural, social and physical differences and similarities

– His/her physical environment: characteristics (e.g. rural, urban); natural elements (e.g. mountains, trees, lakes); infrastructure (e.g. bridges, bicycle paths, bus shelters); services and facilities (e.g. medical clinics, supermarkets, fire stations)

– The human environment: social roles (e.g. in school, in the family, in the community); occupations and professions (e.g. electrician, nurse)

– The cultural environment (e.g. libraries, museums, theatres, art galleries)

– Children's literature (e.g. picture books, stories, fairy tales, history books)

– Songs, sketches, films, documents, advertising, newspapers, dictionaries

– Computer programs

– Special events, holidays, media messages, everyday objects, works of art; ways of thinking, values and practices that influence behaviour

– Resources in the immediate and more distant environment (e.g. visit to a farm or museum; theatre performance; nature class)

– Protection of the environment and recycling (e.g. rules, habits, attitudes, pollution)

– Safety: safe behaviour and safety rules for the physical environment (e.g. taking the bus, being careful with hazardous substances); rules for using tools and equipment (e.g. scissors, knives); situations involving safety risks and risks to well-being (e.g. unacceptable actions, invitation to follow a stranger); behaviour to adopt and ways to get help in emergencies (e.g. calling 911, going to an adult acquaintance)

Essential Knowledges

STRATEGIES

• Motor and Psychomotor Strategies

– Discovering his/her sensory potential

– Situating himself/herself in space and time and in relation to objects

– Performing activities to strengthen muscle tone, improve flexibility and increase endurance

– Using movement and rhythm to communicate

– Using relaxation to reduce stress

– Using objects, tools and materials properly

• Emotional and Social Strategies

– Controlling his/her impulses

– Paying attention

– Managing stress

– Maintaining concentration

– Speaking of himself/herself positively ("I can…")

– Finding ways to overcome difficulties and resolve conflicts

• Cognitive and Metacognitive Strategies

– Observing

– Exploring

– Experimenting

– Organizing

– Planning

– Classifying

STRATEGIES (cont.)

– Comparing

– Selecting

– Memorizing

– Producing new ideas

– Using the right words

– Questioning and self-questioning

– Anticipating

– Verifying

– Evaluating

LEARNINGS

• **Learnings Related to Sensory and Motor Development**

– The parts of the body (e.g. eyebrows, throat) and their characteristics (e.g. brown eyes, short hair), functions (e.g. breathing, walking) and reactions (e.g. skin becomes red when exposed to sun)

– The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)

– Gross motor movements (e.g. running, throwing, crawling, jumping, sliding, climbing)

– Fine motor movements (e.g. cutting, tracing, gluing, folding, shaping, tearing)

– Physical and sensory play (e.g. skipping rope, playing with a ball, texture discovery games)

– Assembly games (e.g. puzzles, blocks, erector set)

– Physical needs (e.g. food, rest, clothing)

– Positions of a person or object in space (e.g. in front of, behind, facing, beside, at the front, under, between, left, right)

– Various ways to relax (e.g. listening to soft music, taking time out, closing one's eyes)

– Living habits and their effects on health (e.g. hygiene, physical activity, diet)

• **Learnings Related to Emotional Development**

– Self-portrait (e.g. tastes, interests, good qualities)

– Personal data (e.g. date of birth, telephone number, address, family)

– Feelings (e.g. joy, rage, fear)

– Actions demonstrating autonomy (e.g. recognizing his/her things; dressing self; finding equipment, materials or tools for use in activities)

– Actions demonstrating responsibility (e.g. transmitting a message, putting away his/her toys, taking care of equipment)

– Means of self-expression (e.g. dance, music)

• **Learnings Related to Social Development**

– Social skills: politeness (e.g. greetings, please and thank you); attitudes expressed verbally and nonverbally (e.g. smiling, looking at people when they are speaking, congratulating); cooperative actions (e.g. encouraging others, offering help, sharing); participatory actions (e.g. distributing things, putting things away)

– Rules of conduct (e.g. individual rights and responsibilities)

– Conflict management (e.g. explanation of the problem, solutions, compromises, making amends)

– Games involving rules (e.g. lotto, dominoes, card games, parlour games)

– Cooperative games (e.g. games that have no winners or losers)

LEARNINGS (cont.)

• Learnings Related to Language Development

– Actions associated with emergent writing: imitation of reading behaviour (e.g. holding a book right side up, moving from left to right); imitation of writing behaviour (e.g. pretending to write)

– Concepts and conventions of written language (e.g. play with rhyme, sounds, letters, words or sentences)

– Conventions and symbols associated with computers (e.g. mouse, monitor, keyboard)

– Use of the appropriate pronouns and tenses in speech

– Concepts related to language and stories (e.g. beginning, middle, end)

– Recognition of writing in the environment

– Recognition of some letters of the alphabet

– Recognition of some words in writing (e.g. his/her name, names of friends, *mommy, daddy*)

– Writing of a few words he/she uses often (e.g. his/her family name or first name)

– Symbolic games (e.g. playing house, store, doctor)

– Communication games (e.g. broken telephone, a collective story)

• Learnings Related to Cognitive Development

– The arts: drama (e.g. puppets, symbolic games); music (e.g. songs and nursery rhymes, listening to music); dance (e.g. movement improvisation to various rhythms, folk dances from own and other cultures); visual arts (e.g. modelling, drawing, painting, sculpture)

– Mathematics: number games (e.g. lotto, calendar game); counting games (e.g. counting the number of friends); association games (e.g. associating an object with a geometric shape); comparison games (e.g. comparing the length of two objects); grouping and sorting games (e.g. sorting objects by colour or texture); pattern games (e.g. creating sequences of increasingly complex objects); estimation games (e.g. estimating length, quantity); measurement games (e.g. measuring objects using a string)

– Science and technology: experimentation games (e.g. using containers of water and sand, magnifying glass); observation and manipulation of objects (e.g. creation, assembly); attempting to find explanations and consequences in relation to various substances (e.g. wood, paper), natural elements (e.g. air, water) or natural phenomena (e.g. rust, sleet, germination, falling leaves)

– Concepts related to time (e.g. today, yesterday, the seasons, the days of the week, holidays)

– Concepts related to space (e.g. high, low, near, far, middle, big, wide)

– Concepts related to quantity (e.g. full, empty, as much as, more than)

Chapter

5

Languages

Chapter 5 | Languages

Language learning is central to every learning project, for language is a vital aspect of communication and represents a vehicle for learning used in all subjects. Language enables students to organize their thoughts, to express themselves clearly and accurately, and to communicate effectively both orally and in writing in various situations. Since it provides access to knowledge, it is an essential tool for creating, analyzing, exercising critical judgment and describing or expressing ideas, perceptions and feelings. It is through language that we develop our view of the world since words, beyond codes and rules, convey the singular nature of thought.

Proficiency in one or several languages promotes the affirmation and development of our personal, social and cultural identity. By reading, writing, listening and speaking in our own or another language we discover the pleasure, usefulness and importance of this crucial means of expression. Exposure to literary works is particularly important in this regard, since it allows us to discover the richness and diversity of humankind. Language is equally essential for creating, strengthening and transmitting culture and for developing an open mind.

Knowing several languages allows us to both enrich our knowledge of our mother tongue and to gain a better perspective on our cultural heritage. Moreover, learning a second or third language is one of the most important tools for advancing personal development in a pluralistic society that is open to other cultural realities. Given Québec's historical and geographic profile, mastering the French language is a necessity and learning English as a second language is certainly recommended. Furthermore, learning additional languages is encouraged, especially in secondary school, with a view to providing students with a window on the world.

GENERAL OBJECTIVE IN LANGUAGES

To develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable him/her to express his/her view of the world, to enter into relationships with young people and adults from near and far, and to acquire and transmit cultural knowledge.

CORE LEARNINGS IN LANGUAGES

◗ Communicates appropriately in various situations, orally and in writing

◗ Expresses his/her thoughts in a coherent and organized fashion in everyday situations

◗ Acquires oral and written language to meet his/her personal, school and social needs

◗ Exercises critical judgment with regard to oral, written, visual and electronic texts

◗ Understands language as a system and is able to give examples of how this system works

◗ Appreciates the value of literary works

Introduction: What is literacy?

This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations...

The new English Language Arts (ELA) program for the elementary schools of Québec is first and foremost a literacy program. The noted Brazilian educator, Paulo Freire, described literacy as knowing how to "Read the world and the word." This program is centred in the connection between the learner's world and words, since language is both a means of communicating feelings, ideas, values, beliefs and knowledge, as well as a medium that makes active participation in democratic life and a pluralistic culture possible.

In order for our students to develop literacy in a world of rapid social, cultural and technological change, we need to take the time to connect learning about language to the worlds of the students we teach, including those children with special needs, so that they understand language-learning as the development of a repertoire of essential strategies, processes, skills and knowledge that will make it possible for them to learn throughout their lives. For this reason, the English Language Arts program for elementary school is grounded in the texts our students will encounter in the world and focuses on the development of fluent readers and writers of oral, written and visual discourse. The goal of any literacy program must be to provide opportunities for the learner to experience the power of language as a way of making sense of her/his experience and of breaking down the barriers that separate individuals. This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations; the interpersonal and communication strategies that they will require in order to become active, critical members of society; and an appreciation of their rich literary and cultural heritage.

Our new English Language Arts program is both a text that addresses a series of issues and concerns raised by our community since 1980, and an inventory of best teaching practices from many of the most talented teachers in Québec. As you read the program, you will find much that is familiar to you and new ideas that bring our profession "up to speed" with important developments in language teaching.

What are some familiar elements? Among those we might list are: children's literature; writing as a process; responding to and interpreting texts; collaborative learning; storytelling; spelling as a process of constructing patterns, rules and generalizations; written and spoken discourse; student-centred learning that promotes differentiation in inclusive classrooms; learning-by-doing (i.e. rather than hearing about it); the four linguistic cuing systems; and language used in contexts, or situations, that are relevant and familiar to the student. Some new aspects are: the notion of text; linguistic structures and features; the media; technology; developmental drama; and the potential of portfolios in self-evaluation as a means for the student to reflect about her/his learning and to set future learning goals.

As you examine the ELA program and think about literacy, be sure to cross reference your reading to include all the English Language Arts competencies, since literacy is an integrated system of communication and the separate competencies represent "the parts" that make up the whole. As well, make connections between ELA and the cross-curricular competencies. What would these areas contribute to your students' growing understanding about language? What kinds of spoken, written and media texts might they involve? How have you made your students conscious of what they are learning and how does this relate to language across the curriculum? In other words, the English Language Arts program in the Québec Education Program takes as its ultimate mission the development of literacy that will enable the student to use language to get things done, to solve problems, to imagine possibilities, to develop her/his creativity, to share knowledge and experiences with others and to learn from the different subject areas of the elementary school curriculum.

Figure 5
English Languages Arts

ELA COMPETENCIES
- To read and listen to literary, popular and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent her/his literacy in different media
- To use language to communicate and learn

RELATED CROSS-CURRICULAR COMPETENCIES
- To use information
- To solve problems
- To exercise critical judgment
- To use her/his creativity
- To use information and communications technologies
- To develop her/his personal identity
- To work with others

This diagram represents the interdependence between the competencies in the English Language Arts program and some of the cross-curricular competencies.

COMPETENCY 1 • TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY AND CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The contribution that this competency makes to the development of literacy is to provide the student with the necessary experiences, strategies and processes to become an active and critical reader for life. Becoming a reader is primarily achieved through reading, viewing and listening to a wide range of different text types throughout elementary school. Henceforth in this document, "reading" is understood to also include "listening to" and "viewing" texts. Although the reading competency is described separately, it is part of the integrated language arts program, and reading development can occur only in conjunction with writing, viewing, visually representing, talking and listening. In addition, although the reading competency describes essential developmental processes, they will become differentiated as children follow individual pathways to become readers in inclusive classrooms. As a result of the student's immersion in a rich, literate classroom environment, s/he uses reading to acquire the cross-curricular competencies which are: to use information, to solve problems, to exercise critical judgment and to use creativity.

CONTEXTS FOR LEARNING

There are two essential contexts in which this competency develops: a) the texts which are read and b) the situations in which reading takes place. On a daily basis in school, the student reads, views and listens to authentic literary, popular and information-based children's books that are appropriate to the student's age, interests and developing abilities. In addition, s/he reads real books that are written in natural language, constructed with predictable structures and features and contain familiar content. The purpose of all reading/viewing situations is the construction of meaning. Personal choice of reading material is provided and the student is encouraged to construct meaning from children's books s/he chooses that interest and stimulate her/him. Every day, the student has many opportunities for exploratory talk and sharing with her/his teacher and peers. In addition, s/he works in a supportive environment that promotes risk-taking and a trial-and-error approach in the use of specified reading strategies and in the interpretation of texts. Throughout this program, the teacher guides and supports all the student's initiatives, such as the development of a personal repertoire of meaning-making strategies. From Cycle One to the end of Cycle Three, an integrated ELA portfolio containing samples of the student's development in the different competencies of this program is maintained for the purpose of assessment and evaluation.
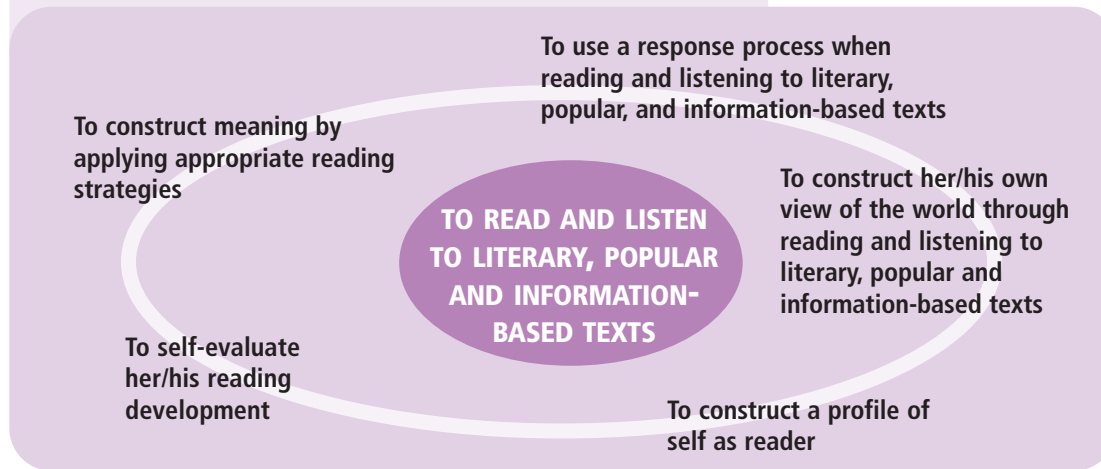
DEVELOPMENTAL PROFILE

The student constructs her/his own reading identity by acquiring a repertoire of favourite texts and text types and of different strategies to interpret texts. The student develops not only an increasing control of a wide range of reading strategies, but also her/his awareness of how, when, and why s/he uses specific strategies to construct meaning from a text gradually evolves through trial-and-error exploration, teacher-guidance and self-reflection. Since reading is a meaning-making process in which the reader responds to texts in the light of her/his personal, social and cultural background and experience, the student develops and explains her/his own preferences in reading material. The student becomes a more critical reader by responding to what is personally relevant to her/him and then gradually shifting her/his attention to the perspectives of others. Since no text has a single correct meaning that is understood by everyone in the same way, the student learns first to develop her/his own responses to texts while recognizing that others will construct meaning differently. Throughout Cycles One, Two and Three, the student gradually learns to reassess and adjust her/his own responses to texts in the light of the views of others in small- and large-group discussions.

Another part of developing a more critical stance as a reader is the student's increasing understanding that the meaning of a text is shaped by the way it is written, specifically, by its structures and features. Thus, the student begins to see a text as a construction and to identify some of its social and cultural values, such as those in a novel like *Underground to Canada*. By the end of Cycle Three, the student begins to construct her/his own view of the world by comparing her/his own personal values and beliefs with those of a text. Self-evaluation, reflection and goal-setting play key roles in the development of a reader, and these too are developmental processes. Throughout elementary school, the student is moving towards an explicit understanding of her/his own tastes and preferences in reading, of the strategies s/he uses, of the nature of her/his responses, and of the ways texts are constructed. A record of the student's reading is maintained in an integrated ELA portfolio that may include reading samples, responses, drawings, preferences, presentations of group work or role-plays, self-evaluations, reflections and goals.

Key Features of the Competency

To use a response process when reading and listening to literary, popular, and information-based texts

To construct meaning by applying appropriate reading strategies

To construct her/his own view of the world through reading and listening to literary, popular and information-based texts

TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

To self-evaluate her/his reading development

To construct a profile of self as reader

Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

– Develops a range of favourite text types from which s/he constructs meaning

– Develops and uses a repertoire of meaning-making strategies

– Begins to acknowledge and support different interpretations of the same text

– Begins to identify some structures and features of text type

– Talks about self as reader

– Begins to discuss own progress in reading with reference to work selected from ELA integrated portfolio

Cycle Two

– Expands range of favourite text types from which s/he constructs meaning

– Develops preferred reading strategies when meaning-making breaks down

– Seeks to clarify own meanings and meanings of others through a response process

– Identifies some structures and features of familiar text types and explains how they contribute to meaning

– Begins to discuss how s/he goes about reading

– Begins to reflect on self as reader, with reference to work selected from ELA integrated portfolio

Cycle Three

– Begins to broaden repertoire of familiar literary, popular and information-based texts beyond favourites

– Uses appropriate reading strategies to construct meaning in a specific context

– Begins to respond to the interpretative processes of her/his peers

– Begins to adapt some familiar structures and features from reading into own writing

– Reflects on reading progress by explaining reading preferences and use of strategies

– Begins to set short-term, attainable goals with reference to work selected from own integrated ELA portfolio

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student chooses to read, view and/or listen to a variety of children's texts, including her/his own writing that is considered as text, and develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment that involves ongoing collaboration with peers and teacher. With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion, and s/he may ask for and receive help when required. While s/he develops her/his own view of a text in the light of her/his own experiences, the student also begins to acknowledge and support different interpretations of the same text in peer and teacher discussions. When prompted by the teacher, the student begins to identify some structures and features of familiar text types. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. In teacher conferences with a limited and specific focus, the student talks about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time, and to set goals for future learning in an integrated ELA portfolio.

CYCLE TWO

By the end of Cycle Two, the student uses some familiar reading strategies more systematically when her/his process of meaning-making is disrupted. Her/his repertoire of favourite literary, popular, and information-based children's books begins to expand, as a result of working in a print-rich environment with peers and teacher. S/he begins to identify the different strategies s/he uses to read different text types. As a member of a community of readers, s/he continues to take risks and to make personal connections to the texts s/he reads, hears, and views, and begins to respond to the interpretive processes of her/his peers. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations. The student begins to transfer some structures and features of familiar text types to her/his writing and uses reading as part of the process of acquiring information, solving problems and thinking creatively and critically. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. With guidance, the student describes her/his profile as a reader and how s/he goes about reading. In collaboration with the teacher, the student selects representations of her/his reading from her/his own collection for her/his integrated ELA portfolio and, with guidance, gives reasons for her/his choices.

CYCLE THREE

By the end of Cycle Three, through exercising personal choice in reading material, the student reads, hears and views a range of text types critically. S/he gives reasons for her/his personal selections, which may be within one text type, and begins to find value in texts outside her/his favourites. The student selects, with greater control, appropriate reading strategies when her/his process of meaning-making breaks down and knows how to adjust the strategies s/he uses according to her/his purposes and to the text type. S/he identifies and explains the structures and features of familiar text types encountered in reading and uses some of them in her/his writing to shape meaning in a particular way. In discussion groups, s/he begins to work with peers as sources of clarification and enrichment of her/his interpretations of texts. S/he identifies and explains some of the structures and features of familiar text types encountered in reading and uses them in her/his own writing to shape meaning in a particular way. When prompted, the student compares the content, structures and features of the texts with those in her/his personal repertoire. When the student is researching a personally relevant topic, s/he reads, views and listens to a variety of sources and, with guidance, begins to compare and select information from them. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. The student demonstrates a sense of her/his reading profile by giving reasons for her/his preferences and by beginning to describe her/his use of strategies and ways of responding. With guidance, the student sets specific short-term goals in reading and monitors her/his progress in achieving these goals by selecting and explaining representations of her/his reading in her/his integrated ELA portfolio.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his understanding of written, spoken and visual texts in contexts that are personally relevant and that influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of basic language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The reading competency draws on three types of text: literary, popular and information-based. Literary texts are understood to be children's literature with an equal representation of male and female authors and characters, and of diverse cultural groups. These may include narratives (myths, legends, mysteries, TV shows, movies, etc.), poetry (lyric, narrative, limericks, etc.), plays, journals, diaries, and picture books. Popular texts are the texts of popular culture and of everyday life that are produced especially for children and may include: comics, ads, posters, letters, invitations, etc. Information-based texts are non-fiction texts and may include science; history; biographies; how-to texts; visual texts, such as maps, time lines; as well as newspapers, magazines and other media texts. In addition, the student reads her/his own writing, which includes literary, popular and information-based texts. It is understood that decoding the above texts is only one part of the process of reading, making it essential that the student partake of the rich cultural heritage found in literary, popular and information-based texts. Furthermore, in differentiated classrooms, all students, including those with decoding problems, have the right to experience the richness of the ideas in texts.

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

READING STRATEGIES

The student uses the following repertoire of strategies to construct meaning from texts:

- **The four cuing systems, which include:**

– Prior knowledge and personal experience of the content of a text (semantic)   ❶ ❷ ❸

– Knowledge of the ways books work (pragmatic), e.g. most fairy tales begin with, "Once upon a time…"   ❶ ❷ ❸

– Use of pictures and other graphic representations to interpret texts (pragmatic). See also Competency 3, re: reading texts that have images and illustrations   ❶ ❷ ❸

– Knowledge of common language patterns (syntax). See also Competency 2, Writing System   ❶ ❷ ❸

– Knowledge of the relationships between sounds and written symbols (graphophonics)   ❶ ❷ ❸

- **Self-correcting strategies, which include:**

– A trial-and-error approach   ❶ ❷ ❸

– Questions and talk with others to clarify and enrich interpretations. See also Competency 4   ❶ ❷ ❸

– Predictions, confirmations and inferences, when prompted by the teacher   ❶ ❷ ❸

– Perseverance when meaning-making breaks down by: ❶ ❷ ❸
  - Adjusting pace   ❶ ❷ ❸
  - Reading on   ❶ ❷ ❸
  - Omitting words   ❶ ❷ ❸
  - Rereading   ❶ ❷ ❸
  - Making substitutions consistent with pattern of meaning-making   ❶ ❷ ❸
  - Making connections, e.g. to prior knowledge or to other texts   ❷ ❸
  - Discussions with teacher of the strategies s/he uses when meaning-making breaks down   ❶ ❷ ❸

<div style="display: flex;">

READING STRATEGIES (cont.)

- **Strategies for locating information and/or ideas in texts, which include:**

– A trial-and-error approach ❶ ❷ ❸

– Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently ❶ ❷ ❸

– Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts ❷ ❸

– Making of connections, with guidance, between the structures and features of familiar text types and their meanings ❷ ❸

– Use of the following to locate specific information and/or ideas (See also Competency 2, Profile of self as writer and Competency 4, Using talk for learning and thinking):
  - Pictures and other graphic representations in texts ❶ ❷ ❸
  - Headings, chapter divisions ❷ ❸
  - Table of contents ❷ ❸
  - Index ❸
  - Beginning to identify, with guidance, the stages of researching a topic, which include:
    - developing research questions ❸
    - narrowing a topic ❸
    - selecting and recording information from
    - reading/listening/viewing ❸
    - categorizing information ❸

– Initial development of a personal method for researching a topic, with guidance ❸

RESPONSE PROCESS AND READING

The student follows a response process by:

- **Reading, listening to and viewing a range of self-selected and personally relevant texts that include:**

– Use of personal, social and cultural background and experiences to interpret texts ❶ ❷ ❸

– Searching the Internet to locate texts that entertain, promote, and inform. See also Competency 3 ❷ ❸

- **Developing a personal response process in the context of a community of readers through:**

– Discussion of responses with others individually, in small groups and in the whole class. See also Competency 4 ❶ ❷ ❸

– Acknowledgment and support for different interpretations from peers of one text ❶ ❷ ❸

– Discussion of favourite parts, ideas, and/or information in texts

– Recount of the story and, with guidance, outline of information in a text ❶ ❷ ❸

– Development of opinions on literary or popular texts ❶ ❷ ❸

– Sharing of new or interesting information gained from a text ❶ ❷ ❸

– Sharing of responses with others to clarify meaning and enrich interpretation ❷ ❸

– Participation in literature circles to discuss own and others' responses to texts ❷ ❸

– Comparing own responses with those of others at a beginner's level ❸

– Discussing own response process at a beginner's level ❸

</div>

- **Moving beyond the initial response through:**

– Responses to texts in a variety of ways that include talking, writing, the Arts, media. See also Competencies 2, 3 and 4 ❶ ❷ ❸

– Early attempts to explain own views of a text ❷ ❸

– Support for own views with references to the text in small and large group discussions ❷ ❸

– Discussions of structures and features of text and their impact on the reader ❷ ❸

– Discussion of the structures and features of a text and their influence on the meaning of a text ❷ ❸

– Returning to a text to confirm interpretations and understandings in discussions with peers ❸

– Adjustment of own interpretations in the light of the responses of others at a beginner's level ❸

VIEW OF THE WORLD THROUGH READING

The student understands that texts are social and cultural products by:

- **Seeing a text as a construction through:**

– Suggestion of alternative endings or actions in a literary or popular text ❶ ❷ ❸

– Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences ❶ ❷ ❸

– Comparison of texts that are familiar by recognizing:
  - the same theme or idea developed in different ways in two literary or popular texts ❶ ❷ ❸
  - that non-fiction texts on the same topic contain different information ❶ ❷ ❸

  - cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text. See also Competency 3 for work with familiar media texts ❷ ❸
  - identification of some of the ways in which information is presented in popular and information-based texts. See also Competency 3 in media for texts that inform, entertain and promote ❸

- **Understanding the influence of familiar structures and features on the meaning of a text through:**

– Identification of some structures and features of familiar text types, e.g. characters in a fairy tale are often animals ❶ ❷ ❸

– Location of similar structures and features in other texts of the same type, e.g. a list and a list poem. See also Competency 3 ❷ ❸

– Knowledge of familiar text types transferred to own writing by using known structures and features. See also Competency 2 for writing as a system and integration of reading into writing. See also Competency 3 for connection to media texts ❷ ❸

- **Beginning to identify the view of the world presented in a text through:**

– Teacher and peer discussions of the ways in which different groups of people are depicted in texts ❶ ❷ ❸

– Own questions about the view of the world represented in the text, with guidance from the teacher ❷ ❸

– Making of inferences, when prompted, about the view of the world presented by the text ❷ ❸

– Discussions, with guidance, of whose voices are heard and whose are missing in a text. See Competency 4 for talk and learning ❸

– Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions ❸

PROFILE OF SELF AS READER

The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:

- **Selecting own texts to read, listen to and view in order to:**

– Satisfy own curiosity, imagination and purposes   ❶ ❷ ❸

– Develop own interests and passions through reading   ❷ ❸

– Use own writing as texts. See also Competency 2 for reading/writing connections and Competency 3 for reading/production connections   ❶ ❷ ❸

– Expand repertoire of favourite texts to include Young Adult Fiction   ❷ ❸

– Begin to extend reading repertoire beyond favourites, when encouraged by peers and teacher   ❷ ❸

- **Describing and explaining own tastes and preferences in reading through:**

– Conversations with the teacher and peers about how personal selections of favourite books are made   ❶ ❷ ❸

– Comparisons of previous preferences with current favourites   ❷ ❸

– Recognition of self as a member of a reading audience, e.g. who else might like this book? See also Competency 3 for target audience in the media   ❷ ❸

– Discovery of value in texts outside own repertoire of personal favourites   ❸

– Development of own criteria for evaluating likes and dislikes at a beginner's level   ❸

- **Describing and explaining how and why s/he reads through:**

– Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down   ❶ ❷ ❸

– Reading of own and others' writing as a reader at a beginner's level. See also Competency 2   ❷ ❸

– Discussion of personal use of reading as a means of exploring and developing thinking, ideas, imagination and feelings. See also Competency 4   ❸

– Conversations with the teacher about some features of own response process   ❸

SELF EVALUATION

The student learns to reflect on her/his growth in reading through:

- **Teacher/student and peer conferences with a limited and explicit focus that include:**

– Discussion of own strengths and changes over time in specific situations that arise on a day-to-day basis   ❶ ❷ ❸

– Identification, with guidance, of own long-term reading needs, interests and goals   ❶ ❷ ❸

– Comparison of current reading strategies and text preferences with prior strategies and preferences   ❷ ❸

– Answering of reflective questions about her/his growth in reading processes and current text preferences   ❷ ❸

- **An integrated ELA portfolio that includes:**

– Representations of her/his insights over a period of time and in a variety of ways, e.g. through talk, art, role-play, writing captions to drawings   ❶ ❷ ❸

– Selections of personally meaningful representations of her/his reading for portfolio from an ongoing collection that may include list of favourite texts, samples, responses, goals and reflections   ❶ ❷ ❸

– An ongoing collection of representations of her/his reading with teacher support   ❷ ❸

• **The development, over time, of a repertoire of reflective strategies that include:**

	1	2	3
– Conversations with teachers and peers	❶	❷	❸
– A record of changes in own reading tastes and approaches		❷	❸
– Use of own criteria to evaluate texts read, heard or viewed		❷	❸
– Identification of own purposes and uses of reading			❸
– Posing and answering of questions about own reading			❸
– Revision, with guidance, of own reflections to clarify them and to monitor reading development			❸

– Selection of representations of reading for integrated ELA portfolio, for an increasing variety of reasons including pieces:

	1	2	3
- that s/he likes most	❶	❷	❸
- that s/he learned most from		❷	❸
- for which s/he received the best response from others		❷	❸
- that reveal the most about him/herself as reader			❸

– Development of own criteria in order to judge her/his strengths in reading and changes over time at a beginner's level (3) with guidance from the teacher:

	1	2	3
- setting of learning goals in reading	❶	❷	❸
- monitoring of progress toward her/his goals with teacher	❶	❷	❸
- distinguishing attainable goals from unattainable goals at a beginner's level		❷	❸
- distinguishing of short- and long-term goals		❷	❸

COMPETENCY 2 • TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

Writing is one of the principal ways in which the student actively participates in the shaping of community and culture. The focus in this competency is on written discourse in all of its variety as a process of discovery and re-discovery, in which the student writes different self-expressive, narrative and information-based texts as a means of getting things done, of giving expression to her/his experiences and of making sense of her/his world. In this way, the writing competency makes an important contribution to the literacy of the student. The intention is for the student to see writing as a positive, rewarding activity through which s/he communicates ideas, experiences, feelings and information to others, makes thinking visible to her/himself and participates in society and culture, since learning to write opens the door to becoming an active member of a literate community.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency contributes essential knowledges to the cross-curricular competencies of problem-solving, creativity, working with others, and to the development of personal identity. Finally, since the student is learning to write among a community of writers, this competency contributes to Social Relationships in the Broad Areas of Learning.

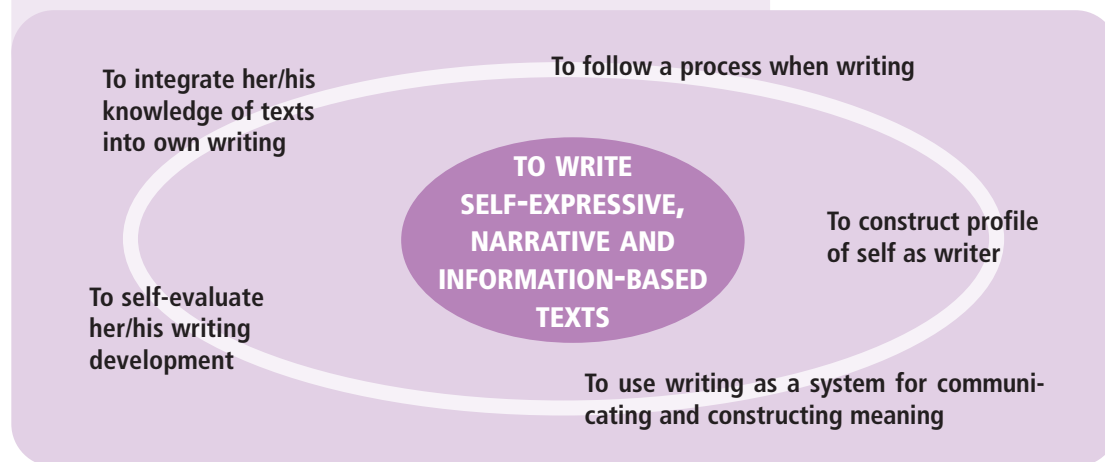### CONTEXT FOR LEARNING AND DEVELOPMENTAL PROFILE

The starting point of the writing competency is the student her/himself. Writing is viewed as a powerful way for every child to shape meaning through writing, from the beginning to the end of elementary school. The student views her/himself as a writer and writes daily for personally significant purposes and a real audience of peers, family and trusted adults. At all stages of writing development, the student's texts are viewed as meaningful. The student first learns to construct meaning by focusing on what is personally relevant to her/him and then, gradually, by shifting her/his attention to the needs of her/his audience. The teacher supports writing by reading a rich variety of texts to the student, by providing opportunities for talk about the texts the student reads, views and listens to, and by both encouraging and creating opportunities for the student to write in contexts that involve risk-taking and making choices which are essential to the development of confident, independent writers. Emphasis is placed on the student's successes and on the consistent support and encouragement of family members, peers and teachers as readers. The classroom is seen as a community of writers and individual students behave like writers when engaged in the writing process. It is understood that there is no one developmental profile that fits all children: each child will bring to writing her/his own unique pattern of growth and special way of seeing the world.

In the English Language Arts (ELA) program there is a strong interdependence among the competencies. It is understood that writing will be taught in connection with reading, listening, speaking and the media. Understanding the importance of collaboration, of talk, of reading and discussing a rich variety of texts and of exploring writing both through the act of one's own writing and through the reading of others' writing are part of the essential knowledges of this competency. From the beginning of Cycle One to the end of Cycle Three, an integrated ELA portfolio is maintained through each cycle of elementary school and is used for the purposes of ongoing self-evaluation of the student's development as a writer, and as a basis for setting individual learning goals, since once the student is conscious of her/his writing profile, growth through language is assured.

The intention is for the student to see writing as a positive, rewarding activity through which s/he communicates ideas, experiences, feelings and information to others.

Key Features of the Competency

To integrate her/his knowledge of texts into own writing

To follow a process when writing

TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

To construct profile of self as writer

To self-evaluate her/his writing development

To use writing as a system for communicating and constructing meaning

It is the connection to what is personally meaningful to her/him that fuels the student's desire to write.

Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

– Chooses own topic and text type

– Uses signs, symbols, illustrations and words to communicate to a familiar audience

– Produces a range of text types to serve an expressive function that are personal

– Uses a limited range of developmentally appropriate spelling strategies, including purposeful approximations

– Begins to adapt ideas and structures drawn from reading/viewing experiences to own texts

– Talks about own writing in context of portfolio

Cycle Two

– Makes personal choices about purpose, topic and text type during writing process

– Produces self-expressive, narrative and information-based texts for a familiar audience

– Begins to put into practice writing strategies that help to clarify the concept of a familiar audience

– Communicates meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context

– Adapts ideas and structures drawn from reading/viewing experiences to own texts

– Reflects on writing selections already accumulated in a portfolio

Cycle Three

– Makes personal choices about purpose, topic and text type during writing process

– Produces self-expressive, narrative and information-based texts for a familiar and wider audience

– Uses writing strategies to adjust writing to needs of her/his audience

– Begins to make simple revision and editing decisions

– Makes appropriate choices about structures and features of the text type s/he is writing given the purpose, audience and context

– Reflects on strengths and learning goals through writing selections already accumulated in a portfolio

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student writes daily and is a risk-taker who is able to choose her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. It is the connection to what is personally meaningful to her/him that fuels the student's desire to write. S/he uses signs, symbols, illustrations and words to communicate, in combinations that are both deliberate and experimental. Her/his focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends. S/he is aware of a limited range of developmentally appropriate spelling strategies, such as patterns and generalizations, and uses these in a trial-and-error fashion. The student is able to use invented spelling that demonstrates her/his growing awareness of written language. S/he understands that talk is essential to her/his writing process. S/he talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts. Much of her/his writing is exploratory and goes no further than an initial draft. S/he may develop some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him, but this process is not yet consolidated. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. The context or situation in which assessment and evaluation take place also includes the following: a familiar, known and specific purpose for writing, access to rich varieties of print; and opportunities to follow a writing process and to talk about her/his writing. With guidance, s/he chooses and talks about personally significant pieces of writing from her/his integrated ELA portfolio with the teacher.

CYCLE TWO

By the end of Cycle Two, the student writes daily. S/he produces self-expressive, narrative and information-based texts that reflect her/his interests, personal choices and purposes, for a familiar audience of peers, family and trusted adults. S/he is beginning to value writing as a means of expression and as a means of discovery. Talk plays a central role in her/his writing strategies and s/he is learning to rely upon the classroom community of writers in order seek and receive immediate responses to her/his writing. It is as a result of these interactions with peers and teacher that s/he is beginning to think about the person(s) who will read her text(s). S/he continues to take risks in her/his writing as s/he experiments with ways to meet some of the needs of her reader. In a known, relevant context for writing, s/he experiments with an appropriate language register, given (familiar) audience and purpose. S/he uses basic syntactic structures to convey meaning in simple, familiar texts. S/he draws on her/his knowledge of familiar structures and features of texts based on knowledge of reading, viewing and listening to a rich variety of texts to suit her/his own purposes. With the support of the teacher, s/he begins to question familiar and favourite texts to make tentative discoveries of how the author crafts her/his writing. During the writing process, s/he shares her/his writing with peers and the teacher and, with teacher guidance, is able to select some texts to develop further for specific purposes and a familiar audience. The student requires the teacher's support to develop this text to a stage where s/he is satisfied with it, in the form of key questions, observations and connections to other texts s/he knows. S/he has learned and uses a growing number of developmentally appropriate spelling strategies. Ongoing assessment and evaluation of the student's development is based on a collection of her/his work in writing over time rather than on one or two pieces of information. As was the case in Cycle One, the context or situation in which assessment and evaluation take place also includes a familiar, known and specific purpose for writing; access to rich varieties of print; opportunities to follow a writing process and to evaluate, through talk, the success of the process for her/him. With guidance and support, the student is able to reflect on her/his writing in the context of her/his integrated ELA portfolio by comparing current writing and earlier work.

By the end of Cycle Three, the student views her/himself as a writer who writes on a daily basis and who values writing as a means of expressing her/himself, of exploring and thinking through new ideas, and of solving problems. S/he continues to make choices about the purpose, text type and audience for her/his writing. S/he produces self-expressive, narrative and information-based texts that reflect her/his more complex understanding of a rich variety of texts that s/he has read, viewed and listened to throughout elementary school. The student writes for a familiar and wider audience of younger children, peers and trusted adults. S/he writes using personally significant, familiar text structures and features. Because of her/his understanding of purpose and growing awareness of her/his widening audience, the student is beginning to explore ways to shape her/his meaning in light of the intended audience. Talk and risk-taking continue to play a central role in her/his writing strategies. Through talk with the teacher and peers about the texts s/he writes, reads, views and listens to, s/he makes discoveries about some of the decisions authors make to craft their writing. The student experiments with these in her/his own writing. Based on the student's decisions about purpose, audience and text type, s/he will select from known structures and features to construct her/his meaning. When writing an information-based text on a topic that reflects her/his interests, the student is capable of following a specific procedure for locating, organizing and presenting information, but is not expected to generate her/his own research method. During the writing process, s/he is beginning to understand the importance of rereading and of sharing drafts of her/his writing with peers in order to make simple revision and editing decisions. In the case of complex texts, the student requires the guidance and support of the teacher in order to make simple revision and editing decisions, since these processes are text-dependent. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. In collaboration with peers and teachers, the student selects significant samples of writing from her/his integrated ELA portfolio and with specific references to her/his texts, identifies strengths and future learning goals.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The writing competency draws on three types of texts: self-expressive, narrative, and information-based. Self-expressive texts include journals, reflections, personal letters, accounts of personal experiences and events. Narrative texts include stories, poetry, plays and popular texts, e.g. illustrated narrative in comic strips. Information-based texts include lists, signs, nonfiction, visual representations of information, reports, and science/math/social studies journals. The student writes a variety of self-selected text types for personally significant purposes and a real audience. Over time, s/he may negotiate topics for writing with teacher and peers. The focus for growth is on the connection between writing, reading, viewing and visually representing the student's personal experiences, interests and imagination, as would be true for any developing writer. Furthermore, in differentiated classrooms, all students, including those who have difficulty with the written code, have the right to experience the richness of the ideas in texts and to participate as writers within a classroom reading-writing community.

WRITING SYSTEM: UNDERSTANDING LANGUAGE

The student understands that writing is a communication system and assigns meaning to her/his texts by:

- **Self-selection of own topics, structures and features, based on purpose and audience**   ❶   ❷   ❸

- **Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):**

– Pictures, symbols and/or signs integrated with print. See also Competency 3 on integrating visuals into writing, and the Cross-Curricular Competency, Creativity   ❶   ❷   ❸

– Identification of purpose for writing   ❶   ❷   ❸

– Specific structures and features of familiar texts incorporated into own writing, e.g. uses "Once upon a time…" and "Happily ever after" from fairy tales   ❶   ❷   ❸

- **Using the linguistic structures and features of texts in own writing:**

– Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends, e.g. in a note to a friend or a note to the principal, on a Web site s/he is creating, in a story in the role of a familiar adult or younger child. See also Competency 4 for uses of storytelling and classroom drama   ❷   ❸

– Reflection about strengths and learning goals through writing selections already accumulated in a portfolio   ❷   ❸

– Syntactic structures that carry meaning: the structure of a question, a request, an apology   ❷   ❸

– Selection of ways to influence a familiar audience in self-expressive and narrative texts, e.g. through word choices, such as using sound-words, such as *swoosh*; an appropriate register, such as friends talking together; and an appropriate syntax, e.g. variety of sentence types. See also Competency 1 concerning reading-writing connections and Competency 4 for uses of storytelling and classroom drama ❸

– Syntax that is chosen in order to add meaning to a text, given purpose, audience and context, e.g. repetition, length and variety of sentences ❸

– Experimentation, at a beginner's level, with different syntactic structures that are appropriate to purpose, audience and context, e.g. style of mystery story, dialogue to add humour or intrigue, melodrama, suspense, etc. ❸

– Some control of the following linguistic features: tenses, verb/subject agreement, voice, i.e. first, second, third person ❸

– Adaptation of the structure and features of different texts to different requirements, given the context, e.g. register and syntax of a postcard, letter, or flyer are different ❸

WRITING PROCESS

The student follows a writing process that includes:

• **Writing on a daily basis:**

– Own topics and text types chosen to meet a specific purpose, audience and context, e.g. what will I write? Who is it for? Should I use words and pictures? See also Competency 1 for reading-writing connections and Competency 3 for different kinds of media texts ❶ ❷ ❸

• **Writing for specific purposes and in different contexts which include:**

– Getting things done ❶ ❷ ❸

– Personal needs ❶ ❷ ❸

– For pleasure ❶ ❷ ❸

– Clarifying thoughts ❶ ❷ ❸

– Solving problems ❶ ❷ ❸

– Expressing ideas and feelings ❶ ❷ ❸

– Recording experiences ❶ ❷ ❸

– Developing and exploring new ideas and information ❶ ❷ ❸

• **Discussions with peers and teacher in order to:**

– Share ideas for topics, purposes, text types. See also Competency 4 for importance of talk in learning ❶ ❷ ❸

– Plan, share, clarify and extend thinking. See also Competency 4 on language for learning and peer collaboration ❶ ❷ ❸

– Seek feedback in role of writer, e.g. does this make sense? What have I left out? ❷ ❸

– Respond like a reader (i.e. not as an editor) to writing of peers by focusing on the meaning of the text for her/him, e.g. I like the way you described the boy; I am not sure what you mean in this part ❷ ❸

– Explore strategies for beginning to craft, revise and edit significant pieces of writing ❷ ❸

• **Exploratory prewriting activities appropriate to purpose, audience and context for the writing:**

– Brainstorming for information and asking questions ❶ ❷ ❸

– Drawing on ideas, prior experiences and personal memories ❶ ❷ ❸

– Drawing, planning, talking ❶ ❷ ❸

WRITING PROCESS (cont.)

– Reading, listening to, viewing and talking about stories, songs, poems and books ❶ ❷ ❸

– Using graphic organizers ❶ ❷ ❸

– Telling and retelling stories ❶ ❷ ❸

– Drawing on prior knowledge, e.g. of the media. See also responding and production processes in Competency 3 ❶ ❷ ❸

- **Writing activities that nourish the development of a process for producing written texts:**

– Regular, sustained time to write on a daily basis ❶ ❷ ❸

– Drafts of own writing with focus on making meaning ❶ ❷ ❸

– Rereading of own writing with focus on meaning ❶ ❷ ❸

– Sharing own writing with peers ❶ ❷ ❸

– Seeking response to writing from peers and teacher ❷ ❸

– Selection of some pieces of writing to develop more fully, in collaboration with teacher, e.g. to publish as a book, as part of a display, as a letter to a friend, parent or trusted adult, as a flyer, as a part of a class anthology ❷ ❸

– One or two strategies for crafting and revising own writing, on a trial-and-error basis:
  - Talking about own writing ❶
  - Seeking feedback, rereading favourite texts to make discoveries about what the author did ❷ ❸
  - Questioning own texts as a writer, e.g. Does this lead draw my readers in? Does the text say what I want it to say? ❸
  - Talking about personal revision process, e.g. how I make my writing more exciting; what I do when I am stuck. See also concept of writer's craft ❸

– Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist ❷ ❸

– Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level:
  - Checks for end punctuation in pairs by reading aloud ❶ ❷ ❸
  - Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization ❷ ❸
  - Checks for new paragraphs and punctuation when using dialogue, checks for consistent voice (first, second or third person) ❸

– Feedback from peers and teacher requested and received for final editing of text ❷ ❸

– Re-presentation of personally meaningful texts as published pieces for intended familiar audience ❶ ❷ ❸

KNOWLEDGE OF TEXTS: READING-WRITING CONNECTIONS

The student comes to understand that texts are social and cultural products by:

- **Experimentation with familiar structures and features of different text types in own writing:**

– Based on wide repertoire of texts read, viewed in the media and encountered in her/his community ❶ ❷ ❸

– To suit own purpose and audience ❶ ❷ ❸

– Some features of familiar narrative and information-based texts transferred into own writing, e.g. maps and graphs to present information, some conventions of narrative texts: character, dialogue and events ❷ ❸

– Development of control, through trial and error, of familiar structures and features of texts in own writing, e.g. begins to use dialogue, explores ways of creating suspense, begins to develop characters in stories, etc. ❷ ❸

• **Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):**

– Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level ❶ ❷ ❸

– Growing repertoire of developmentally appropriate spelling strategies:
- Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns ❶ ❷ ❸
- Class and personal word lists, generalizations drawn from focusing on groups of words, e.g. rules for plurals ❷ ❸
- Knowledge of suffixes, prefixes and compounds, use of word meaning and derivations, human and print resources ❸

– Integration of some basic writing conventions in own writing on a trial-and-error basis ❷ ❸

– Use of some basic writing conventions. See self-editing in writing activities ❸

• **Concept of writer's craft:**

– Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works, e.g. How did the author craft her/his writing? How did she begin? Why did he end that way? How did she create suspense? ❷ ❸

– Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others, e.g using snapshots and flashbacks, showing not telling, using sensory details, ways of writing authentic non-fiction ❸

– Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc. ❸

PROFILE OF SELF AS WRITER

The student develops profile of self as writer in the context of a community of writers in the classroom by:

• **Writing daily for personally significant purposes:**

– See Writing Process—purpose and context for writing, above ❶ ❷ ❸

– Use of writing in order to make thinking visible and reflect on learning, e.g. through subject learning logs, in journals ❷ ❸

– Initial understanding of how to adjust writing to needs of a familiar audience: planning, sustaining and revising of significant texts for a familiar audience that have a personally relevant purpose, development of a spelling conscience and use of the necessary resources, e.g. dictionary, thesaurus, Internet and human, as required ❸

– Conventions of writing, e.g. grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (capitalization, punctuation and spelling) used as tools a writer would use to communicate ❸

– Adaptation of personal writing process to different writing contexts, purposes and (familiar) audiences ❸

• **Personal contribution to the development of a writing community in the classroom through:**

– Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer's craft, decisions made about own writing ❶ ❷ ❸

PROFILE OF SELF AS WRITER (cont.)

– Repertoire of favourite self-expressive, narrative and information-based text types reflects reading, listening, viewing, visual representations and writing. See also Competency 1 and 3 for text types   ❶ ❷ ❸

– Feedback from a familiar audience of peers, family and trusted adults during the writing process initiated by student   ❷ ❸

– Criteria for "good" writing discovered and developed from texts read, viewed and listened to, e.g. finds a place in the text that is effective and questions what the author did   ❸

– Criteria for "good" writing related to text type, purpose and audience, e.g. the importance of creating suspense in a mystery, the use of accurate facts, interesting ideas and authenticity in non-fiction   ❸

– Initial assessment of own writing through the lens/profile of self as a reader   ❸

– Initial research of a relevant issue, experience or event in own life in order to: think about a problem, make decisions or inform peers as an expert, e.g. deciding to buy a pet, choosing a camp, taking on a new responsibility, exploring a pressing school- or community-related problem. See also Competency 4, the inquiry method   ❸

– Collaboration with peers in a specified process for purposeful, guided inquiry, including finding a topic that arouses curiosity, developing questions, doing research, organizing ideas and presenting findings to peers. See also Methodological Cross-Curricular Competencies   ❸

SELF EVALUATION

The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control and enjoyment, on the basis of conversations with teacher and peers about her/his writing that involve:

• **An integrated ELA portfolio:**

– Sharing of portfolio with teacher in order to talk and reflect about writing on a regular basis throughout cycle   ❶ ❷ ❸

– Focus on pleasure taken in writing and in discussion with teacher and peers. See Competency 4 for use of team strategies and talk in learning   ❶ ❷ ❸

– Student-initiated talk about some writing strategies and about favourite pieces of writing with teacher   ❶ ❷ ❸

– Organization of written texts, i.e. with guidance in Cycles One and Two. See also other competencies in this program   ❶ ❷ ❸

– Portfolio contains different text types written for a variety of personal purposes   ❷ ❸

• **Active participation in student/teacher conferences about writing strategies and writing process:**

– With teacher, in order to talk about likes, dislikes and own development over time in context of integrated ELA portfolio   ❷

– Guided discussion of realistic individual learning goals set by the student, based on experiences writing and sharing texts with peers and teacher. See also Competencies 1, 3 and 4 for related activities   ❷ ❸

– Initial, guided discussion of writing process with teacher to focus on the audience for the student's written texts   ❸

– Discussion of and commitment to individual learning goals supported by teacher and related to student's experience as a writer   ❸

– Based on narrative, popular and information-based texts written for a variety of personal purposes and familiar audiences. See also Competency 4 for related activities

COMPETENCY 3 • TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

Focus of the Competency

MEANING OF THE COMPETENCY

The media represent an important element of our English Language Arts (ELA) program, since they introduce our students to the language of texts other than those that rely almost exclusively upon the printed word. The media in this program include a range of texts, from the illustrated stories written by the students to illustrated picture books, posters and flyers, children's magazines, advertising aimed at children, as well as photography, radio, television and the Internet. All media texts use combinations of print, visuals, logos, signs or images in order to create their own language. This language is called visual discourse and includes conventions such as the speech bubble in a comic book, the eye-catching lead in a poster, or the scary music in a television mystery.

The essential knowledges of this competency are based on the power of the communication process when it involves not only words, but also the language of visual communication or discourse. Just as a story has a structure, so, too, does a poster; as well, there are special features, or conventions, that help us to recognize a magazine article or an Internet site. The student works actively with these structures and features in order to read and produce/write media texts. As the student learns to read and produce/write media texts, s/he is involved in break-ing the code of how some of the different media work. This process of decoding and encoding is similar to that of reading print and, therefore, complements the processes and strategies in all the other competencies in this program and strengthens the development of literacy. In the ELA program, for each cycle, a direct connection is made between the reading and media competencies, since the processes we use as readers and writers of the print medium are very similar to those we use to construct meaning in other media.
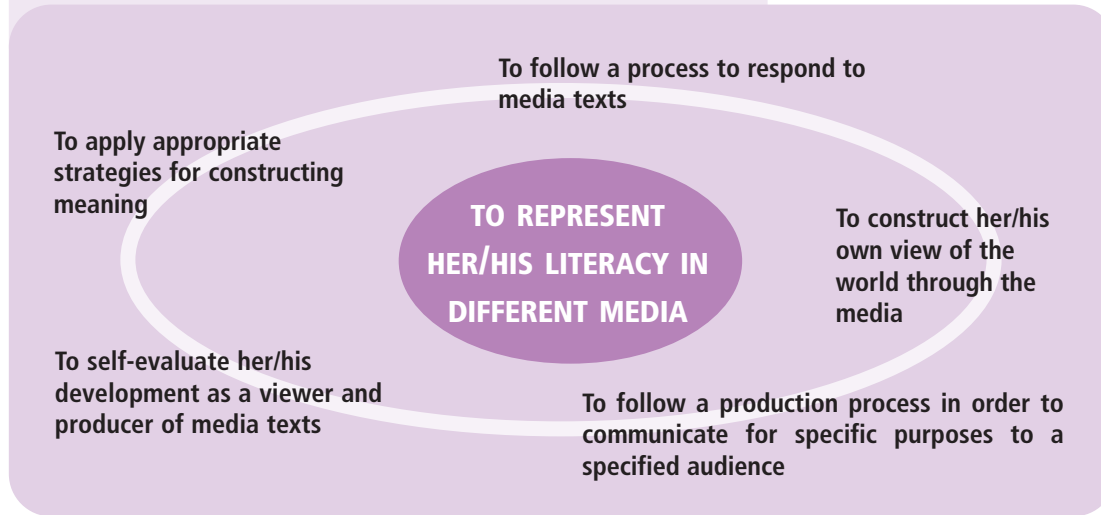
CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency recognizes the changing landscape of literacy by making it clear that media texts need to become part of the student's understanding about how the language, codes and conventions of visual discourse work. This competency contributes to the cross-curricular competencies of problem-solving, critical judgment, creativity, use of information technologies, effective work methods and to the development of personal identity. In addition, the competency makes a fundamental contribution to media literacy, making it an important part of a student's literacy repertoire, as well as connecting ELA to the media literacy theme in the Broad Themes for Learning.

CONTEXT OF LEARNING AND DEVELOPMENTAL PROFILE

The starting point of the media competency is the student. Our students come into the classroom with extensive prior knowledge of the media. Through all three cycles of elementary school, it is anticipated that the teacher will act as a guide and support to help the student build on her/his previous experience with the media and extend it. The student begins by understanding her/his own responses to the media and produces texts that grow out of personal reasons to communicate with friends, family and trusted adults. The student follows a production and a response process that integrates collaborative learning strategies. Progressively, through the student's repeated opportunities to work collaboratively with peers on different texts that s/he reads (i.e. views or listens to) and produces, s/he deepens her/his understanding of how the media work. S/he is then able to adapt and manipulate, with increasing control, those structures and features of media texts that hold meaning. By Cycle Three, the student is beginning to move away from an intensely personal focus to a wider interest and audience for the texts s/he creates. A sample of strategies, productions and the student's role in the production process over time is used for the purposes of self-evaluation and as a basis for setting individual learning goals. This integrated ELA portfolio is maintained throughout each cycle of elementary school.

Key Features of the Competency

To follow a process to respond to media texts

To apply appropriate strategies for constructing meaning

TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

To construct her/his own view of the world through the media

To self-evaluate her/his development as a viewer and producer of media texts

To follow a production process in order to communicate for specific purposes to a specified audience

All media texts use combinations of print, visuals, logos, signs or images in order to create their own language.

Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

– Experiments with images, signs, symbols, logos and/or words when producing texts collaboratively with peers, for a familiar audience

– With guidance, in the context of sharing her/his integrated ELA portfolio, talks about her/his productions

Cycle Two

– Produces familiar and age-appropriate media texts collaboratively with peers, for a familiar audience

– With guidance, in the context of sharing her/his integrated ELA portfolio, draws associations between her/his productions and experiences with the media

Cycle Three

– Produces, collaboratively, a variety of media texts that entertain, inform and promote, for a wider audience of younger children, peers and familiar adults

– In the context of sharing her/his integrated ELA portfolio, demonstrates an awareness of preferred media strategies that are used when responding to and producing media texts

– Begins to recognize common characteristics between and among texts in the same medium

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student is beginning to develop a repertoire of familiar and age-appropriate media text types that s/he reads (i.e. views or listens to) and produces. With his/her teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding (orally) to the media and when producing media texts. The student's developing knowledge about how media texts work is demonstrated when s/he collaboratively produces texts with peers, in a supportive, risk-taking environment. These texts are personally significant and self-selected and made for an audience of friends, family and trusted adults. Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, the student presents her/his media productions, as part of her/his integrated ELA portfolio and, when invited, draws associations between the texts s/he has co-produced and her/his world of friends, family and trusted adults.

CYCLE TWO

By the end of Cycle Two, the student uses her/his growing repertoire of response strategies by making predictions, asking questions and returning to the text in order to clarify meaning, to unlock the meaning(s)/message(s) of familiar, age-appropriate media texts. With her/his teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding to the media during whole class and small group discussions and when producing media texts. S/he produces a range of media texts collaboratively with peers, in a supportive and risk-taking environment, for a familiar audience and a clear purpose, using mixed media. These texts reflect a tentative understanding of familiar structures and features of media texts. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher to review her/his integrated ELA portfolio, that includes her/his (media) productions, the student begins to actively participate by talking about her/his own reading (i.e. listening or viewing) and production strategies.

CYCLE THREE

By the end of Cycle Three, the student frequently relies upon her/his understanding of the structure and features of her/his growing repertoire of media texts to unlock their message(s)/meaning(s) and begins to question and explore how they help shape meaning. Her/his teacher continues to act as a support and guide to build on and extend the student's previous experience with the media. In discussions with peers, the student demonstrates an understanding that a media text can contain more than one meaning/message. S/he also begins to see common characteristics between texts in the same medium. The student has had repeated opportunities to produce, in collaboration with peers and for a wider audience of younger children, peers and trusted adults, a variety of media texts that entertain, inform and persuade using mixed media and multimedia resources. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, to review the (media) productions in her/his integrated ELA portfolio, the student demonstrates a conscious awareness of many of the strategies s/he uses to read and produce narrative, popular and information-based texts aimed at children.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The media competency draws on three types of texts that students have repeated opportunities to respond to and produce: narrative, popular and information-based. Narrative texts are understood to be: comic books, age-appropriate films, situation comedies, features in children's magazines and radio story theatre. Popular texts include the texts of popular culture or everyday life that are produced for children of this age: cartoons, popular signs and symbols, ads, posters, children's magazines, family photographs and toys (and their packaging). Information-based texts include: age-appropriate non-fiction texts, e.g. Internet sites, maps, time lines, television guides, posters, aimed at children, public service announcements, documentaries, magazine and newspaper articles aimed at an audience of children, and other media texts that s/he responds to and produces. Even though the student responds to and produces a variety of different text types and learns media conventions, strategies and features, the focus of learning is always on the connection between the media and the student's personal experiences, interests and imagination.

STRATEGIES FOR CONSTRUCTING MEANING

When responding to and producing texts, the student constructs meaning through:

- **The familiar images, signs, symbols and logos in her/his environment:**

– Recognition that they are made by people for different purposes ❶ ❷ ❸

– Recognition that they have meanings/messages ❶ ❷ ❸

– Identification of how these images contribute to the messages/meanings of various media texts ❸

- **Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):**

– Own questions in order to predict and confirm ❶ ❷ ❸

– Drawing on prior experience with familiar media texts to understand how they are constructed ❶ ❷ ❸

– Rereading/looking again in order to clarify and extend understanding of a text, etc. ❶ ❷ ❸

– Use of repertoire of communication strategies when meaning breaks down and/or to sustain meaning ❸

- **Structures and features of texts:**

– Comparison of structures and features of familiar media texts, e.g. sees that two ads for children are trying to sell something in different ways ❷ ❸

– Recognition that charts, maps, captions, time lines and graphs in different texts may convey information not found elsewhere in the text ❷ ❸

– Use of these visual texts (above) to communicate information in group productions of media texts ❸

– Location of similar structures and features in media texts, e.g. sees that two different movies both tell a story, knows that posters and flyers use the same features (tag lines, large picture) even if purpose differs ❸

– Use of familiar structures and features to respond to and produce media texts ❸

– Applying her/his understanding of the structures and features of a range of familiar (media) texts to unlock their message(s)/meaning(s) (See Production Process for required texts) ❸

RESPONSE PROCESS AND MEDIA

The student uses a response process in order to:

• Make meaning of a media text by:

– Brainstorming ❶ ❷ ❸

– Drawing on prior knowledge ❶ ❷ ❸

– Sharing responses with peers ❶ ❷ ❸

– Making connections to own experiences ❶ ❷ ❸

– Returning to text ❶ ❷ ❸

– Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information ❷ ❸

– Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers. See also related activities in response to written texts in Competency 1 ❷ ❸

– Confirming, in collaboration with peers and teacher, that a media text can contain more than one meaning or message ❸

– Identifying and discussing some of the ways in which pictures, illustrations, popular symbols and signs and images enhance the message(s)/meaning(s) in media texts designed for young viewers ❸

– Using text to support interpretation of characters' points of view in narrative and popular texts ❸

– Responding to messages on the computer, e.g. multi-media software, E-mail. See also Methodological Cross-Curricular Competency—ICT ❸

NOTE: See also the response and writing processes in Competencies 1 and 2, as well as Competency 4, Talk for Learning and Thinking.

• Consider some of the functions of the media through:

– Collaboration with peers in pairs, small groups and whole class to clarify, decode and respond to media texts ❶ ❷ ❸

– Recognizing and naming of familiar media: television, radio, film, magazine, video, Internet, CD-ROM, children's magazines. See also Cross-Curricular Competency—ICT ❶ ❷ ❸

– Identifying her/his understanding of the message(s)/meaning(s) of familiar media texts ❷ ❸

– Looking at some functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information ❷ ❸

– Locating texts that entertain and inform by searching the Internet. See response to written texts in Competency 1 ❷ ❸

– Describing some of the features of media texts, with content aimed at viewers of the same age and younger, that entertain, inform and promote ❸

– Locating examples from some features of age-appropriate texts that indicate the target audience ❸

VIEW OF THE WORLD THROUGH MEDIA

The student understands that texts are social and cultural products through:

• **Own response and responses of others:**

– Comparison of own response with those of peers in order to support and enrich own understanding. See also Key Features 1 and 2 in Competency 4 for use of talk in learning ❷ ❸

– Investigation, with teacher's guidance, of how different media text types construct reality for us, e.g. the portrayal of certain animals (e.g. wolf, owl), values promoted in familiar television commercials, e.g. McDonald's, The Gap, toy commercials aimed at younger children ❸

– Exploration, with guidance, of some of the structures and features for communicating and presenting information in age-appropriate popular and information-based media texts, e. g. a text that explains a process, a television documentary about wolves, a Web site, etc. ❸

– Exploration of how the structures and features of texts shape meaning for audience, e.g. What do commercials on television do to make me want the product? What is the purpose of the popular logo? How do colour and music affect my response? See also Critical Judgment, Intellectual Cross-Curricular Competencies ❸

– Use of photographs:
  – Family photographs:
    - for storytelling, with guidance ❶ ❷
    - exploration of their function as a means of recording important events and memories ❷ ❸
  – Familiar photographs from home, of favourite TV or film personalities, or of a well-known event:
    - exploration of their function as a means of recording important events and memories in her/his own life or as a member of a community ❸

• **Real and Imaginary Worlds:**

– Exploration, through discussion, of how characters, incidents and/or events in media texts that tell a story relate to her/his personal experiences. See also Competency 4 ❶ ❷ ❸

– Returning to text to make sense of real and imaginary events ❷ ❸

– Exploration and discussion of the distinguishing features of real and imaginary events and characters ❷ ❸

– Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers ❷ ❸

– Exploration of the depiction of heroes and heroines, both imaginary and real, in the media ❷ ❸

PRODUCTION PROCESS

The student follows a process in collaboration with peers that includes the following stages:

• **Pre-Production:**

– Selection from the following text types (NOTE: The texts listed below are the same as those that are referred to throughout the Production Process):
  – greeting cards, illustrated picture books, storyboards, paintings and drawings, illustrations (using different media), cover for a favourite book ❶ ❷ ❸
  – posters and signs, charts, graphs and time lines, comic strips, computer-assisted graphic reproductions, models from instruction booklets, surveys of viewing habits, magazine for peers ❷ ❸

– Photo essay, advertisements, short research project (with guidance) ❸

– Immersion in the text type to be produced and discussion of its structures and features. See also Competency 1, Response Process and Reading ❶ ❷ ❸

– Creation of criteria for guiding production:
   – Initial consideration, based on her/his knowledge of familiar text type, e.g. features of an effective poster, narrative film, video, news story, etc. ❷ ❸

– Exploratory planning in a risk-taking environment that promotes trial and error and includes:
   – discussion about purpose, audience and context, in collaboration with teacher and peers. See also Competency 2, Writing process for pre-writing activities ❶ ❷ ❸
   – a familiar audience of peers, family and teacher ❶ ❷ ❸
   – writing of script, storyboard or rough draft of project ❷ ❸
   – a wider audience of younger children, peers and familiar adults ❸

• **Production**

– Production of the texts listed above in groups with peers that:
   – Incorporate images, symbols, signs, logos and/or words to communicate meaning or message ❶ ❷ ❸
   – Incorporate appropriate communication strategies and resources given the text type and the context, i.e. purpose, audience, message/meaning. See also Strategies section, Competency 3 and Creativity in Cross-Curricular Competencies ❷ ❸
   – Function as narrative media text type ❶ ❷ ❸
   – Function as popular media text type ❶ ❷ ❸
   – Function as information-based text type:
      – communicates information to familiar audience ❷ ❸
      – follows an appropriate, prescribed procedure to locate, organize and present information, with guidance, on a familiar topic. See also Competency 2, Writing Process ❸
      – gathers and sorts information, as a beginner and with guidance, on a familiar topic from various media, e.g. Internet, multimedia software, television, books, etc. ❸

   – Use mixed media, e.g. images and words. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT ❷ ❸
   – Use mixed media and multimedia resources, e.g. images and words, computer, VCR ❸
   – Entertain, inform and persuade. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT ❸

• **Use different technologies in order to construct a variety of text types:**

– Simple word processing ❶ ❷ ❸

– Multimedia resources to support learning, e.g. interactive books, educational software, multimedia encyclopedias. See also Competencies 1 and 2 and other disciplines for integration ❷ ❸

– An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT ❶ ❷

– VCR, audio recorder and other technologies. See Methodological Cross-Curricular Competency—ICT ❷ ❸

• **Post production:**

– In collaboration with group members:
   – Review of texts produced (i.e. from list above) in order to focus on message/meaning ❶ ❷ ❸
   – Guidance with initial editing of text ❷ ❸
   – Seeking of feedback from peers ❷ ❸
   – Presentation of text to intended audience ❶ ❷ ❸
   – Self-evaluation of text produced. See Self-Evaluation in this section ❶ ❷ ❸

SELF EVALUATION

The student learns to apply her/his knowledge about media language and texts deliberately, consciously and with increasing control and enjoyment, in conversations with teachers and peers about her/his strategies, responses and productions that include:

• **Sharing her/his integrated ELA portfolio. See also other competencies in this program**   ❶   ❷   ❸

– In order to talk about and reflect on productions of texts listed above and responses on a regular basis throughout the cycle   ❶   ❷   ❸

– In order to discuss pleasure taken in viewing, producing and discussing media texts intended for children of the same age   ❶   ❷   ❸

– In order to present a range of responses and productions of texts listed above in an organized way   ❷   ❸

– Including some short written pieces about some of her/his viewing/reading and producing strategies written for peers or the teacher   ❸

• **Active participation in guided student/teacher oral conferences about:**

– Own media productions, (with prompting in Cycles One and Two)   ❶   ❷   ❸

– Some of her/his viewing and production strategies   ❶   ❷

– Known strategies used to view/read and produce narrative, information-based and popular media texts as listed above for this cycle   ❸

– Favourite (media) text types   ❶   ❷   ❸

– Likes, dislikes and own development over time   ❷   ❸

– How personal values compare with those in narrative, information-based and popular media texts   ❸

• **Development of learning goals, with guidance:**

– Beginning to articulate realistic individual learning goals based on experiences producing texts. See Competencies 1, 2 and 4 for related activities   ❷

– Discussion of and commitment to attainable individual learning goals based on experiences producing (media) texts. See also Competency 4 for related activities   ❸

COMPETENCY 4 • TO USE LANGUAGE TO COMMUNICATE AND LEARN

Focus of the Competency

MEANING OF THE COMPETENCY

We make sense of our experiences in the world–what we hear, read, view, talk about and think about–through language. We actively construct our view of the world, and we explore both our individual and social roles in the world through language. A key element in the ELA program is the necessity of social interaction and collaboration for the development of language and learning. Learning is seen as essentially social: the student is guided into the language community and culture of her/his society through the social institutions established for this purpose, the school being the principal one for learning. The focus of this competency is language in use for communicating and for learning, i.e. oral discourse used in all its varieties, with a special emphasis on active learning through talk. For the student, using language in its communicative and cognitive functions is the principal means for the development of the range of language strategies needed for literacy. Language is seen in its essential relation to thinking and to constructing a view of the world and of one's place in it. The kind of exploratory language called talk is essential to all learning, and the social element in all learning is provided by the ongoing collaborative interactions with peers and teachers.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Using oral discourse to communicate effectively is an important cross-curricular competency, since it is necessary for success in all areas of the curriculum. The concept of teamwork, so important in the world today, is developed through collaborative work in a wide range of learning contexts over the three elementary cycles. Through these many interactions, the student learns what is expected of a team member, how an effective team works to achieve its purpose, and how teamwork leads to

a more efficient and creative use of the time, energy and knowledge of the team members. This competency also lays the foundation for development in the area of lifelong learning. Showing interest in and respecting the points of view of others is an essential element in personal growth and socialization. As the student moves through the three elementary cycles, the more complex ability of working collaboratively with others to transcend gender, and social and cultural differences is slowly nurtured. In adulthood, the ideal development of this ability is the participation in dialogue with others in which a new perspective, a new shared knowledge, is created.
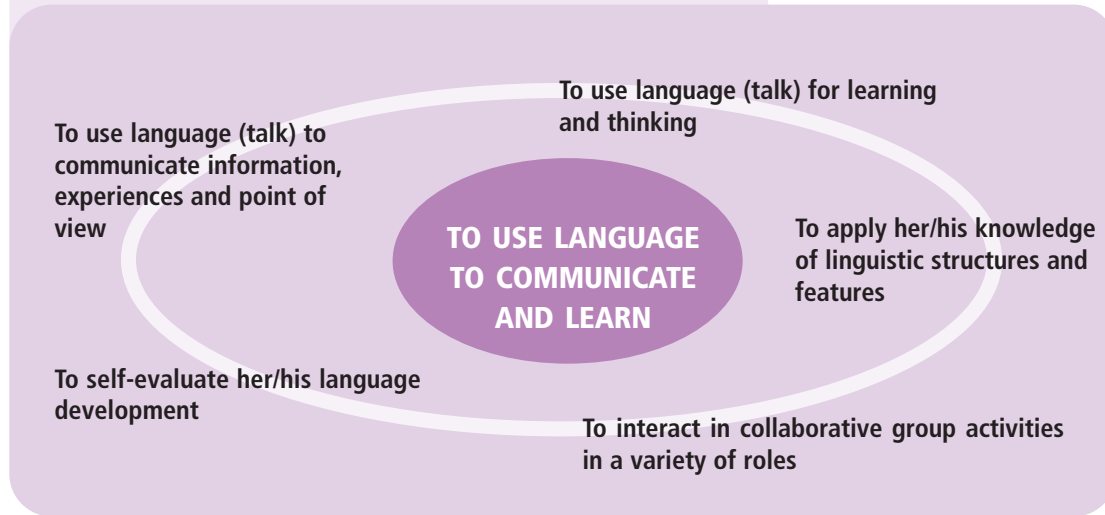
CONTEXT FOR LEARNING

This view of language and learning places great emphasis on the contexts for language use and learning, and sees audiences as an essential feature of all communication. In all social and learning interactions, the student realizes that language and the texts s/he makes in and through language are directed at someone to get something done. The audience here is the familiar one of peers, teacher and trusted adults. The classroom is a collaborative site, where the teacher guides and supports all of the student's initiatives; where talk is privileged; where the student works in small groups; where the student engages in a wide variety and range of learning situations which demand different uses of oral discourse; where the student experiences a wide range of text types: read, written, listened to, spoken, viewed, represented visually, and produced for specific audiences; and where written and visual discourses, e.g. stories, posters, are integral features of learning. In such a supportive environment, the student sees her/himself as a learner, trusting in her/his ability to make sense of the world and of new situations and challenges s/he will encounter. From the beginning of Cycle One to the end of Cycle Three an integrated ELA portfolio containing

samples of the student's development in the different competencies of this program is maintained for the purposes of assessment and evaluation.

DEVELOPMENTAL PROFILE

The student uses language/talk to communicate and to learn in a variety of informal and unstructured classroom situations. Through talk or exploratory language, the student constructs meaning by exploring new ways of expressing thoughts, ideas and feelings, and of constructing meaning. S/he experiments with different linguistic forms and features, developing a growing repertoire of language and learning strategies. The student takes an active role in group discussions, problem-solving activities and classroom drama activities, using her/his repertoire of strategies purposively and effectively. S/he communicates clearly and appropriately, and responds to and supports the communication of others. S/he explores issues and ideas that are personally significant through reading, writing, listening to, talking about, viewing and representing visually a wide variety of relevant texts. During the three cycles of elementary school, the student interacts with peers in a range of language contexts and learning activities that demand a greater degree of control of the processes involved and of the strategies needed to carry out the given tasks. Through these many collaborative activities, the student learns to respect different points of view and to adjust her/his view of the world to accommodate these new ideas. A record of the student's work in language and learning contexts is maintained in an integrated English Language Arts portfolio that may include samples of classroom drama activities, problem solving and group discussion, notes on effective strategies, self-evaluations, reflections and personal and group goals.

Key Features of the Competency

To use language (talk) for learning and thinking

To use language (talk) to communicate information, experiences and point of view

TO USE LANGUAGE TO COMMUNICATE AND LEARN

To apply her/his knowledge of linguistic structures and features

To self-evaluate her/his language development

To interact in collaborative group activities in a variety of roles

Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

– Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination ❶ ❷ ❸

– Talks about her/his language development, with guidance ❶

– Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience ❷ ❸

– Develops, through trial and error, strategies for working collaboratively with peers ❷ ❸

– Develops language strategies to support communication in collaborative tasks ❷ ❸

– Selects, from a known repertoire, effective and appropriate strategies for problem solving in a specific context ❸

– Organizes communication to achieve a specific purpose with a familiar audience ❸

– Self-evaluates her/his language development, with guidance ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he has developed, through trial and error, a limited range of known and effective strategies for working collaboratively with others. As well, s/he experiments with different ways of communicating by using basic structures and features of language to express ideas, to interpret verbal and nonverbal cues, to participate in classroom drama activities, to solve problems and to understand new information. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student talks about her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

CYCLE TWO

By the end of Cycle Two, the student participates in many, varied social interactions in the classroom and uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively. In shared social contexts, the student investigates new ways of expressing ideas, solving problems, and constructing meaning for specific purposes. S/he acts responsibly when working with peers and demonstrates interest and sensitivity toward the points of view of others. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

CYCLE THREE

By the end of Cycle Three, the student is able to organize and carry out meaningful tasks in a collaborative and supportive classroom context, where the teacher encourages and assists the student's initiative. The student controls many of the linguistic structures and features necessary to develop and present ideas and information, to communicate more complex ideas and to solve problems. S/he plans and shapes communications to achieve a specific purpose with a familiar audience. In collaborative activities, the student assumes responsibility for her/his own learning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance s/he self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

LANGUAGE TO COMMUNICATE

The student uses language to communicate information, experiences and point of view by:

• **Sharing of information with peers and teacher**	❶	❷	❸
• **Talking about responses and point of view with peers and teacher. See also Competency 1, uses a Response Process**	❶	❷	❸
• **Asking and answering questions from peers and teacher. See also Competency 1, Response Process and Reading and Competency 3, Response Process and Media**	❶	❷	❸
• **Participating in collaborative improvisation and role-playing activities to communicate experiences and responses:**			
– Spontaneous creation of a scene	❶	❷	❸
– Creation of a scene, given a framework	❶	❷	❸
– Enactment of stories heard or read. See also Competency 1, Response Process and Reading	❶	❷	❸
– Experimentation with form		❷	❸
– Modelling possible social roles and behaviours			❸
– Linking of several scenes to create a long improvisation			❸

– Creation of a scene, given only an image or a line ❸

– Enactment of a specific solution or problem, during a process of discussion or problem solving ❸

– Participating in collaborative storytelling activities to communicate experiences and responses:

  - retelling of familiar stories. See also Competency 1 ❶ ❷ ❸

  - playing with language, e.g. registers, dialects, mood, etc. ❶ ❷ ❸

  - creation of plots, characters and situations ❷ ❸

  - invention of dialogues ❷ ❸

  - linking of several stories to create a longer story ❸

• **Responding to the ideas and points of view of others with sensitivity and interest** ❷ ❸

• **Talking through new ideas and information** ❷ ❸

• **Shaping of communication to achieve its purpose and to meet the needs of the listener/audience:**

– Use of emotional appeals, such as to a sense of justice, duty or patriotism ❷ ❸

– Use of loaded diction or words with positive and negative connotations ❷ ❸

– Use of bandwagon appeal or "everybody is doing/buying/ wearing…" ❸

• **Demonstration of confidence in communicating, built on a growing control of language** ❷ ❸

• **Developing of new vocabulary to express new ideas and to meet the demands of different social contexts, e.g. terms from other disciplines, such as social science, maths, etc.** ❸

• **Use of the structural features of language to elaborate on information and to qualify responses, e.g. linking words and phrases, relating ideas; ranking ideas in order of importance (see also Competency 2, writing structures and features)** ❶ ❷ ❸

• **Examining of alternative points of view and providing reasons for choosing one over the other** ❸

TALK FOR LEARNING AND THINKING

The student uses language (talk) for learning and thinking by:

• **Participating in collaborative reading, writing, viewing, visually representing, listening and talking activities:**

– Writing, producing and reading together. See also Competencies 1, 2 and 3 ❶ ❷ ❸

– Solving of a disagreement with a peer ❶ ❷ ❸

– Constructing of time lines. See also Competency 3, strategies for constructing meaning ❶ ❷ ❸

– Reading and using time lines. See also Competency 3, strategies for constructing meaning ❶ ❷ ❸

– Construction of spatial maps of neighbourhood, home and school environments ❶ ❷ ❸

– Construction of spatial maps of imaginary places ❶ ❷ ❸

– Planning of a project, e.g. an improvised play, a puppet show, a field trip. See also cross-curricular competency Working with Others ❶ ❷ ❸

– Setting of class rules, such as listening to others, taking turns, etc. ❶ ❷ ❸

– Sharing of ideas and points of view ❶ ❷ ❸

– Investigating and solving of problems. See also cross-curricular competency Problem Solving, as well as below ❶ ❷ ❸

TALK FOR LEARNING AND THINKING (cont.)

– Brainstorming ❶ ❷ ❸

– Creating of a visual text or a big book. See also Competency 1, 2, 3 ❶ ❷ ❸

– Planning of a cross-curricular or mixed media project. See also the Program of Programs and Competency 3 ❷ ❸

– Preparing an account of a maths or science investigation ❷ ❸

• **Practising effective strategies for problem solving:**

– Hypothesizing about, or trying out, different ways of thinking about a problem ❶ ❷ ❸

– Talking or engaging in dialogue with peers and teacher. See also Competencies 1 to 3 ❶ ❷ ❸

– Framing of a problem or issue ❷ ❸

– Experimentation with different solutions to a given problem ❷ ❸

– Choosing among suggested solutions to a problem ❷ ❸

– Rethinking of a problem by making connections between new ideas and prior knowledge ❷ ❸

– Planning of or projecting of new ways to use new knowledge ❷ ❸

– Investigation of alternative solutions to a problem ❸

• **Distinguishing among a variety of language registers used in informal situations to make sense of the communication and to respond to it appropriately. See also Competencies 1 to 3** ❶ ❷ ❸

• **Participating in role-playing, improvisation and storytelling activities to try out new ideas in new situations and for other purposes, e.g. to dramatize a historical or social situation in the context of social science. See also problem-solving activities for this competency and cross-curricular competency for Problem Solving** ❷ ❸

• **Clarification and re-shaping of ideas through collaborative talk, e.g. brainstorming, sharing ideas and points of view. See also Competencies 1and 3 for Response Process and Competency 2, Writing Process** ❶ ❷ ❸

• **Use of the inquiry method to question a text, i.e. use of language purposefully as a means of learning through all areas of the curriculum (with guidance) by:**

– Generating of own questions and comments about the subject being learned. See also Competencies 1 to 3 ❷ ❸

– Talking about new ideas in own words to make them one's own ❷ ❸

– Hypothesizing, questioning and seeking of answers ❷ ❸

– Asking of the type of questions that lead to needed information, e.g. have you ever seen this situation developed in a different way? What process does a writer have to go through to produce a work of fiction? Of non-fiction? etc. See also Competency 1 ❷ ❸

– Interrogating of the text as a social and cultural product. See also Competency 1 and 3 ❷ ❸

– Addressing of misconceptions ❸

– Connecting of ideas across disciplines and to everyday experiences ❷ ❸

• **Questioning and challenging of different points of view/perspectives. See also Competency 1** ❷ ❸

• **Use of technology resources for problem solving and communication of thoughts and ideas, e.g. educational software, videos and logical thinking programs** ❷ ❸

- **Use of technology resources for collaborative writing, producing and publishing projects for peer audiences, such as multimedia authoring and multimedia presentations, e.g. Web tools, writing tools, drawing tools and educational software** ❷ ❸

- **Expansion of knowledge base by accommodating or integrating new ways of thinking** ❸

- **Development of strategies to use prior knowledge effectively, e.g.**

– Collaborative talk ❸

– Sharing ideas ❸

– Rereading and discussion of relevant texts (See also Competency 3) ❸

- **Mobilizing prior knowledge and knowledge of procedures to accomplish a task effectively, e.g. for problem solving. See also Competency 2 and 3** ❸

- **Qualifying communication by a variety of strategies, e.g. connecting of parts to the whole, making of causal connections, ranking of ideas in order of importance, etc.** ❸

LINGUISTIC STRUCTURES AND FEATURES

The student applies her/his knowledge of linguistic structures and features by:

- **Experimenting with appropriate language registers to achieve a desired purpose:**

– Storytelling ❶ ❷ ❸

– Role-playing ❶ ❷ ❸

– Improvisation ❷ ❸

– Interviewing ❷ ❸

– Choral reading and speaking ❷ ❸

– Book talks and literature circles. See also Competency 1 ❷ ❸

- **Recognizing that nonverbal cues convey meaning and interpreting this meaning through the use of:**

– Gestures ❶ ❷ ❸

– Pauses ❶ ❷ ❸

– Facial expressions ❶ ❷ ❸

- **Using nonverbal cues to convey meaning:**

– Gestures, pauses and facial expressions ❶ ❷ ❸

– Physical movement ❷ ❸

– Silence ❷ ❸

- **Investigating, with guidance, different ways of shaping oral discourse to satisfy a variety of needs** ❷ ❸

- **Investigating different methods of generating, ordering, expanding and judging oral discourse effectively** ❷ ❸

- **Adopting appropriate tone of voice and intonation patterns to convey meaning** ❷ ❸

LINGUISTIC STRUCTURES AND FEATURES (cont.)

- **Clarifying the way in which familiar text types are organized and/or structured. See also familiar text types in Competencies 1 to 3**   ❷ ❸

- **Controlling most of the linguistic patterns and features needed to develop and present ideas and information in familiar situations**   ❸

COLLABORATIVE GROUP ACTIVITIES

The student interacts in collaborative group activities in a variety of roles by:

- **Using a range of strategies to assist communication within the group:**

– Discussion of how to plan an activity and how to set criteria to evaluate it. See also Competency 3, production process   ❶ ❷ ❸

– Use of research to provide needed knowledge from other disciplines. See also Competency 2   ❶ ❷ ❸

– Working to find an appropriate solution to a problem or alternative solutions   ❶ ❷ ❸

- **Participating in group activities in a variety of roles:**

– Trying out different roles   ❶ ❷ ❸

– Experimenting with strategies appropriate to each role   ❶ ❷ ❸

– Taking part in improvisation, role-playing and storytelling activities   ❶ ❷ ❸

- **Demonstrating commitment to the purpose established by the group:**

– Making helpful suggestions   ❶ ❷ ❸

– Encouraging others   ❶ ❷ ❸

– Listening attentively   ❶ ❷ ❸

– Listening critically   ❷ ❸

– Using language strategies to support communication   ❷ ❸

- **Taking responsibility for preparing and carrying out own part in a collaborative activity:**

– Communicating with others   ❷ ❸

– Exploring and sharing of views   ❷ ❸

– Adjusting use of language   ❷ ❸

– Asking questions to clarify what has been heard   ❷ ❸

– Showing respect for rules set by the group   ❷ ❸

- **Selecting and planning of small-group activities, with guidance:**

– Planning, defining and carrying out a multimedia or cross-curricular project. See also Competency 3   ❷ ❸

– Preparing an account of a social studies, math or science investigation   ❷ ❸

- **Creating criteria to assess the effectiveness of the interaction and using these for evaluation, with guidance. See also self-evaluation below for details**   ❶ ❷ ❸

- **Listening critically and responding to members of the group:**

– Questioning, supporting and defending the ideas of others. See also collaborative processes in Competencies 1 to 3   ❷ ❸

– Linking and/or relating of ideas   ❸

- **Offering alternative solutions to problems and providing reasons**

- **Supporting the feedback process in discussion:**

– Adding to the contributions of others. See also Competencies 1 to 3 ❸

– Confirming and re-confirming the contributions of others. See also Competencies 1 to 3 ❸

– Expressing empathy and encouragement. See also Competencies 1 to 3 ❸

– Disagreeing cordially with others. See also Competencies 1 to 3 for group work ❸

– Negotiating a working agreement. See also Competencies 1 to 3 for group work ❸

SELF EVALUATION

The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control through conversations with the teacher and peers that include:

- Describing communication strategies when working in collaborative groups, with guidance ❶ ❷ ❸

- Discussing collaborative experiences with peers in different contexts with a focus on those that gave her/him personal satisfaction and that brought pleasure ❶ ❷ ❸

- Participating in student-teacher conferences to identify and discuss strategies, and set personal and group learning goals ❶ ❷ ❸

- Maintaining an integrated ELA portfolio with samples of work in different learning contexts, with guidance. See also other ELA competencies for content in and process for keeping a portfolio ❶ ❷ ❸

- Assessing the effectiveness of strategies chosen to achieve a given purpose ❷ ❸

- Identifying different strategies needed for different purposes ❷ ❸

- Demonstrating emerging positive social and ethical attitudes and behaviours when using technology resources ❸

- Identifying the processes and strategies used in learning and thinking through language, i.e. the "how" of learning, with guidance ❸

Suggestions for Using Information and Communications Technologies (ICT)

Information and Communications Technologies can support the development of literacy and learning in the classroom. The English Language Arts program focuses on the following areas through which the student learns about the potential of ICT and their relationship to her/his literacy:

- Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies

- Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning

- Use of interactive reading and writing software to support learning

- Use of developmentally appropriate and accurate terminology to talk about media and technology resources

- Responsible use of technology systems and software

- Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum

- Use of telecommunications to access remote information, to send and receive messages and to support personal interests

- Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities

5.2 Français, langue seconde
– Programme de base

Présentation de la discipline

Le programme de base de français[1], langue seconde, permet à l'élève québécois non francophone d'apprendre à communiquer en français dans des contextes variés afin de satisfaire des besoins personnels, scolaires ou sociaux. Il constitue aussi une porte d'entrée privilégiée vers la société québécoise et la culture francophone, d'ici et d'ailleurs, que l'élève est amené à découvrir à travers les textes sur lesquels s'appuie son apprentissage de la langue.
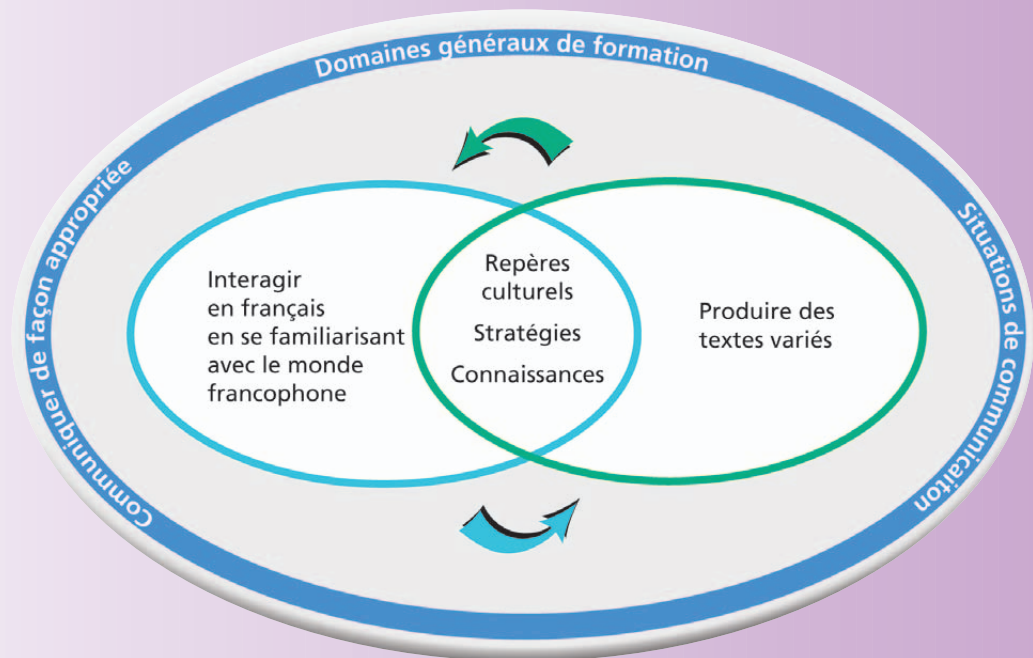
C'est par la compréhension et la production de textes oraux, écrits ou visuels portant sur différents sujets, notamment sur les domaines généraux de formation, que l'élève développe sa connaissance et sa maîtrise du français. La lecture, l'écoute ou l'appréciation de textes variés lui fournit en outre l'occasion de réinvestir ses apprentissages langagiers dans des situations de communication signifiantes. Il se prépare ainsi à communiquer en français dans la communauté francophone.

Grâce au transfert linguistique qui s'opère entre l'anglais et le français, l'élève peut apprécier l'apport de sa langue maternelle à l'apprentissage d'une langue seconde. Il en arrive à percevoir la langue comme un système organisé et comme un outil essentiel pour structurer sa pensée. Il se trouve ainsi mieux outillé pour poursuivre l'apprentissage du français en dehors du contexte de la classe.

---

1. According to the Linguistic Policy of the Ministère de l'Éducation, this program is available only in French. However, information documents such as those geared to parents are available in English.

Figure 6
Français, langue seconde – Programme de base

Domaines généraux de formation

Situations de communication

Communiquer de façon appropriée

Interagir en français en se familiarisant avec le monde francophone

Repères culturels

Stratégies

Connaissances

Produire des textes variés

COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN SE FAMILIARISANT AVEC LE MONDE FRANCOPHONE.

Sens de la compétence

EXPLICITATION

L'interaction suppose une action réciproque complexe qui intègre la compréhension et la production de textes variés, un texte étant compris comme une structure complète qui peut prendre une forme orale, écrite ou visuelle. L'élève est appelé à interagir en français dans diverses situations de communication, tant à l'oral qu'à l'écrit, et il doit pour ce faire être en mesure de comprendre les textes et d'y réagir. Il n'a cependant pas de prise sur le degré de complexité des textes qu'il est appelé à lire ou à écouter dans de telles situations. Il doit en conséquence faire preuve d'une grande capacité d'adaptation et s'efforcer, dès le début de son apprentissage, de s'ajuster au sens et à la forme des textes ainsi qu'aux réactions de ses interlocuteurs.

Culture et langue sont indissociables. Qu'il prenne une forme orale, écrite ou visuelle, un texte est toujours porteur de la culture véhiculée par la langue. L'apprentissage de la langue française à travers des textes de divers types devrait donc normalement permettre à l'élève de s'initier à la culture qui y est associée. Il découvre des repères culturels qui intéressent les jeunes francophones de son âge en même temps qu'il acquiert des connaissances qui l'aident à comprendre et à produire des textes au cours d'interactions avec ses pairs ou son enseignant. Cette familiarisation avec la culture francophone et avec les conventions de communication qui régissent les échanges en français l'incite à développer une attitude d'ouverture à l'égard de la culture francophone du Québec et le prépare à s'insérer de façon harmonieuse dans l'ensemble de la société québécoise.

LIENS AVEC LES COMPÉTENCES TRANSVERSALES

Il va de soi que cette compétence entretient d'étroits liens de parenté avec la compétence transversale « communi-

quer de façon appropriée », mais si la langue est un instrument de communication, elle est aussi un vecteur de croissance personnelle, intellectuelle et sociale. Aussi de nombreuses compétences transversales sont-elles sollicitées dans le contexte de la classe de langue seconde. Pensons en particulier à l'exploitation de l'information, à l'utilisation des technologies de l'information et de la communication, de même qu'à tout ce qui touche les habiletés sociales et le travail en coopération.

CONTEXTE DE RÉALISATION

C'est dans le cadre de situations informelles ou planifiées, portant sur des sujets adaptés à son développement et liés aux domaines généraux de formation, que l'élève est amené à interagir en français. Ces interactions lui permettent de satisfaire des besoins personnels et scolaires d'information, de divertissement, d'imaginaire ou d'exploration du langage. Règle générale, que ce soit en classe ou ailleurs dans l'école, il bénéficie d'un soutien important et constant de la part de l'enseignant ou de ses pairs. Il prend part à des simulations ou à des jeux de rôle au cours desquels il peut répéter ou modifier de courts dialogues qu'il a lus, vus ou entendus. Il est appelé à réagir à des textes oraux, écrits ou visuels présentés en classe. Des activités de lecture l'amènent à saisir le sens global d'un texte à partir d'illustrations ou d'autres éléments d'information explicites ou implicites; elles peuvent ensuite alimenter des échanges oraux sur ces textes.
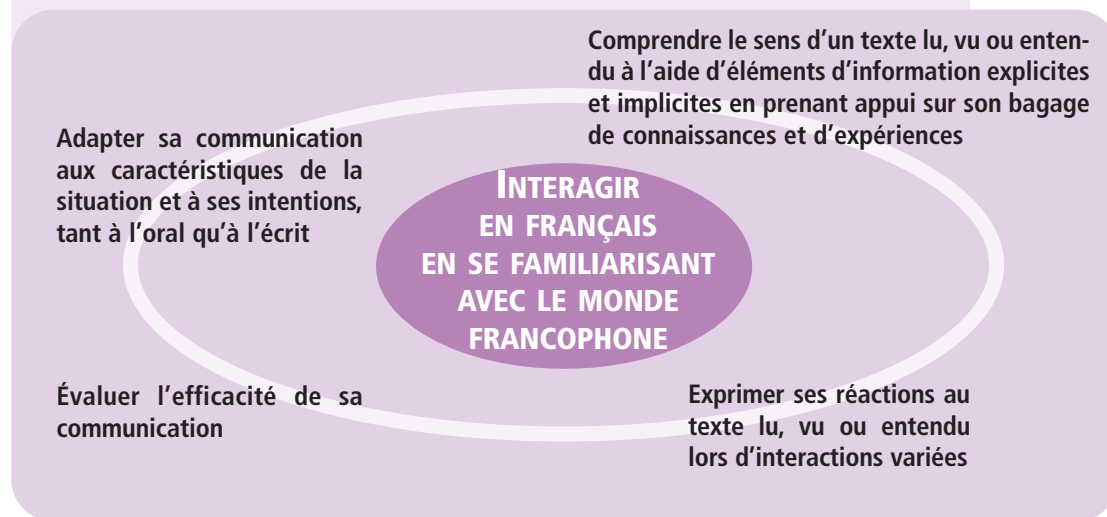
CHEMINEMENT DE L'ÉLÈVE

Au cours du *premier cycle*, l'élève se familiarise avec des sonorités nouvelles, des constructions syntaxiques et des mots inconnus. Il répond à son interlocuteur par des

gestes, des mimiques ou des mots isolés et il utilise des stratégies de dépannage pour poursuivre l'interaction. Il peut comprendre des textes visuels, souvent des pictogrammes ou des séries d'illustrations, et exprimer ses réactions à leur sujet verbalement ou par un dessin. Cet exercice facilite son apprentissage de la lecture.

Au cours du *deuxième cycle*, l'élève comprend le sens de textes oraux, écrits ou visuels simples. À mesure que se développe sa compétence à interagir, il satisfait plus spontanément la plupart de ses besoins scolaires, en posant de courtes questions et en répondant à celles qui lui sont adressées, tant à l'oral qu'à l'écrit. Il acquiert progressivement l'habitude de lire en français, mais il peut encore avoir besoin de recourir au soutien de son enseignant ou de ses pairs et à des outils de référence pour comprendre les textes qu'il lit. Il utilise des stratégies de dépannage et d'anticipation du contenu durant les activités de lecture ou d'écoute.

Au cours du *troisième cycle*, l'élève ajuste plus spontanément sa communication en fonction des réactions de l'interlocuteur ou du correspondant. Lors de travaux collectifs, il interagit volontiers en français avec ses coéquipiers et il est amené à s'interroger sur les attitudes qui ont favorisé ou entravé l'interaction et sur les stratégies qui l'ont facilitée. Durant les activités de lecture ou de compréhension de textes oraux ou visuels, il repère les éléments d'information essentiels au sujet traité et, avec de l'aide, il commence à les mettre en relation avec l'intention de communication. Pour ce faire, il explore différentes stratégies d'organisation et de traitement de l'information avec son enseignant et avec ses pairs. Enfin, il choisit un texte simple adapté à son développement et le lit de façon autonome, avec un soutien occasionnel.

Composantes de la compétence

Comprendre le sens d'un texte lu, vu ou enten-du à l'aide d'éléments d'information explicites et implicites en prenant appui sur son bagage de connaissances et d'expériences

Adapter sa communication aux caractéristiques de la situation et à ses intentions, tant à l'oral qu'à l'écrit

INTERAGIR EN FRANÇAIS EN SE FAMILIARISANT AVEC LE MONDE FRANCOPHONE

Évaluer l'efficacité de sa communication

Exprimer ses réactions au texte lu, vu ou entendu lors d'interactions variées

Critères d'évaluation

– Démonstration de sa compréhension globale du texte lu, vu ou entendu ❶ ❷ ❸

– Participation verbale à l'interaction ❶ ❷ ❸

– Respect des conventions de communication lors d'un échange oral ou écrit ❶ ❷ ❸

– Participation active au travail d'équipe ❶ ❷ ❸

– Recours à des stratégies adaptées à la situation ❶ ❷ ❸

Légende* : ❶ 1er cycle ❷ 2e cycle ❸ 3e cycle

* Cette légende s'applique aussi à l'autre compétence de même qu'à la section Savoirs essentiels.

Attentes de fin de cycle

PREMIER CYCLE

À la fin du premier cycle, l'élève répond aux questions par des gestes, des mimiques ou des mots isolés. Il com-mence à respecter les conventions de communication lors d'échanges oraux. Il participe déjà activement aux travaux collectifs.

DEUXIÈME CYCLE

À la fin du deuxième cycle, l'élève exprime verbalement ou par écrit, sous forme de pictogrammes, de dessins, de mots ou de courtes phrases, ses sentiments ou ses préférences à l'égard d'un texte lu, vu ou entendu. Il respecte les tours de parole et se soucie des éléments prosodiques et des conventions de communication lorsqu'il interagit oralement en français**.**

TROISIÈME CYCLE

À la fin du troisième cycle, l'élève repère les éléments d'information essentiels dans un texte et, avec de l'aide, il commence à les mettre en relation avec l'intention de communication. Il participe aux discussions de groupe, aux simulations ou aux jeux de rôle en vue d'échanges possibles à l'extérieur de la classe. Il respecte les conven-tions de communication lors d'interactions planifiées ou spontanées.

COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.

Sens de la compétence

EXPLICITATION

L'élève est appelé à produire, à modifier ou à personnaliser de courts textes, oraux, écrits ou visuels, pour satisfaire ses besoins personnels ou scolaires dans des situations de communication variées. Il crée des textes expressifs simples combinant les formes visuelles et écrites, tels que des collages ou des affiches, et il organise leur contenu. Les productions visuelles servent souvent de point de départ à des activités de production orale ou écrite. Grâce au transfert des apprentissages qu'il a réalisés dans sa langue maternelle et au soutien constant de ses pairs et de son enseignant, il commence à écrire de courts textes narratifs, informatifs ou dialogaux, tant à l'oral qu'à l'écrit : il modifie ou personnalise des phrases ou de brefs dialogues pour ensuite les répéter ou les présenter à divers interlocuteurs tels que ses pairs ou son enseignant.

LIENS AVEC LES COMPÉTENCES TRANSVERSALES

Cette compétence entretient, tout comme la première, d'étroites relations avec la compétence « Communiquer de façon appropriée » et elle sollicite l'ensemble des compétences transversales d'ordre intellectuel. Elle fait particulièrement appel à la pensée créatrice et au jugement critique. Elle invite à pratiquer des méthodes de travail efficaces et à exploiter les technologies de l'information et de la communication. Enfin, elle s'exerce dans un contexte d'échange et de coopération, sollicitant par le fait même les compétences d'ordre personnel et social.

CONTEXTE DE RÉALISATION

Pour faciliter l'apprentissage de la langue comme outil de communication, il importe de placer l'élève dans des contextes signifiants. Ainsi, c'est à partir d'intentions de communication variées et portant sur des sujets liés aux domaines généraux de formation ou portant sur ses besoins personnels, scolaires ou sociaux que l'élève sera invité à produire divers types de textes. Pour y arriver, il doit pouvoir compter sur un soutien important de la part de l'enseignant ou de ses pairs. Il peut aussi recourir aux ressources matérielles, linguistiques et technologiques disponibles.
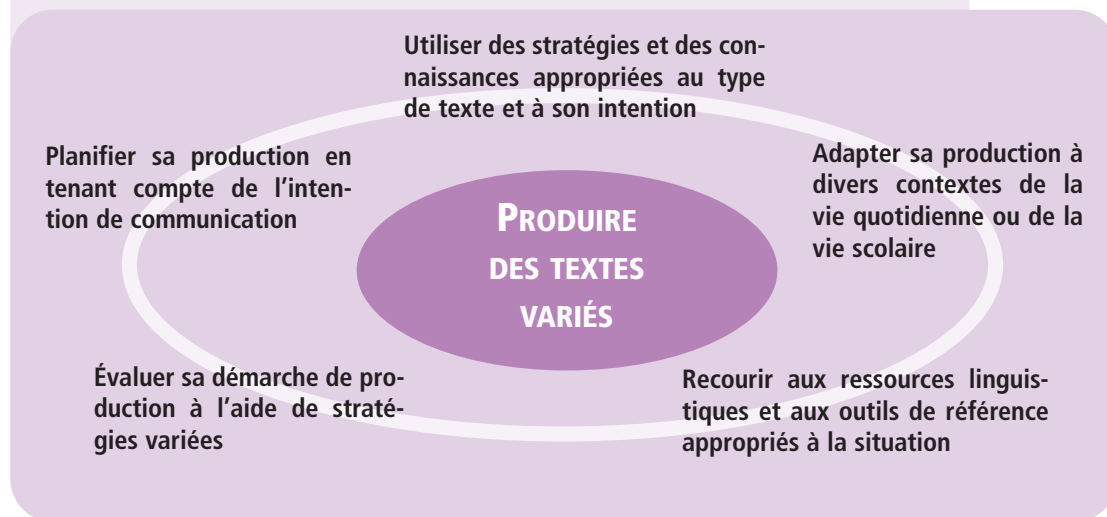
CHEMINEMENT DE L'ÉLÈVE

Au cours du *premier cycle*, l'élève apprend à remanier une phrase de base en substituant certains mots ou groupes de mots, tant à l'oral qu'à l'écrit. Il peut également produire de courtes histoires en combinant des dessins et des mots. Il a recours au soutien de son enseignant ou de ses pairs et il utilise des ressources linguistiques comme des banques de mots ou de phrases modèles. Il utilise des stratégies variées pour traduire ses histoires en mots : recours à sa langue maternelle, emploi de gestes, de mimiques ou d'illustrations, etc.

Au cours du *deuxième cycle*, l'élève apprend à respecter l'intention de communication proposée. Il peut produire de très courts textes compréhensibles constitués de quelques phrases simples en recourant à une ou plusieurs formes de langages (écrit, verbal, gestuel, symbolique). Il fait appel à des stratégies de production pour améliorer

son texte initial. Il conserve les traces de ses productions antérieures et les compare entre elles. Tout en s'appuyant sur les connaissances qu'il a de sa langue maternelle, il commence à se soucier de la ponctuation et des éléments d'organisation textuelle et visuelle de ses textes.

Au cours du *troisième cycle*, l'élève est plus conscient de son interlocuteur ou de son destinataire et il organise les éléments de son texte de façon à respecter l'intention de communication et le sujet choisi. Il produit des textes oraux en se souciant des règles prosodiques et de la prononciation de certains mots. Il enrichit ses textes en ayant recours aux ressources linguistiques et aux outils de référence. Il choisit, parmi les stratégies de régulation de ses apprentissages que lui propose son enseignant, celles qui lui conviennent le mieux pour évaluer et améliorer la qualité de sa production orale, écrite ou visuelle. Il compare son texte final avec la première version produite. Il a encore besoin d'un soutien important de la part de son enseignant ou de ses pairs.

Composantes de la compétence

Utiliser des stratégies et des connaissances appropriées au type de texte et à son intention

Planifier sa production en tenant compte de l'intention de communication

PRODUIRE DES TEXTES VARIÉS

Adapter sa production à divers contextes de la vie quotidienne ou de la vie scolaire

Évaluer sa démarche de production à l'aide de stratégies variées

Recourir aux ressources linguistiques et aux outils de référence appropriés à la situation

Critères d'évaluation

– Production d'un message oral ou écrit d'une ou deux phrases ❶ ❷ ❸

– Choix d'information pertinente au sujet du texte et à l'intention ❶ ❷ ❸

– Production d'un texte cohérent de quelques phrases ❶ ❷ ❸

– Production de phrases compréhensibles conformes à l'intention de communication ❶ ❷ ❸

– Recours à des stratégies de production adaptées à la situation ❶ ❷ ❸

Attentes de fin de cycle

PREMIER CYCLE

À la fin du premier cycle, l'élève produit de courts textes d'une ou deux phrases, tant à l'oral qu'à l'écrit, en se souciant de l'intention de communication et du sujet du texte.

DEUXIÈME CYCLE

À la fin du deuxième cycle, ses textes, constitués de quelques phrases simples, sont suffisamment organisés pour en assurer la compréhension. Il révise son texte avec l'aide de ses pairs, afin de vérifier la pertinence du choix de l'information en fonction de l'intention de communication.

TROISIÈME CYCLE

À la fin du troisième cycle, il produit de courts textes cohérents, sous une forme orale, écrite ou visuelle. Il s'assure que son texte contient suffisamment d'éléments d'information et vérifie la pertinence des éléments visuels en rapport avec le sujet du texte et l'intention de communication. Il se préoccupe de la qualité de sa production, tant sur le plan du contenu que de la présentation.

Repères culturels

Textes littéraires et courants à faire découvrir ou à utiliser

Un texte est une structure complète qui peut prendre une forme orale, écrite ou visuelle. C'est à la fois un repère culturel et un outil pour développer les compétences langagières de l'élève.

Textes narratifs
– Contes à structure prévisible, abondamment illustrés

Textes informatifs
– Recettes, modes d'emploi, règles d'un jeu, fiches d'identité, dépliants, courts extraits de revues, de magazines pour la jeunesse et de journaux, sites Web

Textes expressifs
– Cartes postales, lettres personnelles, journaux intimes, cartes d'invitation ou de souhaits, albums de photos annotées, anecdotes, courriels

Textes visuels
– Affiches publicitaires, cartes, graphiques, schémas, cartes sémantiques, films, symboles, logos, pages Web

Textes dialogaux
– Bandes dessinées, saynètes, conversations, entrevues, courts extraits de pièces de théâtre

Textes littéraires
– Contes traditionnels, comptines, chansons, courts extraits de romans ou de nouvelles, légendes, poèmes

Textes scolaires
– Manuels des autres disciplines

Expressions idiomatiques

Pour apprécier la diversité des expressions et des locutions utilisées dans la francophonie ❸

Expériences culturelles

– Découverte et exploration d'événements, de personnalités et de manifestations du monde scientifique, politique, artistique, historique, sportif ou littéraire

Fréquentation de lieux en rapport avec la culture

– Bibliothèques, musées, centres communautaires et sportifs

Savoirs essentiels

STRATÉGIES

Les processus d'interaction, de compréhension et de production orale ou écrite sollicitent l'activité de l'élève appelé à travailler individuellement ou en collaboration avec ses pairs. Au cours de cette activité, l'élève est incité à recourir à diverses stratégies. Il doit connaître ces stratégies et faire appel à celles qui conviennent le mieux en fonction de son style d'apprentissage, de ses attitudes, de ses intérêts et du contexte.

- **Stratégies d'interaction**

– Adopter une attitude attentive.

– Adopter une attitude d'ouverture à la culture.

– Prendre une posture d'écoute.

– S'ouvrir à de nouvelles expériences.

– Participer activement.

– Saisir toutes les occasions de parler ou d'écrire en français.

– Prendre des risques.

– Parler suffisamment fort pour être entendu.

– Utiliser divers moyens de dépannage : emploi de gestes, de mimiques, de paraphrases ou de mots d'une autre langue pour se faire comprendre, etc.

– Recourir aux langages non verbal et verbal :

  - pour demander la parole ou pour répondre à une question;

  - pour inciter l'interlocuteur à poursuivre;

  - pour exprimer son incompréhension, son accord ou son désaccord.

– Solliciter l'aide de l'interlocuteur en lui demandant :

  - de répéter, de ralentir son débit;

  - de reformuler sa phrase ou d'expliquer.

- **Stratégies de compréhension**

– Recourir à ses connaissances linguistiques antérieures.

– Recourir à ses connaissances antérieures sur la tâche à réaliser, le sujet ou le contenu du texte.

– Poursuivre la tâche même si on ne comprend pas le sens de tous les termes.

– Anticiper le contenu ou les éléments de la situation à partir du sujet annoncé, du titre, des intertitres, des illustrations ou des éléments sonores.

– Comparer des mots apparentés en anglais et en français.

– Repérer des expressions ou des mots connus.

– Identifier les éléments d'information essentiels.

– Classer des mots : mots connus, mots de même famille, mots-clés.

– Recourir à des stratégies de dépannage : retour en arrière, relecture, décodage graphophonétique, seconde écoute, poursuite de l'écoute ou de la lecture même si le sens d'un mot lui échappe.

– Reformuler en ses mots, des énoncés entendus, lus ou vus.

– Inférer le sens d'un mot à partir des illustrations, du contexte, des éléments gestuels et de sa langue maternelle.

– Recourir à des indices d'ordre sémantique (sens de la phrase, du texte, des illustrations).

– Organiser et traiter l'information à l'aide de graphiques organisationnels, de réseaux sémantiques, de cadre de texte ou du KWL. ❷ ❸

– Associer des mots de substitution (pronoms, synonymes) à leur référent (nom, groupe du nom) ❸

------

1. KWL : Stratégie d'organisation et de stimulation des connaissances antérieures sur un sujet. Elle consiste pour l'élève à diviser une page en trois colonnes correspondant à une étape de lecture : prélecture, lecture, retour sur la lecture. K : Ce que je sais sur le sujet; W : Ce que je veux connaître sur le sujet; L : Ce que j'ai appris sur le sujet à la suite de ma lecture.

– Recourir à des indices morphologiques (marque du genre, du nombre, terminaison, radical, préfixes, suffixes).   ❸

– Recourir à des techniques sensorielles.

• **Stratégies de production**

– Imiter des types de textes déjà rencontrés.

– Recourir à des techniques de mémorisation.

– Formuler des hypothèses sur l'orthographe d'un mot.

– Réutiliser, dans des phrases ou un texte :

  - des mots lus ou entendus;

  - des expressions lues ou entendues.

– Utiliser des codes de correction et des outils de révision dans un souci d'offrir un texte compréhensible.

– Lire ou présenter son texte à une ou plusieurs personnes afin d'obtenir des suggestions d'amélioration.

– Recourir aux ressources linguistiques : consultation d'une banque de mots, de phrases modèles, de listes orthographiques, de dictionnaires ou d'outils de référence.

– Recourir à un ou des langages (écrit, verbal, gestuel, symbolique) pour partager ses images, ses sentiments, ses connaissances ou sa compréhension du monde.

– Stimuler ses connaissances pour générer du vocabulaire ou des idées : tempête d'idées, remue-méninges, réseaux sémantiques.

– Prendre conscience de l'importance du destinataire (interlocuteur, lecteur ou auditeur) dans toutes les formes de communication.

– Prendre conscience de la valeur de toute production orale, écrite ou visuelle comme moyen d'expression personnelle.

• **Stratégies d'évaluation de sa démarche**

– Persévérer dans ses efforts.

– Demander de l'aide, à ses pairs ou à des personnes-ressources.

– Utiliser une liste de vérification afin de revoir le déroulement de la tâche de production.

– Recourir à l'autocorrection.

– Cibler un ou des éléments à modifier ou à améliorer lors de la révision.

– Apprendre à partir de ses erreurs en vue d'améliorer ses démarches ultérieures.

– Recourir au retour réflexif pour identifier ses forces ou les éléments qui posent des problèmes dans la compréhension, la production ou l'interaction.

– Faire l'autoévaluation de ses apprentissages.

CONNAISSANCES

Les connaissances sont des outils indispensables au développement des compétences langagières de l'élève.

• **Conventions de communication orale ou écrite**

Ces éléments sont utiles au développement d'une langue compréhensible en situation de communication :

– Éléments gestuels (contact visuel, mimiques)

– Formules de salutation et d'excuse

– Orthographe d'usage

  - Mots lus ou entendus dans les textes exploités en classe liés aux domaines généraux de formation

  - Mots tirés des productions réalisées par les élèves

– Éléments prosodiques

  - Intonation, débit, rythme, volume de la voix

  - Articulation

  - Liaison et élision ❷ ❸

– Signes graphiques

  - Accentuation ❷ ❸

  - Ponctuation

CONNAISSANCES LIÉES AU TEXTE

• **Organisation textuelle et visuelle de l'information**

– Dans un but de cohérence et de pertinence

  - Respect du sujet du texte

  - Respect de l'intention de communication

  - Clarté et suffisance de l'information

  - Titres, sous-titres, paragraphes

  - Introduction, développement et conclusion ❷ ❸

  - Apport des éléments visuels

    - Rôle de la couleur et des illustrations

    - Utilisation de la taille, forme, police de caractères

– Organisation de textes informatifs

  - Description

  - Comparaison

  - Présentation du déroulement d'un phénomène ou d'un événement dans le temps
    (Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)

– Organisation de textes narratifs

  - Situation initiale, élément déclencheur, actions et dénouement

Connaissances liées à la phrase

• **La phrase en tant qu'unité de sens**

La connaissance de la phrase en tant qu'unité de sens facilite aussi bien l'expression que la lecture ou l'écoute.

– Énoncés auxquels l'élève sera exposé lors de situations d'écoute ou de lecture pour exprimer :

- l'affirmation

- l'exclamation

- la négation

- l'interrogation

- un ordre

- des directives

- une hypothèse

• **Éléments de la phrase**

– Groupe du nom

- Déterminants fréquents

- Notion de genre

- Place de l'adjectif dans la phrase

- Notion de nombre pour les noms et les adjectifs   ❷   ❸

- Ordre usuel des mots ou des groupes de mots dans la phrase   ❷   ❸

- Apport des pronoms et des synonymes en tant que mots de substitution   ❸

– Groupe du verbe

- Verbes courants en fonction des besoins de la situation de communication

- Expression du passé, du présent et de l'avenir

- Notion d'accord du verbe avec le groupe du nom   ❸

– L'élève s'initie à la représentation du temps et évoque des repères temporels *(Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)*

Passé	Présent	Avenir
Hier	Maintenant	Demain
Passé composé	Présent	Futur proche
Imparfait	Futur simple	

– Opérations syntaxiques

Les manipulations par remplacement, ajout, effacement et déplacement permettent à l'élève d'enrichir ou de simplifier une phrase et d'en repérer les éléments.

• **Vocabulaire**

– Vocabulaire lié aux thèmes abordés en classe se rapportant aux domaines généraux de formation

– Vocabulaire servant à exprimer les notions suivantes :

- Existence

- Temps, durée, espace *(Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)*

- Caractéristiques d'une personne, d'un animal, d'un végétal ou d'un objet

- Quantité

– Vocabulaire servant à exprimer des relations entre les mots, les groupes de mots ou les paragraphes

- Temps, cause, but, comparaison, possession

Suggestions pour l'utilisation des technologies de l'information et de la communication

– Enregistrer des présentations orales pour les présenter aux parents ou à d'autres classes.

– Utiliser des vidéocassettes ou des cédéroms pour développer la compréhension de textes oraux et visuels.

– Utiliser des livres-cassettes.

– Correspondre avec des élèves par courriel ou par télécopieur.

– Produire un texte en utilisant un logiciel de traitement de texte.

– Rechercher de l'information dans des sites Internet présélectionnés consacrés à différents sujets et repères culturels.

Photo: Alain Désilets

Présentation de la discipline

Dans le contexte de l'immersion, la langue sert à la fois d'objet et de véhicule d'apprentissage.

Le programme d'immersion en français[1], langue seconde, permet à l'élève non francophone de développer ses compétences langagières en français dans un contexte où certaines disciplines sont enseignées en français et où l'apprentissage de la langue se fait par les textes. L'élève s'initie aux langages propres aux domaines de la mathématique, des sciences et de la technologie, des arts et de l'univers social. Le développement des compétences propres à ces disciplines repose sur sa compréhension de textes oraux, écrits ou visuels en français. La langue française devient ainsi pour lui un outil de structuration cognitive important, au même titre que sa langue maternelle. L'apport du transfert linguistique entre le français et l'anglais contribue également au développement de ses compétences langagières.

Le programme vise le développement de deux compétences : « Interagir en français en découvrant le monde francophone par les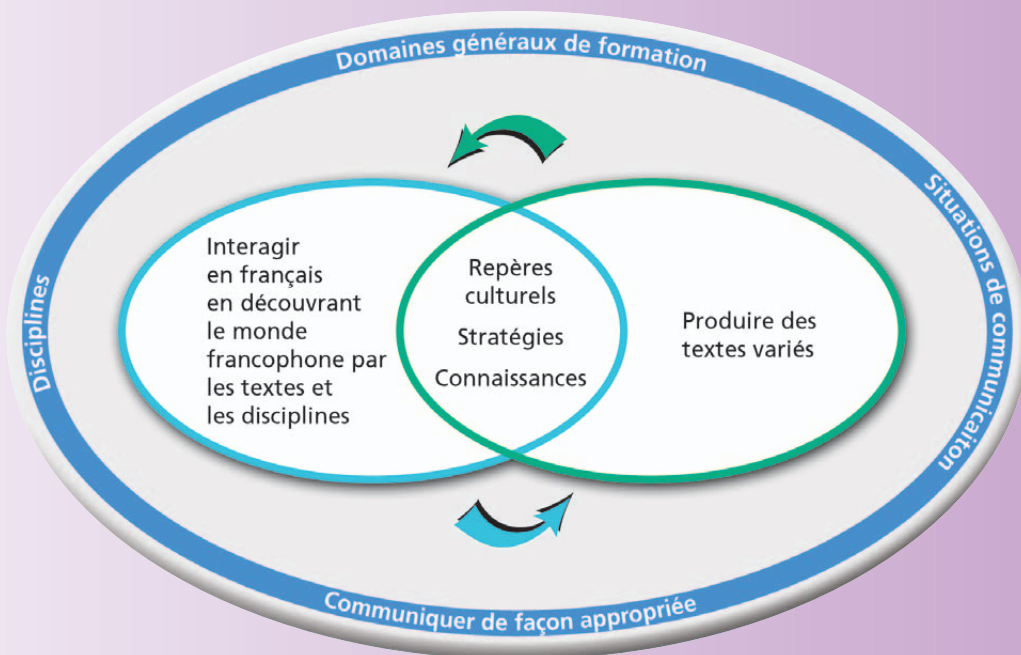 textes et les disciplines » et « Produire des textes variés », la deuxième prenant appui sur la première. Les contextes relatifs aux différentes disciplines placent l'élève dans des situations d'apprentissage signifiantes et authentiques lui permettant de développer son aptitude à communiquer en français en même temps qu'il réalise des apprentissages disciplinaires. Il est amené à évaluer régulièrement ses communications en recourant à des stratégies de régulation qui lui permettent de devenir de plus en plus autonome dans son utilisation de la langue seconde.

Les concepts de langue et de culture sont indissociables. L'apprentissage d'une langue seconde constitue donc un moyen privilégié d'accéder aux diverses facettes de la culture qui y est associée. Cela est d'autant plus vrai dans un contexte d'immersion, où la langue sert à la fois d'objet et de véhicule d'apprentissage, et où l'éventail des textes sur lesquels s'appuient les apprentissages langagiers est large et diversifié.

1. According to the Linguistic Policy of the Ministère de l'Éducation, this Program is available only in French. However, information documents such as those geared to the parents are available in English.

Schéma 7
Français, langue seconde – Immersion

Domaines généraux de formation

Disciplines

Situations de communication

Interagir en français en découvrant le monde francophone par les textes et les disciplines

Repères culturels

Stratégies

Connaissances

Produire des textes variés

Communiquer de façon appropriée

COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN DÉCOUVRANT LE MONDE FRANCOPHONE PAR LES TEXTES ET LES DISCIPLINES.

Sens de la compétence

EXPLICITATION

L'interaction suppose une action réciproque complexe qui exige un certain degré de spontanéité. L'élève est placé dans des situations de communication variées au cours desquelles il est appelé à interagir en français d'une façon de plus en plus autonome, tant à l'oral qu'à l'écrit. N'ayant pas de prise sur le contenu ou la forme des interventions de ses interlocuteurs, il doit faire preuve d'une grande capacité d'adaptation, s'ajuster à leurs réactions verbales et non verbales, tout en tenant compte des conventions de communication et des éléments de la situation.

L'écoute et la lecture quotidienne fournissent à l'élève l'occasion d'approfondir sa compréhension des textes et l'aident à structurer sa pensée. À mesure que se développe sa capacité de comprendre le sens d'un texte, il découvre le plaisir d'écouter et de lire en français. Il peut ainsi satisfaire des besoins personnels, scolaires et sociaux d'information, de divertissement, d'imaginaire ou d'exploration du langage. Il réagit à une grande variété de textes, y compris des textes provenant des autres disciplines. Rappelons qu'un texte est une structure complète qui peut prendre une forme orale, écrite ou visuelle.

Qu'il prenne une forme orale, écrite ou visuelle, un texte est toujours porteur de la culture véhiculée par la langue. L'apprentissage de la langue française à travers des textes de divers types, notamment les textes associés aux disciplines scolaires, devrait donc normalement amener l'élève à découvrir la culture qui y est associée. Il découvre des repères culturels qui intéressent les jeunes francophones de son âge en même temps qu'il acquiert des connaissances qui l'aident à comprendre et à produire des textes dans des interactions signifiantes avec ses pairs ou l'enseignant. Cette familiarisation avec la culture francophone et avec les conventions de communication qui régissent les interactions en français l'incite à développer une attitude d'ouverture à l'égard de la culture francophone du Québec et le prépare à s'insérer de façon harmonieuse dans l'ensemble de la société québécoise.

LIENS AVEC LES COMPÉTENCES TRANSVERSALES

Il va de soi que cette compétence entretient d'étroits liens de parenté avec la compétence transversale « Communiquer de façon appropriée », mais si la langue est un instrument de communication, elle est aussi un vecteur de croissance personnelle, intellectuelle et sociale. Aussi de nombreuses compétences transversales sont-elles sollicitées dans le contexte de la classe d'immersion. Nous pensons en particulier à l'exploitation de l'information, à l'exercice du jugement critique et à l'utilisation des technologies de l'information et de la communication. Le contexte d'apprentissage, qui suppose des interactions constantes, fait aussi appel de façon régulière aux compétences d'ordre personnel et social.

CONTEXTE DE RÉALISATION

En classe, l'élève a souvent l'occasion d'explorer avec ses pairs des sujets familiers ou d'intérêt personnel, de même que des sujets provenant des domaines généraux de formation ou des domaines disciplinaires : univers social, mathématique, science et technologie ou développement personnel. Les situations au cours desquelles il est appelé à interagir peuvent être planifiées ou spontanées et comporter un ou quelques interlocuteurs. Il prend également part à des simulations ou à des jeux de rôles. Ces échanges l'amènent à découvrir l'importance de développer un point de vue personnel sur les thématiques abordées. Il peut compter, pour soutenir ses apprentissages, sur le soutien de ses pairs ou de l'enseignant et il peut recourir aux ressources matérielles, linguistiques et technologiques disponibles.

Les textes qui servent d'appui à ces interactions sont des textes authentiques, souvent accompagnés d'illustrations qui situent le contexte. Ils portent sur un éventail de sujets plus ou moins complexes, touchant les domaines généraux de formation et appartenant à des champs d'intérêt divers (scientifique, sportif, artistique, littéraire, historique). Ils favorisent l'apprentissage de concepts disciplinaires et linguistiques.

CHEMINEMENT DE L'ÉLÈVE

Au *premier cycle*, l'élève amorce sa découverte de la langue par l'exploration de constructions syntaxiques et de mots inconnus. Ce travail, qui se fait le plus souvent par l'écoute, est exigeant, et l'élève du premier cycle doit y consacrer beaucoup de temps. Son apprentissage de la langue prend appui sur la lecture quotidienne de textes de niveaux de lecture diversifiés auxquels il doit réagir. La présentation de textes visuels l'amène à exploiter cette autre forme de langage qu'est l'image et facilite sa compréhension des textes écrits. Il apprend également à interagir par de courts dialogues qui peuvent l'aider à communiquer, tant à l'oral qu'à l'écrit. Il peut aussi répondre à un interlocuteur par des gestes, des mimiques, des mots isolés ou de courtes phrases et en ayant recours à des stratégies de dépannage.

Au cours du *deuxième cycle*, l'élève reconnaît davantage de mots, d'expressions et d'éléments d'organisation textuelle, ce qui lui permet d'établir des liens entre différents éléments d'un texte. La lecture occupe une place prépondérante dans son apprentissage de la langue. Il acquiert une autonomie de plus en plus grande pour construire le sens d'un texte et il sait faire appel à différentes stratégies de compréhension. Les situations dans lesquelles il est amené à interagir avec ses pairs sont de plus en plus complexes. Il parvient de mieux en mieux à répondre à ses besoins en posant des questions et en sachant réagir à celles qui lui sont posées, tant à l'oral qu'à l'écrit.

Au cours du *troisième cycle*, l'élève aborde la lecture de textes de plus en plus variés. Il établit des liens entre différents types de textes et peut les comparer entre eux. Il peut réinvestir les connaissances qu'il a acquises, ce qui lui permet d'acquérir plus d'autonomie lorsqu'il lit un texte. Il continue de participer à de nombreux échanges, avec une ou plusieurs personnes. Il reformule ses interventions pour tenir compte des attentes et des commentaires de ses interlocuteurs.

Composantes de la compétence

Adapter sa communication aux caractéristiques de la situation, à son intention et au contexte langagier et disciplinaire, tant à l'oral qu'à l'écrit

Évaluer l'efficacité de sa communication

INTERAGIR EN FRANÇAIS

Comprendre le sens d'un texte vu, lu ou entendu à l'aide d'éléments d'information explicites et implicites en prenant appui sur son bagage de connaissances et d'expériences

Réinvestir sa compréhension des textes lus, vus ou entendus

Intégrer à la communication des éléments propres aux différentes disciplines

Critères d'évaluation

– Démonstration de sa compréhension du texte ❶ ❷ ❸

– Adaptation à la situation de communication ❶ ❷ ❸

– Appréciation de différents textes ❶ ❷ ❸

– Respect des conventions de communication ❶ ❷ ❸

– Recours à des stratégies adaptées à la situation ❶ ❷ ❸

Légende* : ❶ 1er cycle ❷ 2e cycle ❸ 3e cycle

* Cette légende s'applique aussi à l'autre compétence.

Attentes de fin de cycle

PREMIER CYCLE

À la fin du premier cycle, l'élève comprend des textes fortement contextualisés constitués de phrases simples et de quelques phrases complexes et comportant un vocabulaire connu. Il peut repérer les éléments explicites d'un texte lui permettant de s'acquitter d'une tâche. Il sait reconnaître, dans des textes issus de différentes disciplines ou traitant de sujets liés à la vie courante, des éléments d'information exprimés explicitement. Il réinvestit en intégrant à sa communication des éléments propres aux disciplines. Il communique en français avec différents interlocuteurs dans des situations familières lui permettant de satisfaire des besoins personnels ou scolaires. Il adapte ses interventions à la situation de communication. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche.

DEUXIÈME CYCLE

À la fin du deuxième cycle, l'élève comprend des textes adaptés à son âge, traitant de sujets familiers et, à l'occasion, de sujets moins familiers. Ces textes comportent plus d'information, des phrases à structure plus complexe et un vocabulaire parfois inconnu. L'élève communique avec des interlocuteurs dans des situations spontanées ou planifiées. Il respecte les conventions de communication. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche.

TROISIÈME CYCLE

À la fin du troisième cycle, l'élève utilise consciemment les stratégies de lecture lui permettant de faire les transferts pour s'approprier les textes issus de différentes disciplines. Il établit des liens entre différents types de textes. Il lit de manière autonome des textes variés adaptés à son âge. Il échange volontiers en français dans toutes les situations, tant à l'oral qu'à l'écrit. Il est de plus en plus à l'aise pour amorcer des contacts avec différents interlocuteurs. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche.

COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.

Sens de la compétence

EXPLICITATION

L'élève est amené à s'exprimer en français, tant à l'oral qu'à l'écrit, et à construire de façon de plus en plus autonome des textes en vue de satisfaire ses besoins de communication sociale et scolaire. Il découvre ainsi le plaisir d'écrire et de s'exprimer en français. Il reconnaît que tout texte est lié à une intention de communication et qu'il doit tenir compte de ses auditeurs ou de ses lecteurs. Il développe progressivement sa conscience de la grammaire du texte et de la phrase.

LIENS AVEC LES COMPÉTENCES TRANSVERSALES

Cette compétence entretient, tout comme la première, d'étroites relations avec la compétence « Communiquer de façon appropriée ». Elle fait appel au jugement critique et à la pensée créatrice. Elle invite à pratiquer des méthodes de travail efficaces et à exploiter les technologies de l'information et de la communication. Enfin, elle s'exerce dans un contexte d'échange et de coopération, sollicitant par le fait même les compétences d'ordre personnel et social.

CONTEXTE DE RÉALISATION

L'élève a l'occasion de produire régulièrement des textes portant sur des sujets liés à ses intérêts, aux domaines généraux de formation et aux disciplines scolaires. Simples au début, ces textes deviennent plus complexes à mesure que progresse l'apprentissage. Dans ses productions, l'élève s'inspire de textes qu'il a lus, vus ou entendus et qui lui servent de modèles et il utilise un vocabulaire lié aux disciplines de la classe d'immersion. Il bénéficie du soutien de l'enseignant ou de ses pairs pour revoir ses productions et les améliorer. Il conserve les traces de ses productions antérieures et les compare entre elles. Il mobilise des ressources matérielles, linguistiques et technologiques pour enrichir ses textes.
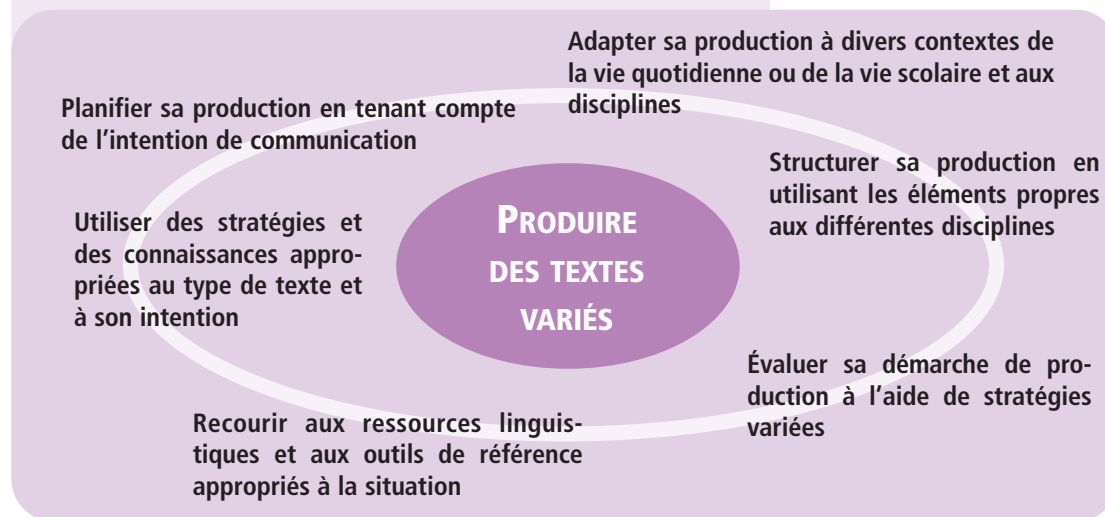
CHEMINEMENT DE L'ÉLÈVE

Au cours du *premier cycle*, l'élève construit des textes d'une ou de plusieurs phrases. Il remanie des textes en substituant certains éléments de la phrase. Il se familiarise avec le vocabulaire des autres disciplines.

Au cours du *deuxième cycle*, l'élève utilise des stratégies d'évaluation de sa démarche pour assurer la cohérence du texte et éviter les répétitions. Il apprend à tenir compte de la forme que prend la communication et se préoccupe de la qualité de sa production. Il commence à utiliser dans ses textes des concepts propres aux différentes disciplines. La production orale a préséance sur la production écrite.

Au cours du *troisième cycle*, l'élève produit des textes plus complexes en utilisant un lexique et des structures syntaxiques plus recherchées. Il utilise le vocabulaire et les concepts liés aux autres disciplines.

Composantes de la compétence

Adapter sa production à divers contextes de la vie quotidienne ou de la vie scolaire et aux disciplines

Planifier sa production en tenant compte de l'intention de communication

Structurer sa production en utilisant les éléments propres aux différentes disciplines

Utiliser des stratégies et des connaissances appropriées au type de texte et à son intention

PRODUIRE DES TEXTES VARIÉS

Évaluer sa démarche de production à l'aide de stratégies variées

Recourir aux ressources linguistiques et aux outils de référence appropriés à la situation

Critères d'évaluation

– Production d'un texte conforme à l'intention de communication ❶ ❷ ❸

– Choix d'information pertinente au sujet du texte et à l'intention ❶ ❷ ❸

– Cohérence du texte ❶ ❷ ❸

– Respect des conventions de l'écrit (orthographe d'usage, ponctuation et connaissances liées à la phrase) ❶ ❷ ❸

– Recours à des stratégies de production adaptées à la situation ❶ ❷ ❸

Attentes de fin de cycle

PREMIER CYCLE

À la fin du premier cycle, l'élève produit des textes traitant de sujets liés à la vie courante et émanant de situations familières. Pour ce faire, il s'inspire le plus souvent de modèles déjà présentés. Il se soucie de l'intention de communication.

DEUXIÈME CYCLE

À la fin du deuxième cycle, l'élève produit des textes pour répondre à des besoins scolaires et sociaux. Ces textes contiennent plus d'informations pertinentes au sujet et sont plus cohérents. Il prend conscience de l'importance de la relecture et de la révision pour assurer la compréhension et la qualité de ses productions.

TROISIÈME CYCLE

À la fin du troisième cycle, l'élève produit dans les différentes disciplines des textes narratifs, expressifs ou informatifs en s'inspirant de modèles comme un article de journal, une lettre d'information ou un poème. Il est influencé par ses lectures et s'affirme davantage dans ses textes en donnant ses opinions.

Repères culturels

TEXTES LITTÉRAIRES ET COURANTS À FAIRE DÉCOUVRIR OU À UTILISER

Un texte est une structure complète qui peut prendre une forme orale, écrite ou visuelle. C'est à la fois un référent culturel et un outil pour développer les compétences langagières de l'élève.

Textes narratifs
– Contes à structure prévisible, abondamment illustrés

Textes informatifs
– Recettes, modes d'emploi, règles d'un jeu, fiches d'identité, dépliants, courts extraits de revues, de magazines pour la jeunesse et de journaux, sites Web

Textes expressifs
– Cartes postales, lettres personnelles, journaux intimes, cartes d'invitation ou de souhaits, albums de photos annotées, anecdotes, courriels

Textes visuels
– Affiches publicitaires, cartes, graphiques, schémas, cartes sémantiques, films, symboles, logos, pages Web

Textes dialogaux
– Bandes dessinées, saynètes, conversations, entrevues, courts extraits de pièces de théâtre

Textes littéraires
– Contes traditionnels, comptines, chansons, courts extraits de romans ou de nouvelles, légendes, poèmes

Textes scolaires
– Manuels des autres disciplines

EXPRESSIONS IDIOMATIQUES

Pour apprécier la diversité des expressions et des locutions utilisées dans la francophonie

EXPÉRIENCES CULTURELLES

Découverte et exploration d'événements, de personnalités et de manifestations du monde scientifique, politique, artistique, historique, sportif ou littéraire

FRÉQUENTATION DE LIEUX EN RAPPORT AVEC LA CULTURE

– Bibliothèques, musées, centres communautaires et sportifs

Savoirs essentiels

STRATÉGIES

Les processus d'interaction, de compréhension et de production orale ou écrite sollicitent l'activité de l'élève appelé à travailler individuellement ou en collaboration avec ses pairs. Au cours de cette activité, l'élève est incité à recourir à diverses stratégies. Il doit connaître ces stratégies et faire appel à celles qui conviennent le mieux en fonction de son style d'apprentissage, de ses attitudes, de se ses intérêts et du contexte.

• **Stratégies d'interaction**

– Adopter une attitude attentive.

– Adopter une attitude d'ouverture à la culture.

– Prendre une posture d'écoute.

– S'ouvrir à de nouvelles expériences.

– Participer activement.

– Saisir toutes les occasions de parler ou d'écrire en français.

– Prendre des risques.

– Parler suffisamment fort pour être entendu.

– Utiliser divers moyens de dépannage : emploi de gestes, de mimiques, de paraphrases ou de mots d'une autre langue pour se faire comprendre, etc.

– Recourir aux langages non verbal et verbal :

- pour demander la parole ou pour répondre à une question;

- pour inciter l'interlocuteur à poursuivre;

- pour exprimer son incompréhension, son accord ou son désaccord.

– Solliciter l'aide de l'interlocuteur en lui demandant :

- de répéter, de ralentir son débit;

- de reformuler sa phrase ou d'expliquer.

• **Stratégies de compréhension**

– Tolérer l'ambiguïté.

– Anticiper le contenu et des éléments de la situation à partir du sujet annoncé, du titre, des intertitres, des illustrations ou des éléments sonores.

– Comparer des mots apparentés en anglais et en français.

– Établir des liens entre les nouvelles connaissances (acquises en lisant, en parlant, en écoutant) et les connaissances antérieures.

– Identifier des éléments d'information essentiels.

– Inférer le sens d'un mot à partir des illustrations, du contexte, des éléments gestuels et de sa langue maternelle.

– Reformuler en ses mots des énoncés entendus, lus ou vus.

– Associer des mots de substitution (pronoms, synonymes) à leur référent (nom, groupe du nom).

– Recourir à des indices d'ordre sémantique : sens de la phrase, du texte, des illustrations.

– Recourir à des stratégies de dépannage : retour en arrière, relecture, décodage graphophonétique, seconde écoute, poursuite de l'écoute ou de la lecture même si le sens d'un mot lui échappe.

– Recourir à des indices morphologiques : marque du genre, du nombre, terminaison, radical, préfixes, suffixes.

– Organiser et traiter l'information : graphiques organisationnels, carte sémantique, réseaux sémantiques, cadre de texte.

– Recourir aux ressources linguistiques : banque de mots ou de phrases modèles, listes orthographiques, dictionnaires, textes connus.

– Observer les éléments de la phrase et du texte.

– Se donner une représentation du texte ou de la structure du texte.

– Recourir aux techniques sensorielles.

Stratégies (suite)

• Stratégies de production

– Procéder par imitation.

– Recourir à des techniques de mémorisation.

– Produire de façon libre ou planifiée, une abondance de textes variés, pour soi ou pour les autres.

– Prendre conscience de l'importance de la relecture et de la révision.

– Formuler des hypothèses sur l'orthographe d'un mot.

– Utiliser des mots de substitution et des marqueurs de relation.

– Recourir aux codes de correction et aux outils de révision.

– Recourir aux ressources linguistiques : consulter une banque de mots ou de phrases modèles, des listes orthographiques, des dictionnaires ou des textes connus.

– Réutiliser dans des phrases ou un texte :

  - des mots lus ou entendus;

  - des expressions lues ou entendues.

– Recourir à un ou à des langages (écrit, verbal, gestuel, visuel) pour partager ses images, ses sentiments, ses connaissances ou sa compréhension du monde.

• Stratégies d'évaluation de sa démarche

– Persévérer dans ses efforts..

– Demander de l'aide, à ses pairs ou à des personnes-ressources.

– Utiliser une liste de vérification afin de revoir le déroulement de la tâche de production.

– Identifier et compenser la perte de compréhension.

– Recourir à l'autocorrection.

– Cibler un ou des éléments à modifier ou à améliorer lors de la révision.

– Apprendre à partir de ses erreurs en vue d'améliorer ses démarches ultérieures.

– Recourir au retour réflexif pour identifier ses forces ou les éléments qui posent des problèmes dans la compréhension, la production ou l'interaction.

– Recourir à l'autoévaluation.

Connaissances

Les connaissances sont des outils pour le développement des compétences langagières de l'élève.

• Conventions de communication orale ou écrite

Ces éléments sont utiles au développement d'une langue compréhensible en situation de communication :

– Éléments gestuels (contact visuel, mimiques)

– Formules de salutation et d'excuse

– Formules d'introduction et de conclusion lors de brefs exposés

– Orthographe d'usage

  - Mots lus ou entendus dans les textes se rapportant aux domaines généraux de formation

  - Mots liés aux disciplines et aux thèmes enseignés en classe

  - Mots tirés des productions réalisées par les élèves

– Éléments prosodiques

  - Intonation, débit, rythme, volume de la voix

  - Articulation

  - Liaison et élision

  - Présentation expressive

– Signes graphiques

  - Accentuation

  - Ponctuation

CONNAISSANCES LIÉES AU TEXTE

• **Organisation textuelle et visuelle de l'information**

– Dans un but de cohérence et de pertinence

   - Respect de l'intention de communication

   - Clarté et suffisance de l'information

   - Respect du sujet du texte

   - Introduction, développement et conclusion

   - Titres, sous-titres, paragraphes

   - Apport des éléments visuels

   - Rôle de la couleur et des illustrations

   - Utilisation de la taille, forme, police de caractères

– Organisation de textes informatifs

   - Description

   - Comparaison

   - Présentation du déroulement d'un phénomène ou d'un événement dans le temps *(Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)*

– Organisation de textes littéraires

   - Structure narrative

   - Situation initiale, élément déclencheur, actions et dénouement

– Forme poétique

CONNAISSANCES LIÉES À LA PHRASE

• **La phrase en tant qu'unité de sens**

La connaissance de la phrase en tant qu'unité de sens facilite aussi bien l'expression que la lecture ou l'écoute.

– Énoncés auxquels l'élève sera exposé lors de situations d'écoute ou de lecture pour exprimer :

   - une affirmation

   - une exclamation

   - une négation

   - une interrogation

   - un ordre

   - une directive

   - une hypothèse

• **Éléments de la phrase**

– Groupe du nom

   - Notion de genre

   - Notion de nombre pour les noms et les adjectifs

   - Ordre usuel des mots ou des groupes de mots dans la phrase

   - Place de l'adjectif dans la phrase

   - Apport des pronoms et des synonymes en tant que mots de substitution

Connaissances (suite)

– Groupe du verbe

  - Verbes courants en fonction des besoins de la situation de communication

  - Accord du groupe du verbe avec le groupe du nom

  - Expression du passé, du présent et de l'avenir :

– L'élève s'initie à la représentation du temps et évoque des repères temporels *(Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)*

Passé	Présent	Avenir
Hier	Maintenant	Demain
		→
Passé composé	Présent	Futur proche
Imparfait		Futur simple

– Opérations syntaxiques

Les manipulations par remplacement, ajout, effacement et déplacement permettent à l'élève d'enrichir ou de simplifier une phrase et d'en repérer les éléments.

● **Vocabulaire**

– Vocabulaire servant à définir les concepts essentiels des disciplines enseignées

– Vocabulaire lié aux thèmes abordés en classe se rapportant aux domaines généraux de formation

– Vocabulaire issu des productions d'élèves

– Vocabulaire identifié dans les ressources linguistiques produites par les élèves

– Vocabulaire servant à exprimer les notions suivantes :

  - Existence

  - Temps, durée, espace *(Lien possible avec les apprentissages propres au domaine de l'univers social - Cycle 1)*

  - Caractéristiques d'une personne, d'un animal, d'un végétal ou d'un objet

  - Quantité

– Vocabulaire servant à exprimer des relations entre les mots, groupes de mots ou paragraphes

  - Temps, cause, but, comparaison, possession

Suggestion pour l'utilisation des technologies de l'information et de la communication

– Enregistrer des présentations orales pour les présenter aux parents ou à d'autres classes.

– Utiliser des vidéocassettes pour développer la compréhension de textes oraux et visuels.

– Utiliser des livres-cassettes.

– Correspondre avec des élèves par courriel.

– Produire un texte en utilisant un logiciel de traitement de texte.

– Faire des recherches dans Internet à partir de sites présélectionnés.

– Utiliser des cédéroms pour faire une collecte d'information ou pour des activités de lecture.

Chapter

6

Mathematics, Science and Technology

Chapter 6 | Mathematics, Science and Technology

Science and technology have left their mark on our way of life and our environment and are among the most revealing examples of human ingenuity. Scientific discoveries and technological achievements affect major aspects of our existence. Computers, for example, have revolutionized the way we work and communicate, and even the way we think, and have become the principal tool for acquiring knowledge in many fields.

Moreover, science and technology would not have reached their current level of development without the contribution of mathematics. Although each subject area followed its own course of development, they have become more closely related as they have evolved. More often than not, technical objects with any measure of sophistication work by making use of components that operate according to the principles of mathematical logic. However, widespread use of mathematics has not been limited to the fields of science and technology. Countless situations require us to decode numerical information, estimate, calculate and measure, all of which are operations that belong to the world of mathematics.

Mathematics, science and technology each develop according to their own dynamic, but this development is also a function of the external pressure exerted by a society seeking ways to meet some of its needs. Mathematical developments, scientific discoveries and technological achievements must be placed in their historical, social, economic and cultural context if we are to understand how these three areas have evolved.

For the most part, scientific and technological advances contribute to our individual and collective well-being, but some of these advances may also threaten the ecological balance of our environment or introduce new elements whose long-term environmental effects are difficult to foresee. Only by acquiring a broad general knowledge of science and technology will students be able to take a critical look at these changes and appreciate the ethical issues they raise.

GENERAL OBJECTIVE IN MATHEMATICS, SCIENCE AND TECHNOLOGY

To provide access to a specific set of knowledges related to the methods, conceptual fields and languages specific to each of the subjects in this subject area.

CORE LEARNINGS IN MATHEMATICS, SCIENCE AND TECHNOLOGY

◗ Understands information and conveys it clearly using language appropriate to mathematics, science and technology: terminology, graphics, notation, symbols and codes

◗ Uses inductive and deductive reasoning

◗ Establishes connections between the learnings he/she acquires in each subject in this particular subject area and the learnings related to other subjects

◗ Views this knowledge as a tool that can be used in everyday life

◗ Analyzes data resulting from observations or found in a problem and uses appropriate strategies to achieve a result or to find a solution that can then be explained, verified, interpreted and generalized

◗ Appreciates the importance of mathematics, science and technology in human history

◗ Exercises critical judgment in assessing the impact of mathematics, science and technology on individuals, society and the environment

Introduction

> *Mastery of mathematics is a significant asset when it comes to carving out a place for oneself in a society where its practical applications are as numerous as they are varied.*

Mathematics is a major source of intellectual development and a determining factor in students' educational success. Its mastery is also a significant asset when it comes to carving out a place for oneself in a society where the practical applications of mathematics are as numerous as they are varied. High technology, engineering and computer programming are among the many fields requiring the use of mathematics, but it is also used in manufacturing common everyday objects, in measuring time or in organizing space.

Mathematics involves abstraction. Although it is always to the teacher's advantage to refer to real-world objects and situations, he/she must nevertheless set out to examine, in the abstract, relationships between the objects or between the elements of a given situation. For example, a triangular object becomes a geometric figure, and therefore a subject of interest to mathematicians, as soon as we begin to study the relationships between its sides, its vertices and its angles, for example.

The program is organized around three competencies: the first refers to the ability to solve situational problems; the second pertains to mathematical reasoning, which implies familiarity with concepts and processes specific to mathematics; and the third focuses on communication using mathematical language.

Mathematical activities always involve the examination of situational problems. The process of solving situational

problems is a topic in and of itself, but problem solving is also an instructional tool that can be used in the vast majority of mathematical learning processes. It is of particular importance because the cognitive activity associated with mathematics involves logical reasoning applied to situational problems.

Reasoning in mathematics consists in establishing relationships, combining them and using them to perform a variety of operations in order to create new concepts and take one's mathematical thinking to a higher level. In elementary school, students develop the ability to engage in deductive, inductive and creative mathematical reasoning. They become familiar with deductive reasoning when learning how to draw a conclusion from the information given in a situational problem. They become familiar with inductive reasoning when asked to derive rules or laws on the basis of their observations. They become familiar with creative reasoning because they must devise combinations of operations in order to find different solutions to a situational problem.

Communication using mathematical language serves two purposes: to familiarize the students with mathematical terminology and to teach them about the justification process. In the first case, the students discover new words and new meanings for known words. In the second case, they learn how to provide complete and precise explanations for a procedure or a line of reasoning.

On a different level, incorporating a historical dimension into the mathematics curriculum is an excellent way of enhancing its cultural component. This provides students with the opportunity to understand the evolution, meaning and usefulness of mathematics and to discover that the invention and development of certain instruments such as the ruler, the abacus, the protractor and the calculator were directly or indirectly related to practical needs that emerged in different societies. An overview of history can also illustrate the fact that mathematical knowledge results from the extensive work of mathematicians with a passion for their subject.

Lastly, technology can prove to be a valuable tool that will help the students solve situational problems, understand concepts and processes and carry out assigned tasks more efficiently.

The development of the three competencies covered in the program is closely connected with the acquisition of knowledges related to arithmetic, geometry, measurement, statistics and probability. These branches of mathematics include the mathematical concepts and processes studied in this program. In essence, the three competencies are distinguished by the emphasis placed on different facets of mathematical thinking, which are, in fact, all integrated. Such a distinction should make it easier to understand this thinking and to structure the pedagogical process, but it in no way suggests that these elements should be examined separately. Logically speaking, we cannot reason using mathematical concepts and processes without communicating in mathematical language, and we usually engage in mathematical reasoning when solving situational problems.

Figure 8
Mathematics
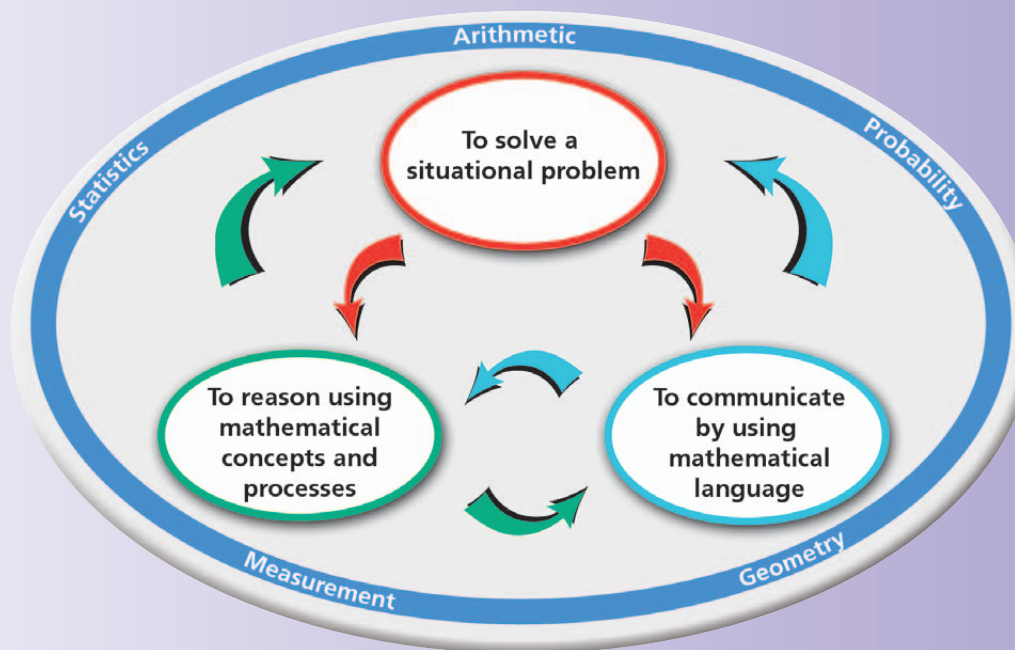
COMPETENCY 1 • TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

Focus of the Competency

MEANING OF THE COMPETENCY

The capacity to solve a situational problem is an intellectual process used in a wide variety of situations. On a practical level, it is spontaneously used to meet various everyday challenges. On a more abstract level, it can prove to be a powerful intellectual tool that develops reasoning and creative intuition. It can be as useful to those who wish to understand or resolve theoretical and conceptual enigmas as it is to a statistician whose work has immediate practical consequences. Relatively speaking, it is also useful to a student who is asked to find a way of determining the number of objects in a collection or calculating the area of a rectangle.

When solving situational problems in preschool and elementary school, students are engaged in a process that involves using different strategies related to comprehension, organization, problem solving, validation and communication. These problems also provide an opportunity to employ mathematical reasoning and to communicate using mathematical language.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Because of its scope, the competency of solving a situational problem makes it possible to develop all the cross-curricular competencies. In particular, it requires students to use creativity and encourages them to process information, find efficient ways of working (often in teams) and develop appropriate ways of communicating. In all these respects, there is considerable overlap between this competency and the cross-curricular competency dealing with the ability to solve problems.

CONTEXT FOR LEARNING

A situational problem is characterized by the need to attain a goal, carry out a task or find a solution. This objective cannot be instantly achieved, since it is not an exercise involving applications. On the contrary, its achievement requires reasoning, research and the use of strategies to mobilize learnings. When solving situational problems in mathematics, the students must also perform a series of operations in order to decode, model, verify, explain and validate. This is a dynamic process that involves anticipating results, redoing certain steps in the problem-solving procedure and exercising critical judgment.

A situational problem relates to a specific context and provides a challenge geared to the students' capabilities. It must arouse and engage their interest and encourage them to take action in order to work out a solution. Lastly, it must involve some concern for metacognitive reflection.

Situational problems can require the use of arithmetic, geometry, measurement, statistics and probability. They may deal with purely mathematical questions or practical questions that are in some way familiar to the students and that are related to actual or realistic situations. Depending on the purpose of these problems, they may involve dealing with complete, superfluous, implicit or missing information.
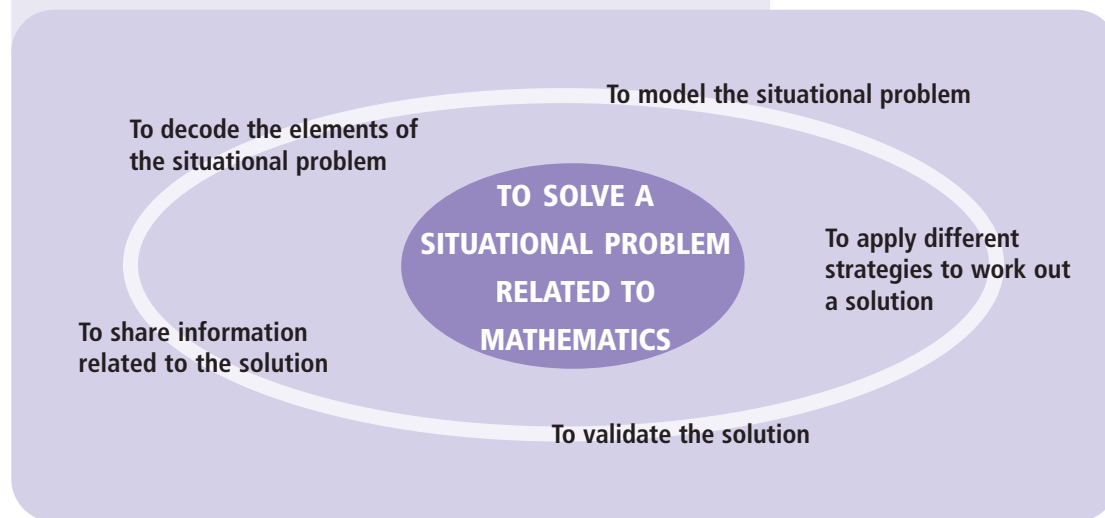
DEVELOPMENTAL PROFILE

During Cycle One, the students learn how to identify the relevant information in a situational problem. They see how the information given in the situational problem relates to the assigned task. They also learn how to model a situational problem, apply different strategies and rectify their solution in light of their results and discussions with their classmates.

During Cycle Two, the students succeed in identifying the implicit information in situational problems and increase their ability to develop models and apply a variety of strategies. They can describe the procedure they have used and explain how they went about their work, and they may be interested in approaches that differ from their own.

During Cycle Three, the students are able to decode situational problems that involve recognizing situations in which information is missing. They work more independently in developing models and find it easier to devise strategies. They are better at validating their solution and commenting on their classmates' solutions.

Key Features of the Competency

To model the situational problem

To decode the elements of the situational problem

TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

To apply different strategies to work out a solution

To share information related to the solution

To validate the solution

Evaluation Criteria

– Production of a correct solution
(procedure and final answer) ❶ ❷ ❸

– Oral or written explanation of the
main aspects of the solution ❶ ❷ ❸

– Appropriate oral or written explanation
of how the solution was validated ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

By the end of this cycle, the students solve a situational problem based on complete information. They determine the task to be performed and find the relevant information by using different types of representations such as objects, drawings, tables, graphs, symbols or words. They work out a solution involving one or two steps and occasionally check the result. Using basic mathematical language, they explain their solution (procedure and final answer) orally or in writing.

CYCLE TWO

By the end of this cycle, the students solve a situational problem that may involve more than one type of information. They are more careful in choosing the types of representations they will use to highlight the relevant information in the situational problem, and they may also use diagrams. They anticipate the result and work out a solution involving a few steps. They validate the solution (procedure and final answer) and explain it orally or in writing using elaborate mathematical language.

CYCLE THREE

By the end of this cycle, the students solve a situational problem involving different types of information. They make more appropriate use of the various types of representations that allow them to organize this information. They anticipate the result, work out a solution that may involve several steps, and associate the presentation of the problem with that of similar problems. They validate the solution (procedure and final answer) and explain it orally or in writing using exact mathematical language.

COMPETENCY 2 • TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

Focus of the Competency

MEANING OF THE COMPETENCY

To reason is to logically organize a series of facts, ideas or concepts in order to arrive at a conclusion that should be more reliable than one resulting from an impression or intuition. This does not mean that there is no place for intuition and creativity, but these faculties must be channelled into efforts that ultimately lead to a clearly stated conclusion based on a certain line of reasoning.

In mathematics, organizing means engaging in mental activities such as abstracting, coordinating, differentiating, integrating, constructing and structuring. These activities, which deal with the relationships between objects or between their components, should, for example, help the students understand the additive and multiplicative properties of a number or its ordinal and cardinal dimensions. These activities can also help them discover the meaning of iteration as it pertains to measurements, of equality or inequality in an equation and of direct or inverse proportionality.

Mathematical reasoning involves apprehending the situation, mobilizing relevant concepts and processes and making connections. In so doing, the students become familiar with mathematical language, construct the meaning of mathematical concepts and processes and establish links between them. This approach also encourages the students to use mathematical instruments.

Different examples illustrate how this competency is used. In arithmetic, the students construct the meaning of numbers, number systems and operations. In geometry, they discover the characteristics of plane figures and solids and establish spatial relationships. With regard to measurement, they study what measurements, units of measure and their interrelationships mean. With regard to probability, they examine random events by, for example, formulating their conclusions in terms of whether these events are certainties, possibilities or impossibilities. In statistics, they interpret and draw graphs representing various aspects of everyday life.

With respect to processes, the students spontaneously devise their own ways of doing things by using instruments or technology, and explore these methods in order to understand how they work. For example, instead of using recognized algorithms, the students can begin by carrying out arithmetic operations based on relatively unstructured intuition. Measurements can be taken using any object as a unit of measurement. However, mathematics has its own processes and instruments that have become well-established conventions over time. In addition, when it comes to learning about instruments, the instructional goal should be to ensure that the students are able to use these conventional tools intelligently and to understand what they are doing, while developing their measurement sense.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

When the students use mathematical concepts and processes, they also develop cross-curricular competencies, especially intellectual competencies relating to the exercise of critical judgment and the use of creativity. They also use the methodological competency relating to the development of effective work methods, as well as the communication-related competency.

CONTEXT FOR LEARNING

Fostering the development of this competency involves using situational problems that will force students to ask themselves questions, to make connections between the elements they are examining and to look for answers to their questions. These situations deal with arithmetic, geometry, measurement, statistics and probability and occasionally relate to the history of mathematics.

The students primarily use manipulative materials, make use of technology and consult a resource person, if necessary. They use tools ranging from an ordinary piece of graph paper to a computer. When they use processes that call for specific instruments (e.g. ruler, protractor, balance, calculator), they are encouraged to study the development of measuring systems and instruments or com-

putational processes. They are asked to make a list of mathematical processes and tools used in everyday life and in other school subjects so that they can better understand them and appreciate their usefulness.

As with everything they study in elementary school, students will find it that much easier and more rewarding to learn about mathematical reasoning and to become familiar with the required mathematical concepts and processes if learning situations are made concrete or accessible.
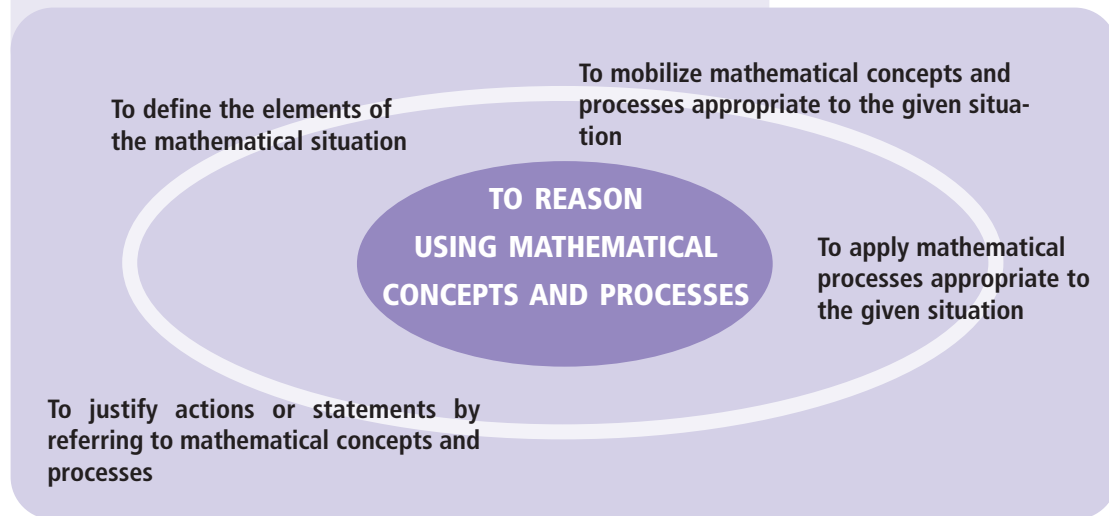
DEVELOPMENTAL PROFILE

During Cycle One, the students work at putting together a network of mathematical concepts and processes. They study a few numerical patterns. They make connections between numbers and between operations and numbers. They identify easily observable geometric patterns and develop measurement sense so that they can describe and visualize their environment and move about in it. They engage in simple activities involving chance and interpret and construct graphs representing various aspects of their everyday life. They recognize situations in their immediate environment that illustrate applications of mathematics and the usefulness of technology. They also make connections between certain aspects of the history of mathematics and some of the concepts learned in class. Discussions with classmates as well as the use of technology help the students explore and develop mathematical concepts and processes.

During Cycle Two, the students develop their understanding of the number system. They describe and classify geometric objects according to their attributes. They construct more complex geometric relations and work with unconventional instruments and units of measure in studying surface areas and volumes. They continue exploring statistics and probability. By studying the history of mathematics, they make connections between the needs of societies and the development of mathematics or technology. They become more familiar with mathematical terminology, symbolism, concepts and processes.

During Cycle Three, the students develop a greater understanding of the meaning of numbers and operations. They continue studying the attributes of geometric objects, constructing geometric relationships, exploring activities involving chance and interpreting statistical data. The students identify situations in which mathematics can help them exercise critical judgment. They determine whether it is appropriate to use technology in a given activity. They continue studying the links between the various needs of modern societies and certain mathematical discoveries. They consolidate their understanding of mathematical concepts and processes.

Key Features of the Competency

To define the elements of the mathematical situation

To mobilize mathematical concepts and processes appropriate to the given situation

TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

To apply mathematical processes appropriate to the given situation

To justify actions or statements by referring to mathematical concepts and processes

Evaluation Criteria

– Appropriate analysis of a situation involving applications ❶ ❷ ❸

– Choice of mathematical concepts and processes appropriate to the given situation involving applications ❶ ❷ ❸

– Appropriate application of the chosen processes ❶ ❷ ❸

– Correct justification of actions or statements by referring to mathematical concepts and processes ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of this cycle, the students devise and apply their own processes to do mental and written computations that involve adding and subtracting natural numbers. They construct plane figures and solids and measure lengths and time using appropriate instruments and technology.

CYCLE TWO

By the end of this cycle, the students continue developing and applying their own computational processes, but this time they use the four operations. They become familiar with conventional processes for written computations that involve adding and subtracting natural numbers and decimals. They can describe plane figures and solids. They begin to estimate, measure or calculate lengths, surface areas and time. They can produce frieze patterns and tessellations by means of reflections. They can do simulations related to activities involving chance and interpret and draw broken-line graphs. Without really being able to explain why, they can recognize situations in which it is appropriate to use technology.

CYCLE THREE

By the end of this cycle, the students mobilize their own processes as well as conventional processes to do mental and written computations involving the four operations with natural numbers and decimals. Using objects and diagrams, they start to add and subtract fractions and to multiply fractions by natural numbers. They can describe and classify plane figures, recognize the nets for convex polyhedrons, estimate, measure or calculate lengths, surface areas, volumes, angles, capacities, masses, time and temperature. They can produce frieze patterns and tessellations by means of reflections and translations, compare the possible outcomes of a random experiment with the known theoretical probabilities, calculate the arithmetic mean and interpret circle graphs. They know how to justify their use of technology.

COMPETENCY 3 • TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

Focus of the Competency

MEANING OF THE COMPETENCY

The communication process benefits all those who engage in any exchange of ideas, if only because the circulation of information is mutually rewarding. It is especially useful to the person conveying a message because explaining our understanding of a situation or a concept often helps us improve or deepen that understanding.

In the specific case of mathematics, we not only derive the usual benefits associated with the communication process, but also become familiar with mathematical language. The students interpret or produce a message (oral or written or in the form of a drawing) involving a line of questioning, an explanation or a statement related to mathematical activities dealing with arithmetic, geometry, measurement, statistics and probability.

When communicating by using mathematical language, the students learn to name the processes and concepts they have studied in various activities, and this enables them to reinforce their understanding of these concepts and processes. They observe how this language can be used to understand other subjects and everyday activities. They sometimes study the development of this language throughout history.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

When students pay attention to the accuracy and clarity of their mathematical message, to the medium used to present their message and to the people to whom this message is addressed, they develop certain cross-curricular competencies, in particular the ones relating to the ability to communicate and to use information.

CONTEXT FOR LEARNING

Students must communicate at different stages in the learning process: when becoming familiar with a situational problem they are asked to solve and when presenting possible solutions, comparing their points of view or explaining their results. There are many examples of this type of communication: in arithmetic, for example, the students may be asked to formulate a situational problem that their classmates will have to solve. In geometry, they will make a scale drawing of a house that someone else will have to build.

DEVELOPMENTAL PROFILE

During Cycle One, the students become familiar with the meaning of certain mathematical terms and symbols and learn how to use them to express their ideas and comment on those of others. During Cycle Two, they continue learning about mathematical language by making a greater effort to distinguish between the meanings of terms and symbols and by referring to different information sources. They take part in discussions with their classmates and compose simple messages. During Cycle Three, they refine their choice of the mathematical terms and symbols they use to communicate information and can give more precise explanations of their different meanings. They compare information from various sources. In discussions with classmates, they make connections between other points of view and their own opinions and adjust their message, if necessary.

Key Features of the Competency

To become familiar with mathematical vocabulary

To make connections between mathematical language and everyday language

TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

To interpret or produce mathematical messages
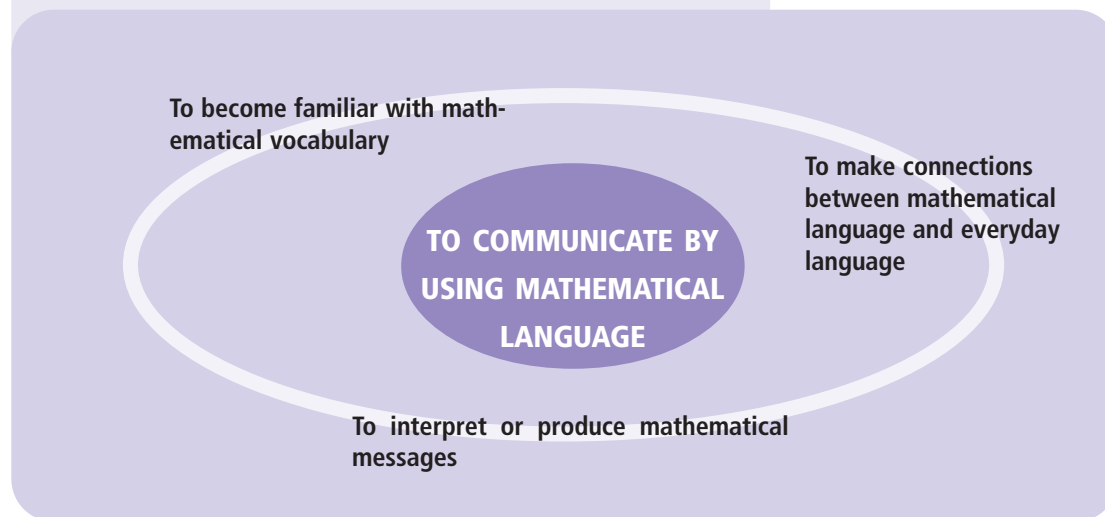
Evaluation Criteria

– Correct interpretation of a message (oral or written) using mathematical language   **❶ ❷ ❸**

– Correct production of a message (oral or written) using mathematical language   **❶ ❷ ❸**

End-of-Cycle Outcomes

CYCLE ONE

By the end of this cycle, the students interpret or produce a message (oral or written) such as a statement, process, or solution by using simple mathematical language and at least one of the following types of representations: objects, drawings, tables, graphs, symbols or words.

CYCLE TWO

By the end of this cycle, the students interpret or produce a message (oral or written) by using elaborate mathematical language and more than one type of representation, including diagrams.

CYCLE THREE

By the end of this cycle, the students interpret or produce a message (oral or written) by using exact mathematical language and several types of representations.

Essential Knowledges

Although science and technology are not part of the Cycle One program, many basic learnings must be covered during this cycle in the other subjects. The study of mathematics provides an ideal opportunity to acquire these learnings because of its connections with science and technology.

As with the rest of the essential knowledges, the study of measurement helps the students acquire the competency developed in Cycle One science and technology. As part of an introduction to the international system of measurement, measurements can, for example, be used in collecting information during scientific-style experiments, in making a simple technological object such as scale drawing of the classroom or a lever, or in making cutouts.

Because the mathematical concepts covered at the elementary level are connected to real-world situations, there are many opportunities to examine the mathematical, scientific and technological aspects of a learning situation simultaneously.

LEARNING AND STRATEGY

ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS

- **Natural numbers**

– natural numbers less than 1000 (units, tens, hundreds): reading, writing, digit, number, counting, one-to-one correspondence, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, properties (even numbers, odd numbers), number line ❶

– natural numbers less than 100 000 (thousands, ten thousands): reading, writing, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, properties (squares, prime and compound numbers), number line ❷

– natural numbers less than 1 000 000 (hundred thousands): reading, writing, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, number line ❸

– power, exponent ❸

– approximation ❶ ❷ ❸

- **Fractions**

– fractions related to the student's everyday life ❶

– fractions based on a whole or a collection of objects: reading, writing, numerator, denominator, various representations (using objects or pictures), equivalent parts, comparison with 0, $\frac{1}{2}$ and 1 ❷

– fractions: reading, writing, numerator, denominator, various representations, order, comparison, equivalent expressions, equivalent fractions ❸

– percentages ❸

- **Decimals**

– up to two decimal places (tenths, hundredths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form ❷

– up to three decimal places (tenths, hundredths, thousandths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form ❸

– approximation ❷ ❸

- **Using numbers**

– converting from one type of notation to another: writing fractions, decimal numbers or percentages ❸

– choosing the most suitable notation for a given context ❸

• Integers

– reading, writing, comparison, order, representation ❸

ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS

• Natural numbers

– operation, operation sense: addition (adding, uniting, comparing), sum, subtraction (taking away, complement, comparing), difference, term, missing term, number line, multiplication (repeated addition, Cartesian product) and division (repeated subtraction, sharing, number of times x goes into y) ❶

– choice of operation: addition, subtraction ❶

– operation sense: multiplication (e.g. repeated addition, Cartesian product), product, factor, multiples of a natural number, division (repeated subtraction, sharing, number of times x goes into y), quotient, remainder, dividend, divisor, set of divisors of a natural number, properties of divisibility ❷ ❸

– choice of operation: multiplication, division ❷ ❸

– meaning of an equality relation (equation), meaning of an equivalence relation ❶ ❷ ❸

– relationships between the operations ❶ ❷ ❸

– property of operations: commutative law ❶

– property of operations: associative law ❷

– property of operations: distributive law ❸

– order of operations (series of operations involving natural numbers) ❸

• Decimals

– operation sense: addition and subtraction ❷

– operation sense: multiplication and division ❸

• Fractions

– operation sense (using objects and diagrams): addition, subtraction and multiplication by a natural number ❸

ARITHMETIC: OPERATIONS INVOLVING NUMBERS

• Natural numbers

– approximating the result of an operation: addition, subtraction ❶

– approximating the result of an operation: addition, subtraction, multiplication, division ❷ ❸

– own processes for mental computation: addition, subtraction ❶

– own processes for mental computation: addition, subtraction, multiplication, division ❷ ❸

– operations to be memorized:

  - additions (0 + 0 to 10 + 10) related to the corresponding subtractions ❶

  - multiplications (0 × 0 to 10 × 10) related to the corresponding divisions ❷

– own processes for written computation: addition, subtraction ❶

– own processes for written computation: multiplying a three-digit number by a one-digit number ❷

– own processes for written computation: dividing a three-digit number by a one-digit number ❷

– conventional processes for written computation: adding two four-digit numbers ❷

– conventional processes for written computation: subtracting a four-digit number from a four-digit number such that the difference is greater than 0 ❷

– conventional processes for written computation: multiplying a three-digit number by a two-digit number ❸

ARITHMETIC: OPERATIONS INVOLVING NUMBERS (cont.)

– conventional processes for written computation: dividing a
four-digit number by a two-digit number, expressing the remainder
as a decimal that does not go beyond the second decimal place ❸

– series of operations in accordance with the order of operations ❸

– patterns: series of numbers, family of operations ❶ ❷ ❸

– finding prime factors ❷ ❸

– divisibility by 2, 3, 4, 5, 6, 8, 9, 10 ❸

• Decimals

– approximating the result of an operation ❷ ❸

– mental computation: addition, subtraction ❷

– mental computation: addition, subtraction, multiplication, division ❸

– written computation: addition, subtraction; the result must not
go beyond the second decimal place ❷

– written computation: multiplication whose product does not go
beyond the second decimal place, division by a natural number
less than 11 ❸

– mental computation: multiplication and division of decimals
by 10, 100, 1000 ❸

• Fractions

– establishing equivalent fractions ❸

– reducing fractions, irreducible fractions ❸

– adding fractions using objects and diagrams, when the
denominator of one fraction is a multiple of the denominator
of the other fraction ❸

– subtracting fractions using objects and diagrams, when the
denominator of one fraction is a multiple of the denominator
of the other fraction ❸

– multiplying a natural number by a fraction, using objects
and diagrams ❸

GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE

• Space

– locating objects and getting one's bearings in space, spatial
relationships (e.g. in front, on, to the left) ❶

– locating objects on an axis ❶ ❷ ❸

– locating objects in a plane ❶ ❷

– locating objects in a Cartesian plane ❷ ❸

• Solids

– comparing and constructing prisms, pyramids, spheres,
cylinders, cones ❶

– comparing objects in the environment with solids ❶

– attributes (number of faces, base): prisms, pyramids ❶

– describing prisms and pyramids in terms of faces, vertices and
edges ❷

– nets for prisms and pyramids ❷

– classification of prisms and pyramids ❷

– recognizing nets for convex polyhedrons ❸

– testing Euler's theorem (relationship between faces, vertices and
edges of a convex polyhedron) ❸

• Plane figures

– comparing and constructing figures made with closed curved lines
or closed straight lines ❶

– identifying a square, rectangle, triangle, circle and rhombus ❶

– describing a square, rectangle, triangle and rhombus ❶

– describing convex and nonconvex polygons ❷

– describing quadrilaterals, including trapezoids and parallelograms:
parallel segments, perpendicular segments, right angles,
acute angles, obtuse angles ❷

STATISTICS

- Formulating questions for a survey ❶ ❷ ❸
- Collecting, describing and organizing data using tables ❶ ❷ ❸
- Interpreting data using a bar graph, a pictograph and a data table ❶
- Displaying data using a bar graph, a pictograph and a data table ❶
- Interpreting data using a broken-line graph ❷
- Displaying data using a broken-line graph ❷
- Interpreting data using a circle graph ❸
- Arithmetic mean (meaning, calculation) ❸

PROBABILITY

- Experimentation with activities involving chance ❶ ❷ ❸
- Predicting the likelihood of an event (certainty, possibility or impossibility) ❶ ❷ ❸
- Enumerating the possible outcomes of a simple random experiment ❶
- Probability that a simple event will occur (more likely, just as likely, less likely) ❷ ❸
- Enumerating the possible outcomes of a random experiment using a table, a tree diagram ❷ ❸
- Comparing the outcomes of a random experiment with known theoretical probabilities ❸
- Doing simulations with or without a computer ❷ ❸

Cultural References

• Numbers

- origin and creation of numbers ❶
- development of systems for writing numbers ❶
- number systems (*e.g. Arabic, Roman, Babylonian, Mayan*): characteristics, advantages and disadvantages ❷ ❸
- social context (*e.g. price, date, telephone, address, age, quantity: mass, size*) ❶ ❷ ❸

• Operations

- own or conventional computation processes: development, limitations, advantages and disadvantages ❶ ❷ ❸
- technology: development (*e.g. sticks, strokes, abacus, calculator, software*), limitations, advantages and disadvantages ❶ ❷ ❸
- symbols (origin, development, need, mathematicians involved): $+, -, >, <, =$ ❶
- symbols (origin, development, need, mathematicians involved): $\infty, \div, \neq$ ❷
- interdisciplinary or social context (*e.g. history, geography, science and technology*) ❶ ❷ ❸

Geometric figures

- interdisciplinary or social context (e.g. architecture, maps, arts, decoration) ❶ ❷ ❸
- symbols (origin, development, need, mathematicians involved): $\angle, //, \perp$ ❷ ❸

- **Measurement**

– systems of measurement (historical aspect)   ① ② ③

– units of measure: development according to society's needs (*e.g. agrarian measurements, astronomy, standard measurement, precision*), instruments (rudimentary approach for measuring time, hourglass, clock)   ② ③

– symbols (origin, development, need): m, dm, cm   ①

– symbols (origin, development, need): m, dm, cm, mm   ②

– symbols (origin, development, need): km, m, dm, cm, mm   ③

– symbols (origin, development, need): kg, g, L, mL   ③

– symbols (origin, development, need): h, min, s   ① ② ③

– symbols (origin, development, need): °C   ③

– symbols (origin, development, need, mathematicians involved): ( ), %   ③

In each cycle, students in a given class carry out at least one individual or group project or activity related to cultural references.

SYMBOLS

- 0 to 9, +, −, >, <, =   ①
- 0 to 9, +, −, ×, ÷, >, <, =, ≠   ②
- 0 to 9, +, −, ×, ÷, >, <, =, ≠, ( ), %   ③
- Calculator keys [keys: 0 to 9, +, −, ×, ÷, =, ON, OFF, AC, C, CE (all clear, clear, clear last entry)]   ① ② ③
- Certain commonly used calculator functions [memories (M+, M−, MR, MC), change of sign (+/−)]   ③
- Numbers written using digits   ① ② ③
- Writing fractions ($\frac{a}{b}$)   ① ② ③
- Writing decimals using a period as the decimal marker   ② ③
- Exponential notation $\blacksquare^2$, $\blacksquare^3$ ③
- ∠, //, ⊥   ② ③
- m, dm, cm   ①

- m, dm, cm, mm   ②
- km, m, dm, cm, mm   ③
- kg, g, L, mL   ③
- h, min, s (representation of time of day: 02:00, 2:00 a.m; representation of elapsed time: 2 h 10 min, 2:10)   ① ② ③
- °C   ③
- $, ¢   ② ③

VOCABULARY

①

addition	face	natural number
as many as	fewer	none
as much as	fraction	number
		number line
bar graph	grouping	
base of a solid		odd number
	half	one third
centimetre	height	one-to-one correspondence
certain event	hour	
chance	hundreds place	pictograph
circle		plane figure
cone	impossible event	plus
cube	increasing order	possible event
curved line	…is bigger than…	prism
cylinder	…is equal to…	probable outcome
	…is smaller than…	pyramid
day		
decimetre	length	quarter
decreasing order	less	
depth		rectangle
difference	metre	rhombus
digit	minus	
	minute	
even number	more	

VOCABULARY

❶

second	table	unit
series	tens place	unit of measure
side	triangle	
solid		width
sphere		
square		
straight line		
subtraction		
sum		
survey		

❷

acute angle	daily cycle	hundredth
angle	decimal	
area	denominator	inequality
at least	dividend	inverse operation
at most	dividing up	parallelogram
	division	…is greater than…
	divisor	…is less than…
base ten		…is not equal to…
broken-line graph		…is parallel to…
	edge	…is perpendicular to…
Cartesian plane	equality	
chance (statistics)	equation	just as likely
compound number	equivalent part	
convex polygon	event	
curved body		kilogram
curved surface	factor	
	flat surface	less likely
	frieze pattern	line of reflection
	gram	

❷ (continued)

measuring instrument	perimeter	ten thousands place
millimetre	place value	tenth
missing term	plane	term
more likely	polygon	tessellation
multiple	prime number	thousand
multiplication	product	thousands place
		trapezoid
net of a solid	quadrilateral	tree diagram
nonconvex polygon	quotient	
number squared		vertex
numerator	reference system	volume
	reflection	
obtuse angle	remainder	weekly cycle
ordered pair	right angle	whole
	segment	yearly cycle
	surface	
	symmetric figure	

❸

arithmetic mean	hundred thousands place	percentage
		polyhedron
capacity	integer	positive number
central angle	irreducible fraction	power
circle graph	isosceles triangle	protractor
circumference		
convex polyhedron	kilometre	radius
cube of (the)		right triangle
	litre	
degree (angle)		scalene triangle
degree Celsius	mass	square of (the)
diameter	millilitre	
	million	thousandth
equilateral triangle		translation
equivalent fraction	negative number	translation arrow
Euler's theorem		
exponent	parenthesis	

Suggestions for Using Information and Communications Technologies*

- Becoming familiar with the basic operations of a calculator [keys: 0 to 9, +, −, ×, ÷, =, ON, OFF, AC, C, CE (all clear, clear, clear last entry), functions: recursive with the = key] ❶ ❷ ❸

- Becoming familiar with certain commonly used calculator functions [memories (M+, M−, MR, MC), change of sign (+/−)] ❸

- Using technology for operations involving numbers that go beyond the scope of the material covered in these cycles ❶ ❷ ❸

- Using technology to present proofs related to operations ❶ ❷ ❸

- Using a calculator in applying different problem-solving strategies ❶ ❷ ❸

- Using a calculator and a computer to explore natural numbers and operations ❶ ❷ ❸

- Using a calculator and a computer to explore decimals, fractions and operations ❷ ❸

- Using a calculator and a computer to explore integers ❸

- Using a computer (graphics and spreadsheet software as well as simulations) in applying different problem-solving strategies ❶ ❷ ❸

- Using a computer (word-processing, graphics and spreadsheet software) to present information related to the solution ❶ ❷ ❸

- Producing a drawing (solids, plane figures, frieze patterns and tessellations) using graphics software ❶ ❷ ❸

- Using a computer to look for information ❷ ❸

- Learning to collect data using spreadsheet software ❷ ❸

- Learning to produce a graphic representation of data using spreadsheet software ❷ ❸

- Learning to do a computer simulation of a random experiment ❷ ❸

- Using the Internet to find historical accounts related to concepts studied in class ❷ ❸

- Consulting Internet Web sites on mathematics as well as glossaries and databases ❷ ❸

- Using interactive mathematics sites ❸

---

*   The use of information and communications technologies is compulsory, but it is up to the teacher to choose the activities involving ICT.

Introduction

It is essential to learn about science and technology if we are to understand the world in which we live and adapt to it. Scientific and technological development is pervasive, and students must be introduced to these advances at a very early age. It is important that they understand the difference between natural phenomena and man-made objects, but even more crucial that they become aware of how humanity's relationship with nature has changed throughout history, how human beings have come to understand nature and explain various natural phenomena and how different manufacturing processes were devised and improved over time.

... making a more enlightened contribution when it comes to decisions that will shape society now and in the future.

Science and technology are distinct, yet complementary fields of endeavour, and their development is closely interrelated. Science attempts to describe and explain the world. It looks for relationships that allow us to make predictions and determine the causes of natural phenomena. For its part, technology applies the discoveries of science, while contributing to its development by providing it with new tools or instruments as well as new challenges and topics for research. Technology attempts to change the world so it can be adapted to meet humanity's needs.

This program provides an introduction to scientific and technological activity by using learning contexts involving situations in which students can apply science and technology, both of which make use of intellectual processes such as questioning, systematic observation, trial-and-error, experimental investigation, the assessment of needs and constraints, model building and the creation of prototypes. Scientific and technological work also calls for creativity, a concern for efficiency, rigour, initiative and the ability to think critically. By engaging in these types of intellectual processes while exploring problems in their environment, the students will gradually learn to use the types of reasoning associated with scientific and technological activity, come to appreciate the nature of these activities and acquire the languages used in science and technology.

Through these introductory activities, the program aims to develop the students' knowledge of science and technology. Science and technology can be found in every aspect of our daily lives. It is important to become aware of this and to appreciate how science and technology have contributed to the development of society. To do this, we must first learn to recognize scientific and technological applications in our immediate environment and become familiar with specific ways of observing the phenomena around us. We must also study the evolution of science and technology throughout history and identify the various factors that influence their development. Lastly, we must step back so we can gain the perspective needed to recognize the values underlying science and technology, identify the social issues resulting from science and technology, recognize their limitations and measure their positive and negative impact on our lives.

Although science and technology are not part of the timetable in Elementary Cycle One, it is important to introduce Cycle One students to their rudiments through activities involving observation, manipulation and the ability to formulate questions or use different types of logical reasoning such as classification and seriation. At this age, children are usually interested in various phenomena related to the world around them. Through the other subjects and the broad areas of learning, the students will be introduced to scientific and technological activity by developing the following competency: "To explore the world of science and technology."

In Cycles Two and Three, the science and technology program is based on fundamental learnings and organized around the following three competencies:

– To propose explanations for or solutions to scientific or technological problems

– To make the most of scientific and technological tools, objects and procedures

– To communicate in the languages used in science and technology

These competencies emphasize distinct, yet complementary aspects of science and technology. Scientific and technological activities, like all human activities, take place in a social, cultural and historical context that affects these activities, but is also in turn influenced by them. Science and technology represent a specific way of understanding the world. In developing the first competency, the students become familiar with the types of reasoning that make it possible to deal with scientific and technological problems. The other two competencies are closely related to the very nature of the activities for which science and technology provide means of achievement and communication. Understanding the nature of scientific and technological tools, objects and procedures is essential if we are to measure both the positive and negative impact of science and technology. Communicating in scientific and technological languages makes it possible to ensure continuity between already acquired learnings and the learnings that will result from discussions with other people. All three competencies are developed in relation to certain cultural references that enable the students to see how subject-specific learning relates to various fields of human activity and to a social and historical context that may clarify this learning.

Figure 9
Science and Technology
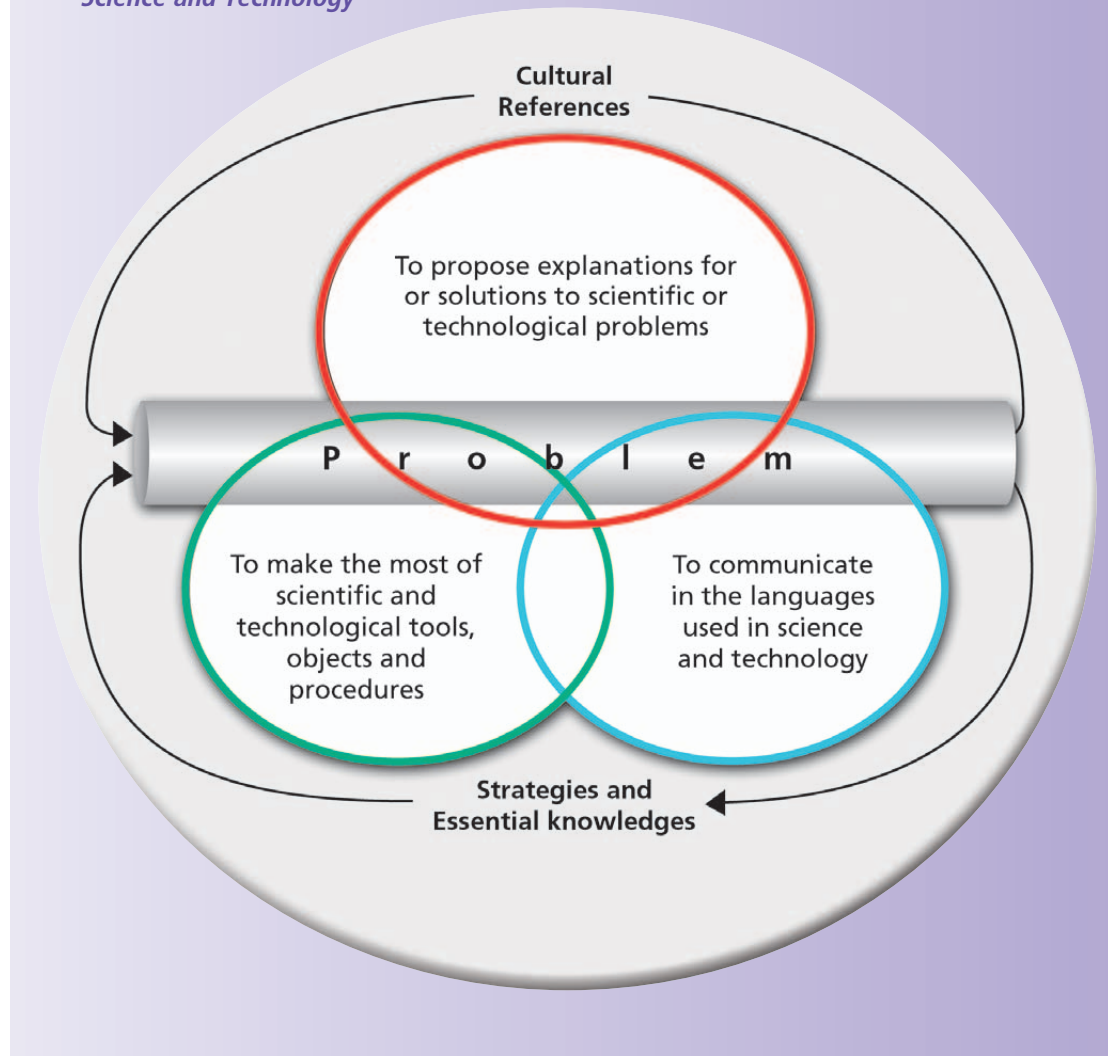
Elementary Cycle One

COMPETENCY • TO EXPLORE THE WORLD OF SCIENCE AND TECHNOLOGY

Focus of the Competency

MEANING OF THE COMPETENCY

Exploring the world of science and technology involves becoming familiar with ways of reasoning and doing things, learning how to use tools or to shape materials by means of simple procedures and becoming familiar with various aspects of languages used in science and technology. The students develop this competency by learning how to handle objects in order to discover their properties or characteristics. They observe phenomena in their immediate environment, formulate questions and use their senses to find answers. They devise experiments using simple techniques or procedures and formulate explanations or propose solutions using scientific or technological language. Through these activities, they slowly begin the process of constructing scientific and technological knowledge. Little by little, they learn to differentiate between these two types of knowledge, while recognizing that they are complementary. The students also acquire a certain number of skills and attitudes needed to understand the material covered in Cycles Two and Three. By becoming aware of their actions or the procedures they are using, they gradually learn about an important dimension of science and technology.

In preschool, children had the opportunity to learn about experimental games, trial-and-error and the handling of materials that are easy to work with or transform. The material covered in Cycle One builds on what the students learned in preschool, while providing a more systematic introduction to the knowledge they will have to integrate in subsequent cycles.

CONTEXT FOR LEARNING

This competency is developed through the other subjects, but especially through the broad areas of learning, which involve many different topics that can be examined from a scientific or technological point of view. The students are placed in a stimulating environment that piques their curiosity and encourages their active participation by providing them with materials, instruments or tools that are at their level.

DEVELOPMENTAL PROFILE

By exploring simple problems related to everyday situations, the students learn how to ask themselves questions, to observe, to describe, to handle objects, to devise, to construct, to propose explanations or solutions and to find ways of validating them. When describing or explaining phenomena they have observed, students gradually become familiar with certain aspects of the languages used in science and technology. In discussions with classmates, they learn to share information, compare their ideas and justify their explanations. They learn to reflect on what they have done and its impact on their immediate environment.

Key Features of the Competency

To become familiar with scientific and technological ways of reasoning and doing things

TO EXPLORE THE WORLD OF SCIENCE AND TECHNOLOGY

To learn to use simple tools and procedures

To become familiar with certain aspects of the languages used in science and technology
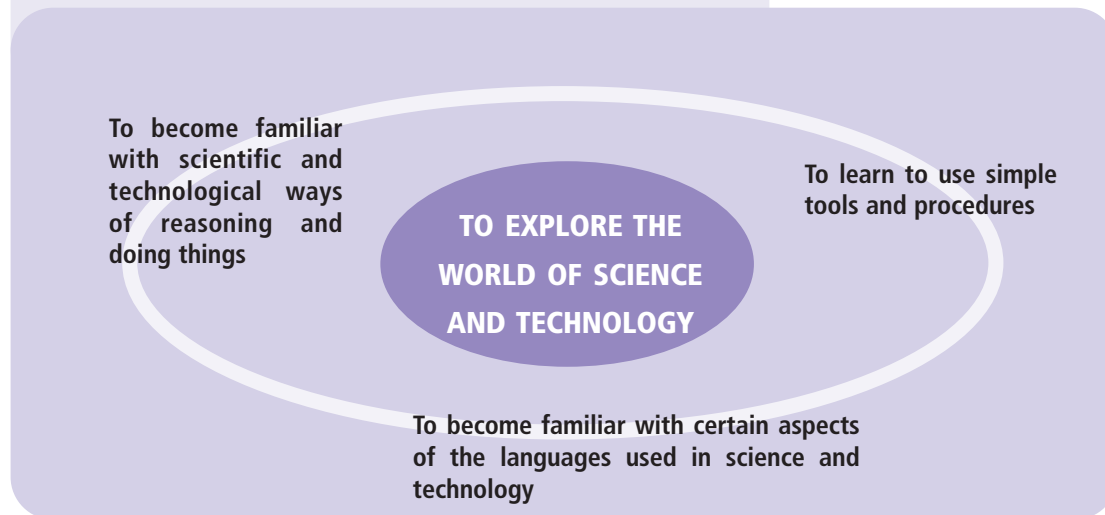
Evaluation Criteria

– Use of language appropriate to the description of phenomena or objects in his/her immediate environment ❶

– Formulation of explanations or possible solutions ❶

Legend: ❶ Cycle One

End-of-Cycle Outcomes

Students are able to formulate questions and propose explanations concerning various phenomena related to their immediate environment. They conduct simple experiments to answer a question or solve a problem. They can distinguish between the natural world and man-made objects. They understand the workings of simple objects that are relatively easy to handle. They spontaneously use elements of scientific and technological languages to formulate questions, propose explanations, explain ways of doing things, describe objects and explain how they work.

Essential Knowledges

The essential knowledges in Cycle One are related to simple concepts and phenomena in the students' immediate environment. The following list is neither prescriptive nor exhaustive, but provides an overview of the material that can be covered at this stage of the students' development.

LEARNINGS

• The material world

– Classification of objects according to their properties and characteristics *(e.g. shape, size, colour, texture, smell)* ❶

– Conservation of matter *(e.g. mass, shape, surface, liquid quantity, length)* ❶

– Mixtures
  - Miscible and nonmiscible substances
    (*e.g. water and milk; water and oil)*
  - Soluble and nonsoluble substances ❶

– Absorption ❶

– Permeability and impermeability ❶

– Solid, liquid, gaseous state; phase changes *(e.g. evaporation)* ❶

– Friction *(e.g. pushing an object, letting an object slide, letting an object roll)* ❶

– Transparence *(e.g. translucence, opaqueness)* ❶

– Magnets (characteristics and uses) ❶

– Common household products *(e.g. properties, uses, safety-related symbols)* ❶

– Everyday technical objects ❶

  - Description of parts and mechanisms ❶

  - Identification of the needs this object was originally designed to meet ❶

• Earth and Space

– Light and shadow ❶

– Temperature (measuring instruments and seasons) ❶

– Water in all its forms (clouds, rain, rivers, lakes, oceans) ❶

– System involving the Earth, the moon, and the sun ❶

• Living things

– External anatomy of human beings ❶

– Food production techniques *(e.g. making butter, bread)* ❶

– Plant growth (needs of a plant) ❶

– Foods of domesticated and wild animals ❶

– Animal's adaptation to its environment *(e.g. anatomy, behaviour)* ❶

– Consumption of living things (food, housing, everyday products) ❶

Cycles Two and Three of Elementary School

COMPETENCY 1 • TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

Focus of the Competency

MEANING OF THE COMPETENCY

Science and technology attempt to solve problems resulting from a host of questions, to which there are no perfectly clear or satisfactory answers. Finding scientific and technological solutions to these problems requires the ability to observe, measure, interpret data and perform verifications. These activities are aimed at explaining the world and shaping it to meet people's needs. Science and technology must provide answers to questions that arise from careful observation of the environment and from the difficulties involved in adapting to it. Many of these questions and difficulties are related to everyday situations and may represent relatively simple problems or be part of a more wide-ranging and often more complex set of problems.

If we are to succeed in proposing explanations for or solutions to scientific and technological problems, we must first learn how to ask ourselves questions. Problems do not arise in a vacuum. Consequently, scientific or technological activities cannot be reduced to the application of methods. Open-mindedness and creativity are often required to identify a relevant set of problems and to determine which of these individual problems lend themselves to observation and analysis. In essence, the students develop this competency by learning to explore different aspects of their environment, to examine nature using appropriate exploration strategies, to gather relevant information and to analyze it with a view to proposing relevant explanations for or providing solutions to

problems. The students can begin to develop this competency at an early age, but will continue to do so throughout their schooling.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

When they propose explanations for or solutions to scientific and technological problems, the students use several cross-curricular competencies, particularly intellectual and methodological competencies. When applying the different types of reasoning specific to science and technology, they are especially required to use creativity, problem solving and critical thinking. When making observations, handling objects and gathering information, they are developing effective work methods.
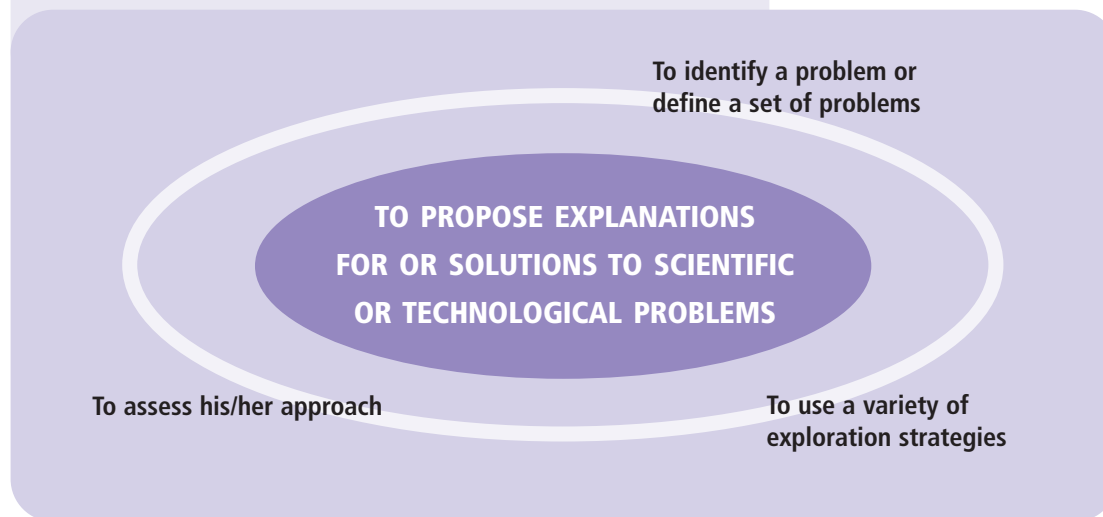
CONTEXT FOR LEARNING

When faced with situations that lead them to ask themselves questions, the students learn to define problems that they themselves have recognized or that have been presented to them. On the basis of simple observations and manipulations, they study different problems using instruments, tools or techniques appropriate to the situation. They have access to sources of information and people that help them find ideas, explanations or solutions. They explore courses of action, formulate proposed solutions, implement them and assess the results. They ponder over questions, reflect, gather information, dis-

cuss ideas with others, handle materials and do things by trial and error. In so doing, they construct their own knowledge, become familiar with concepts that allow them to better understand their environment and gradually develop scientific and technological ways of doing things. They also expand their general knowledge and cultural awareness by studying the historical foundations as well as the social and ethical aspects of science and technology. They become aware of the effects and limitations of these activities.

DEVELOPMENTAL PROFILE

During Cycle Two, the students deal with relatively simple sets of problems and problems related to their immediate environment. When making observations and handling or making objects, they make discoveries, compare their representations, propose explanations and look for solutions. During Cycle Three, they deal with sets of problems and problems related to the broader environment. When making more complex observations and handling, designing or making more complex objects, they find it easier to establish more accurate connections between their explanations and their approaches to solving problems. They realize that there are often several possible solutions. They learn to recognize the respective roles of science and technology when examining a problem. They apply more advanced scientific and technological knowledge and develop more complex skills.

Key Features of the Competency

To identify a problem or define a set of problems

TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

To assess his/her approach

To use a variety of exploration strategies

Evaluation Criteria

– Appropriate description of the problem or set of problems from a scientific or technological point of view ❷ ❸

– Use of an approach geared to the nature of the problem or set of problems ❷ ❸

– Development of relevant explanations or realistic solutions ❷ ❸

– Justification of explanations or solutions ❷ ❸

Legend:* ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE TWO

By the end of this cycle, the students explore problems that require relatively simple and concrete approaches and strategies. They gather information, plan their work and take notes relating to a number of parameters. They validate their approach by taking into account a number of scientific and technological elements. They still find it difficult to distinguish between the scientific and the technological aspects of a problem.

CYCLE THREE

By the end of this cycle, the students explore problems requiring approaches and strategies that are more complex and that may be somewhat more abstract. They gather information, plan their work and collect data relating to a greater number of parameters. They validate their approach by taking into account a greater number of elements. When analyzing a problem, they consider both its scientific and technological dimensions.

COMPETENCY 2 • TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES

Focus of the Competency

MEANING OF THE COMPETENCY

To study the world around us, science uses many different techniques, instruments and procedures that consist of physical tools as well as mental representations. These range from the simplest (e.g. measuring a length with a ruler) to the most complex (e.g. calculating density), and from the most concrete (e.g. adjusting gears) to the most abstract (e.g. devising a model). For its part, technology advances as a result of scientific knowledge, but also develops new tools or procedures, the possible uses of which cannot all be assessed beforehand. Technology is not simply the application of scientific discoveries, since the invention of technical objects often precedes the establishment of scientific theories, as the history of science and technology has shown. Moreover, objects, techniques or procedures initially designed to be used in certain ways and in certain situations may eventually be used in other ways and in other situations. Knowing about these tools and procedures, learning to use them, identifying different situations in which they can be used and evaluating their repercussions or effects on various spheres of human activity are important dimensions of scientific and technological culture.

Among other things, this competency refers to the ability to use the objects, tools and procedures of science and technology to construct tangible representations of the world around us or to refine our understanding of that world. This competency also enables us to comment on questions regarding the social uses of science and technology and to make a more enlightened contribution when it comes to decisions that will shape society now and in the future. This competency is used to perform concrete tasks like drawing plans, building environments and prototypes, measuring quantities, and observing small or distant objects. It also manifests itself as the ability to recognize the various uses of scientific and technological objects, tools or procedures in different situations and to recognize their positive and negative effects, especially on everyday life.

CONTEXT FOR LEARNING

The students use this competency in various situations. When they explore sets of problems, they are naturally inclined to use different scientific or technological tools and procedures, be it to draw plans, take measurements, conduct experiments, gather information, simulate phenomena, make tables of results or draw graphs. When engaging in other activities such as starting a collection, reading, visiting a science museum, a business or a factory, or making a presentation, the students can use observational instruments, take notes, display data in different forms (e.g. tables, graphs, diagrams) and communicate information. When they learn how to recognize and use various technical objects, tools or procedures, they are asked to relate them to the situation in which they are used, to discover their different uses, and to describe their development throughout history. This may give them the opportunity to examine the impact of various objects on our way of life (e.g. development of means of transportation, heating and lighting systems, home appliances) and the different consequences of using these objects.
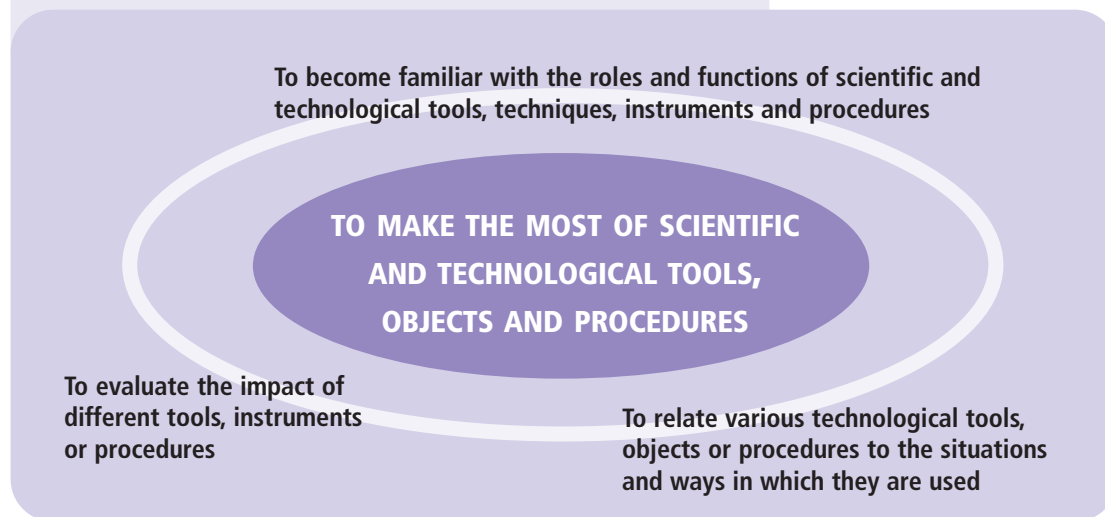
CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Making the most of scientific and technological tools, objects and procedures implies knowing how to use them, which involves, in particular, the use of methodological competencies. Students will also be called upon to frequently exercise their critical judgment, since Competency 2 implies the ability to appreciate the ethical issues related to the use of these tools, objects and procedures.

DEVELOPMENTAL PROFILE

During Cycle Two, the students become familiar with relatively simple and concrete tools, techniques, instruments and procedures. They begin to discover the advantages of relying on something other than their five senses and everyday methods. During Cycle Three, they become familiar with more complex and more abstract tools, techniques, instruments and procedures. They take an interest in the design, production and marketing processes. They master the use of simple tools, instruments and procedures. More and more, they develop an appreciation for the advantages of these tools, instruments and procedures, but they also begin to understand their limitations.

Key Features of the Competency

To become familiar with the roles and functions of scientific and technological tools, techniques, instruments and procedures

TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES

To evaluate the impact of different tools, instruments or procedures

To relate various technological tools, objects or procedures to the situations and ways in which they are used

Evaluation Criteria

– Association of instruments, tools and techniques with appropriate uses ❷ ❸

– Appropriate use of instruments, tools or techniques ❷ ❸

– Design and making of instruments, tools or models ❷ ❸

– Identification of the effects of using various tools, instruments or procedures ❷ ❸

End-of-Cycle Outcomes

.

CYCLE TWO

By the end of this cycle, the students use relatively simple and concrete tools, techniques, instruments and procedures, exploiting their basic potential and briefly assessing the results they have obtained. They design rudimentary tools, instruments and techniques and are aware of the most obvious examples of how science and technology have shaped the living conditions of human beings.

CYCLE THREE

By the end of this cycle, the students use tools, techniques, instruments and procedures that are more complex and abstract than those used in the previous cycle, making greater use of their potential and a more sophisticated assessment of the results they have obtained. They design more elaborate tools, instruments and techniques and recognize the main areas in which science and technology are applied (e.g. computer technology, biotechnology, medical engineering, pharmacology, energy transformation and exploitation, robotics, astronautics).

COMPETENCY 3 • TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

Focus of the Competency

MEANING OF THE COMPETENCY

Communication is an essential facet of scientific and technological activity. Every aspect of the work of scientists, engineers, technologists and technicians involves researching and examining various types of information, providing a clear and complete presentation of results and comparing ideas. This form of communication requires knowing different types of languages, which make it possible to express concepts, laws, theories and models, using the formalism of mathematics in particular. These languages are composed of everyday words, some of which take on a specific meaning, specialized terms and expressions, and different types of representations such as symbols, diagrams, tables and graphs.

This competency refers to the ability to interpret and convey messages using different components of the languages specific to science and technology. The students use various types of representations such drawings, diagrams, graphs and symbols. Throughout their schooling, the students become more proficient at using the languages and types of representations employed in science and technology. This enables them to better organize and express their thoughts.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

By paying more attention to the accuracy and clarity of their message, the medium used to present their message and the people to whom the message is addressed, the students develop certain cross-curricular competencies, especially the ability to communicate and to use information.

CONTEXT FOR LEARNING

The students must communicate during different activities. They employ various types of representations to support a line of questioning, to try to understand other people's ideas, to provide a demonstration or to propose an explanation. They use different elements of the languages specific to science and technology in order to explain phenomena and describe objects, procedures or tools. They are asked to include cultural and historical references when conveying information.

DEVELOPMENTAL PROFILE

During Cycle Two, the students use everyday language and symbolic language to express their ideas, explanations and solutions related to scientific and technological problems, concepts or sets of problems. They gradually become familiar with everyday language and symbolic language used in its scientific and technological sense and use this language correctly when taking part in discussions with classmates or when proposing an idea, an explanation or a solution. On the one hand, they associate new scientific and technological terms with everyday language and on the other hand, they associate their new scientific and technological knowledge with symbolic language (rules, syntax, terms, symbols, drawings, diagrams, graphs).

During Cycle Three, the students continue to become more familiar with scientific and technological languages by using what they learned in Cycle Two. They make more and more exact use of the different aspects of everyday language and symbolic language when discussing their point of view with their classmates. They are both creative and methodical when choosing and using the most appropriate types of representations.

Key Features of the Competency

To become familiar with everyday language related to science and technology

TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

To make effective use of everyday and symbolic language to formulate a question, explain a point of view or give an explanation

To use everyday language and symbolic language related to science and technology
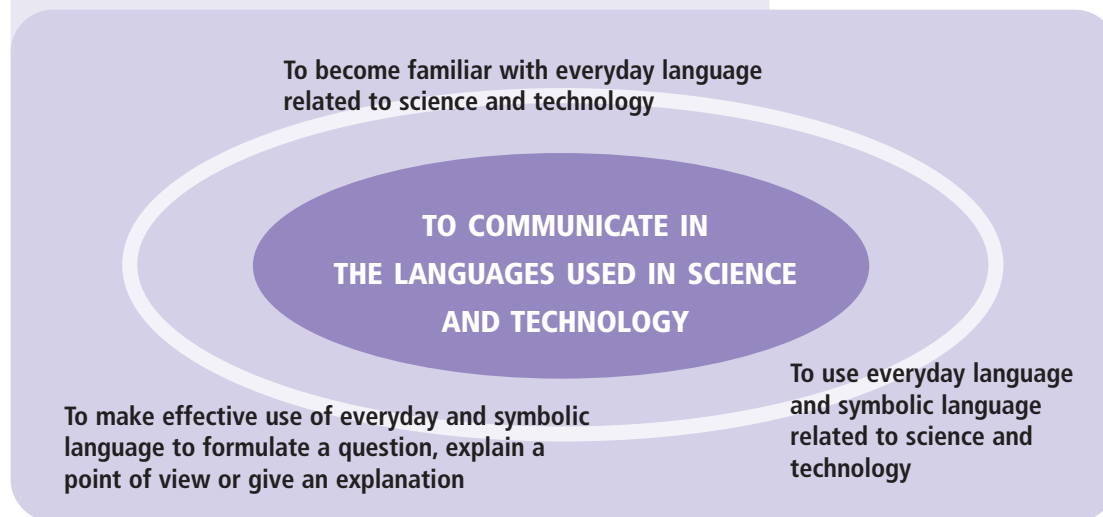
Evaluation Criteria

– Understanding of scientific and technological information   ❷ ❸

– Correct transmission of scientific and technological information   ❷ ❸

End-of-Cycle Outcomes

CYCLE TWO

By the end of this cycle, the students correctly interpret and convey simple scientific and technological information involving some facets of the language of science and technology (everyday words whose scientific meaning is the same as their everyday meaning, everyday words whose scientific meaning is different from or more precise than their everyday meaning, some specialized terms and expressions as well as simple diagrams, tables and graphs).

CYCLE THREE

By the end of this cycle, the students correctly interpret and convey more complex scientific and technological information involving a greater number of the more elaborate facets of the language of science and technology (a greater number of specialized terms and expressions; a greater number of more elaborate symbols, formulas, diagrams, tables and graphs).

Cultural References

In order to acquire the competencies to be developed in the science and technology program, the students need a particularly rich and stimulating environment containing many cultural references. These references help to enrich, personalize, qualify and integrate essential knowledges as well as keep them in perspective. The following is a partial list of proposals that reflect the underlying philosophy of the program.

Science, technology and the other areas of human activity: Science and technology have always developed symbiotically and in constant interaction with other areas of human activity. For example, many discoveries were closely related to the invention of measuring instruments *(e.g. clock, thermometer)* observational instruments *(e.g. magnifying glass, microscope, telescope).* Moreover, a wide variety of human activities (e.g. agriculture, animal husbandry, metallurgy or architecture) have made important contributions to the development of science and technology and, in turn, benefited from scientific and technological discoveries.

History: Climate as well as economic, social and political conditions and religious beliefs largely determine the development of science and technology, which dates back to the beginning of time. For example, the sundial, the calendar, metal casting and plowing methods were discovered well before Jesus Christ. All ordinary objects, such as the knife or the bicycle, have a history that often goes back many years and that teaches us a great deal about the curiosity, tenacity and imagination of human beings.

People: Scientific discoveries and technological inventions have always resulted from the work of people or groups of people influenced by the constraints of their time and their environment. Scientists like Galileo, Newton, Lavoisier, Pasteur, Darwin, Marie Curie and Einstein, to name but a few, used the work of their predecessors and their contemporaries to contribute to fundamental progress in science and technology. Closer to home, Québec and Canadian scientists, engineers and technologists have been recognized in their respective fields. Men and women from every country and culture work in scientific and technological fields. While most people are familiar with professionals such as biologists, meteorologists, chemists and engineers, there are other occupations that are less well known, but just as interesting and useful (e.g. geologist, cartographer, agricultural technologist and forestry technician).

Values: Science and technology are based on fundamental values such as objectivity, rigour and precision, which ensure the credibility of results.

Ethics: Even scientists and technologists with the best of intentions sometimes conduct research projects or produce results that are questionable or controversial. Consequently, research methods as well as the use of scientific and technological discoveries and applications must be examined in light of strict rational and ethical criteria and, even more importantly, must be open to public debate.

Impact: The impact of science and technology is far-reaching. Our way of life is now radically different from what it was a few centuries ago. For example, heating, transportation, communications, health and hygiene have improved tremendously. However, some of the effects of science and technology, such as environmental degradation, can be very harmful. An awareness of nature and the severity of these consequences have sparked efforts to curb the most harmful effects of science and technology in order to protect the environment and improve life for all living things on this planet.

Limitations: Despite their enormous potential to explain and predict phenomena and their capacity to profoundly change our environment, science and technology are neither perfect nor omnipotent. They can answer many questions, but these answers often raise new questions that can sometimes remain unanswered for a very long time. Moreover, several factors can limit the development of science and technology, including the state of the economy, current knowledge and ethical concerns.

Essential Knowledges

The essential knowledges that students must acquire are divided into three main categories: the material world, Earth and space, and living things. These knowledges are structured around a set of unifying concepts that make it possible to see connections between these three categories. These unifying concepts are as follows: matter; energy; forces and motion; systems and interaction.

The unifying concepts combine a certain number of ideas specific to each category. These ideas, the choice of which is left up to the teacher, must be examined through the study of concrete problems that the students will explore using manipulative materials. Opening activities *(e.g. discussion, brainstorming, reading)* may be used to introduce these problems, and consolidation of learning *(e.g. concept networks, reports, presentations)* may be employed to complete this work.

Examples in parentheses following a given idea provide guidelines indicating the scope of the essential knowledges in question. They illustrate the level of complexity of the ideas that can be studied at the elementary level.

MATERIAL WORLD

• Matter

– Properties and characteristics of matter in different states
  (solid, liquid, gas):
  - shape ❷
  - colour ❷
  - texture ❷
  - mass and weight ❷
  - density *(e.g. small objects that are light and heavy, big objects that are light and heavy)* ❷
  - relative density and buoyancy ❷ ❸
  - other physical properties *(e.g. elasticity, hardness, permeability and impermeability, solubility)* ❸
  - materials of which an object is made ❸

– Changes in matter
  - physical changes *(e.g. breaking, grinding, phase changes)* ❷
  - chemical changes *(e.g. simple chemical reactions: rust, combustion, acid-base)* ❸
  - manufacturing household products *(e.g. soap, paper, cement)* ❷ ❸

• Energy

– Forms of energy:
  - forms of energy *(e.g. mechanical, electrical, chemical, heat, solar, sound, nuclear)* ❷
  - sources of energy *(e.g. moving water, chemical reaction in a battery, sunlight)* ❸

– Transmission of energy:
  - thermal conductivity *(e.g. conductors and insulators)* ❸
  - electrical conductivity *(e.g. conductors and insulators)* ❸
  - simple electric circuits ❸
  - sound waves *(e.g. volume, timbre, echo)* ❷
  - light radiation *(e.g. reflection, refraction)* ❸
  - convection *(e.g. in gases and liquids)* ❷

– Transformation of energy:
  - consumption and conservation of energy by human beings *(e.g. electric meter, insulation)* ❷ ❸
  - transformations of energy from one form to another *(e.g. transformation by machines)* ❷ ❸

• Forces and motion

– Effect of gravitational attraction on an object *(e.g. free fall, pendulum)* ❸

– Effect of electrostatic attraction *(e.g. paper attracted by a charged object)* ❷

– Effect of electromagnetic attraction *(e.g. magnet, electromagnet)* ❸

MATERIAL WORLD (cont.)

– Pressure *(e.g. pressure in a balloon, airplane wing)*   ❸

– Effects of a force on the direction of an object
(e.g. pushing, pulling)   ❷

– Combined effects of several forces on an object
(e.g. reinforcement, opposition)   ❸

– Characteristics of motion *(e.g. direction, speed)*   ❷

• **Systems and interaction**

– Simple machines *(e.g. lever, inclined plane, screw, pulley, winch)*   ❷

– Other machines *(e.g. cart, waterwheel, windmill)*   ❸

– How manufactured objects work *(e.g. materials, shapes, functions)*   ❷ ❸

– Servomechanism and robots   ❸

– Transportation technology *(e.g. car, airplane, boat)*   ❷ ❸

– Electron technology *(e.g. telephone, radio, sound recording,
television, transistor, microprocessor, computer)*   ❷ ❸

• **Techniques and instrumentation**

– Manufacturing *(e.g. reading plans, marking out, cutting,
assembling, finishing)*   ❷ ❸

– Use of simple measuring instruments *(e.g. rulers, dropper,
balance, thermometer)*   ❷ ❸

– Use of simple machines   ❷ ❸

– Use of tools *(e.g. pliers, screwdriver, hammer, wrench,
simple template)*   ❷ ❸

– Design and manufacture of instruments, tools, machines,
structures *(e.g. bridges, towers)*, devices *(e.g. water filtration
device)*, models *(e.g. glider)* and simple circuits   ❷ ❸

• **Appropriate language**

– Terminology related to an understanding of the material world   ❷ ❸

– Conventions and types of representations specific to the concepts
studied
- Symbols (H_2O)   ❸
- Graphs *(e.g. pictograph, histogram)*   ❷ ❸
- Tables   ❷ ❸
- Drawings, sketches   ❷ ❸
- Norms and standardization   ❷ ❸

EARTH AND SPACE

• **Matter**

– Properties and characteristics of matter on Earth
- soil, water and air   ❷
- traces of living things and fossils   ❷
- classification of rocks and minerals   ❸

– Organization of matter:
- crystals   ❷
- structure of the Earth *(e.g. continents, oceans, ice caps,
mountains, volcanoes)*   ❸

– Transformation of matter
- water cycle   ❷
- natural phenomena *(e.g. erosion, lightning)*   ❸

- **Energy**

– Sources of energy:
  - solar energy ❷
  - hydraulic energy *(e.g. hydroelectric dam, tidal energy)* ❷
  - wind energy ❷
  - fossil fuel-based energy ❸

– Transmission of energy *(e.g. radiation)* ❸

– Transformation of energy:
  - renewable forms of energy ❷
  - nonrenewable forms of energy ❸

- **Forces and motion**

– Rotation of the Earth *(e.g. day and night, visible motion of the Sun and the stars)* ❷

– The tides ❸

- **Systems and interaction**

– System involving the sun, the Earth and the moon ❷

– Solar system ❸

– The seasons ❸

– The stars and the galaxies *(e.g. constellations)* ❷ ❸

– Meteorological systems *(e.g. clouds, precipitation, storms)* and climates ❷ ❸

– Technologies related to the Earth, the atmosphere and outer space *(e.g. seismograph, prospection, weather forecasting, satellites, space station)* ❷ ❸

- **Techniques and instrumentation**

– Use of simple observational instruments *(e.g. binoculars, telescope)* ❷ ❸

– Use of simple measuring instruments *(e.g. rulers, balance, thermometer, weather vane, barometer, anemometer, hygrometer)* ❷ ❸

– Design and manufacture of measuring instruments and prototypes ❷ ❸

- **Appropriate language**

– Terminology related to an understanding of the Earth and the universe ❷ ❸

– Conventions and types of representations *(e.g. globe, constellations)* ❷ ❸

– Drawing, sketches ❷ ❸

LIVING THINGS

- **Matter**

– Characteristics of living things:
  - metabolism of plants and animals *(e.g. nutrition, respiration, growth, death)* ❷ ❸
  - reproduction of plants and animals ❷ ❸

– Organization of living things:
  - classification of life forms *(e.g. microorganisms, fungi, plants, animals)* ❷
  - anatomy of plants *(e.g. parts of a plant)* ❷
  - anatomy of animals *(e.g. parts and principal systems)* ❷
  - senses *(sight, hearing, smell, taste, touch)* ❷
  - human reproductive system ❸

– Transformations of living things
  - growth of plants and animals ❷
  - metamorphoses *(e.g. butterfly, frog)* ❸

Living Things (cont.)

- human growth and development ③
- evolution of life forms ③

• Energy

– Sources of energy for living things:
- nutrition for animals *(e.g. need for water, sugars, lipids, proteins, vitamins, minerals)* ②
- photosynthesis in plants *(e.g. need for water and carbon dioxide)* ③
- agricultural and food technologies *(e.g. crossbreeding of plants and their propagation by cuttings, selection and breeding of animals, food production, pasteurization)* ② ③

– Transformation of energy in living things:
- food chains ②
- ecological pyramids ③

• Forces and motion

– How animals move *(e.g. reptation, walking, flying)* ②

– Motion in plants *(e.g. phototropism, hydrotropism, geotropism)* ③

• Systems and interaction

– Interaction between living organisms and their environment
- living things and their habitats ②
- parasitism, predation ②
- adaptation *(e.g. mimicry)* ③

– Interaction between humans and their environment ② ③

– Environmental technologies *(e.g. recycling, composting)* ② ③

• Techniques and instrumentation

– Use of simple observational instruments *(e.g. magnifying glass, binoculars, microscope)* ② ③

– Use of simple measuring instruments *(e.g. rulers, dropper, balance, thermometer)* ② ③

– Design and manufacture of environments *(e.g. aquarium, terrarium, incubator, greenhouse)* ② ③

• Appropriate language

– Terminology related to an understanding of living things ② ③

– Conventions *(e.g. plant and animal identification key)* ② ③

– Graphs *(e.g. pictograph, histogram)* ② ③

– Tables *(e.g. plant and animal classification tables)* ② ③

– Drawings, sketches ② ③

STRATEGIES

The strategies associated with scientific and technological thought make it possible to solve a problem and explore a set of problems. These strategies are not all used in every situation, and the order in which they are used may differ from the one given below, but they are useful for carrying out efficient and well-organized scientific and technological work.

• Exploration strategies

– Studying a problem or a phenomenon from different points of view

– Distinguishing between the different types of information useful for solving the problem

– Recalling similar problems that have already been solved

– Becoming aware of his or her previous representations

– Drawing a diagram for the problem or illustrating it

– Formulating questions

– Putting forward hypotheses

– Exploring various ways of solving the problem

– Anticipating the results of his or her approach

– Imagining solutions to a problem in light of his or her explanations

– Taking into account the constraints involved in solving a problem or making an object

– Examining his or her mistakes in order to identify their source

– Using different types of reasoning *(e.g. induction, deduction, inference, comparison, classification)*

– Using empirical approaches *(e.g. trial and error, analysis, exploration using one's senses)*

• **Strategies for recording, using and interpreting information**

– Using different sources of information

– Validating sources of information

– Using a variety of observational techniques and tools

– Using technical design to illustrate a solution

– Using different tools for recording information *(e.g. diagrams, notes, graphs, procedures, logbook)*

• **Communication strategies**

– Using different means of communication to propose explanations or solutions *(e.g. oral presentation, written presentation, procedure)*

– Using tools to display information in tables and graphs or to draw a diagram

– Organizing information for a presentation

– Exchanging information

– Comparing different possible explanations for or solutions to a problem in order to assess them *(e.g. full-group discussion)*

Suggestions for Using Information and Communications Technologies

– Using electronic mail to exchange information

– Using the Internet to access Web sites related to science and technology

– Using CD-ROMs to gather information on a topic he/she is studying

– Organizing and presenting data using different types of software

– Using simulation software

– Using graphics software

– Producing a graphical representation of data

– Conducting experiments with the help of a computer

– Robotics and automation

Chapter

7

Social Sciences

Chapter 7 | Social Sciences

Geography and history foster openness to the world.

They encourage students to compare here and elsewhere, past and present, thus making them aware of change and diversity.

The social sciences play an essential role in the acquisition of the conceptual tools needed to understand the world we live in, to integrate harmoniously into it and to contribute to its development. How can one participate in an increasingly complex, rapidly changing society if one lacks the frames of reference and tools required to grasp and interpret the mechanisms that determine the society's territorial organization and its construction over time?

Geography and history foster openness to the world. They focus students' attention on relationships within societies and between societies and their territories. They encourage students to compare here and elsewhere, past and present, thus making them aware of change and diversity. They develop the ability to put things in perspective and to look at them objectively, which are the first steps toward an informed understanding of social and territorial phenomena. Finally, they allow students to become aware of the value of individual and collective involvement in social choices and its impact on the course of events. Understood in this way, these subjects provide a foundation for learning to live in a pluralistic society.

Citizenship education is integrated with the specific learnings in geography and history. However, it is a complex subject that all the programs of study should contribute to and that draws on personal and social competencies as much as on intellectual competencies.

GENERAL OBJECTIVE OF THE SOCIAL SCIENCES

To construct his/her social awareness in order to act as a responsible, informed citizen

CORE LEARNINGS IN THE SOCIAL SCIENCES

◗ To explain social phenomena rigorously and systematically

◗ To put social phenomena in perspective

Since the social sciences are not in the Elementary Cycle One subject-time allocation, it is important to ensure continuity between the exploration of different environments that is begun in preschool education and the construction of a more formal representation of the organization of a society in space and time in Cycles Two and Three. The learnings associated with the development of the competency in Cycle One must therefore be the responsibility of the compulsory programs of study in this cycle. The development of this competency is fundamental because it provides the preparation necessary for the development of the competencies prescribed in the Cycle Two and Three programs.

Elementary Cycle One

COMPETENCY • TO CONSTRUCT HIS/HER REPRESENTATION OF SPACE, TIME AND SOCIETY

Focus of the Competency

EXPLANATION

Constructing a representation of space or time means learning to recognize and visualize spatial or temporal phenomena and to express duration in various ways. This presupposes the acquisition and mastery of tools for representing space and time. Constructing a representation of society means realizing that any group has its own characteristics and ways of functioning. These learnings are progressive. They start from familiar references and gradually go beyond them to other places and other times.

In preschool education, children have discovered the demands of life in a group. They have observed different environments and been introduced to the concepts of space and time. The learnings associated with Elementary Cycle One are based on these previous learnings and they provide the necessary preparation for the learnings of Cycles Two and Three, in which the construction of the concepts of space, time and society will continue. They broaden the spatial and temporal frame of reference and make it possible for students to begin acquiring the basic vocabulary for space, time and social phenomena. These learnings also provide an introduction to change and difference.

These learnings develop attitudes of openness and tolerance, which is the first step in the education of citizens. The connections students learn to make between certain actions and their repercussions on a group or territory also contribute to citizenship education by making students aware of the importance of individual and collective involvement.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency calls for a problem-solving approach and the use of available information in a rigorous, methodical way. This competency leads the students to learn to manage their relations with others and to gradually construct their identity through exposure to difference.

CONTEXT FOR LEARNING

This competency is developed through the programs of study and it has particular anchor points in the broad areas of learning. The spatial frame of reference is the classroom, the school, the street and the neighbourhood or town. Space is explored through direct (in the field) or indirect (simple maps, illustrations, models) observation.

The temporal frame of reference is the students' lives and those of their parents, grandparents and great-grandparents. The past is explored through the use of written, audiovisual and electronic documents and local resources, as well as time lines divided into days, weeks, months, years, decades and centuries.

DEVELOPMENTAL PROFILE

The students learn to observe and describe similarities, differences and changes in people, groups and places. Their first learnings concern people close to them and groups, spaces and time periods they are familiar with. As they gradually explore similar groups and spaces, here and elsewhere, past and present, they are exposed to different places and to times up to a century ago. In this way the students move from spaces and times that are familiar to those that are unfamiliar. This exploration involves the use of tools such as time lines or simple maps and it enables students to acquire the basic vocabulary for society, space and time.

Key Features of the Competency
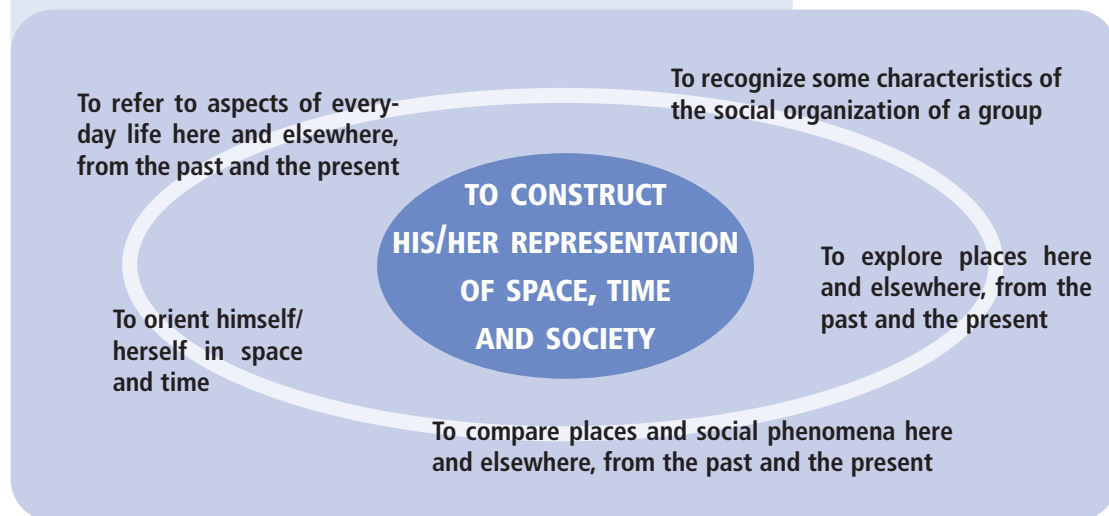
To refer to aspects of every-day life here and elsewhere, from the past and the present

To recognize some characteristics of the social organization of a group

TO CONSTRUCT HIS/HER REPRESENTATION OF SPACE, TIME AND SOCIETY

To orient himself/herself in space and time

To explore places here and elsewhere, from the past and the present

To compare places and social phenomena here and elsewhere, from the past and the present

End-of-Cycle Outcomes

By the end of Cycle One, students use the appropriate tools to orient themselves in space and time. They refer to events in everyday life. They describe the characteristics of a group from here or elsewhere, the past or the present. They describe the elements of a place and some similarities, differences and changes. In doing so, they use correct vocabulary.

Essential Knowledges

LEARNINGS

- Facts
  - from the student's life
  - from the lives of people close to the student

- People
  - physical features at different times in life
  - activities at different ages
  - objects in regular use

- Groups
  - members (number, roles)
  - needs   ⇨ to which the student belongs
  - interdependence in satisfying needs ⇨ other
  - shared rules of functioning

- Places
  - natural elements
  - human-created elements

◆ here

◆ elsewhere   ⇨ similarities
                ⇨ differences
◆ past   ⇨ changes

◆ present

TECHNIQUES

- Techniques   ⇨ time line
  related to time: ⇨ calendar
  - construction
  - reading
  - use of reference points
  - calculation of duration
  - situation of events in the lives of the student and people close to the student

- Techniques   ⇨ simple map
  related to space: ⇨ illustration
                      ⇨ model
                      ⇨ field work
  - reading
  - location
  - use of reference points
  - use of the cardinal points
  - orientation

7.1 *Geography, History and Citizenship Education*

Introduction

The study of geography and history in school enables students to develop the ability to reason from the perspective of space and time respectively.

Geography, in its analysis of the relationship between nature and human beings, is no longer limited to the systematic, compartmentalized study of areas of land. It is concerned with problems related to the use and organization of space here and elsewhere in the world. When human beings settle in a place, they adapt to it and change it to meet their needs while taking into account its assets and limitations. The territory, an organized and built space, reflects the human beings living in it, and geography provides ways to understand it. In school, on whatever scale it is studied, geography makes it possible to answer three basic questions: How is a social space organized? How do societies integrate into ecosystems? What distinguishes a social space and how do human beings experience its distinctive characteristics?

As for the study of history, its aim is the development of historical thinking and the acquisition of the method of establishing historical knowledge. Hence it does not consist of the systematic study of the events of the past, and even less of their mere memorization. Moreover, the stress on connections between the present and phenomena of the past leads to seeing events in terms of continuity, which is a basic concept of history. The ability to put things in perspective that history demands leads students to situate events in a temporal context. The study of history also helps students to understand and accept difference by making them realize that, as A. Ségal has said, similarities exist within differences. In this way, history contributes to the construction of identity and the development of tolerance, which is an indispensable attitude in democracy.

Citizenship education is an important educational goal that all subjects share. It goes beyond the mere acquisition of learnings. Geography and history make a special contribution to the education of citizens who are capable of informed, autonomous participation in social debate. They encourage students to construct their own interpretations of social and territorial phenomena. In doing so, students are often called on to share their questions and interpretations with others. They learn in this way to present their points of view while respecting those of others and to argue, but also to qualify their interpretations in light of new information.

Finally, the nature of their content and the perspective in which it is studied in school mean that geography and history are especially rich in terms of culture. By focusing on social and territorial phenomena here and elsewhere, past and present—such as cultural, scientific and technological phenomena—the social sciences make an essential contribution to the integration of the cultural dimension into teaching and learning.

The three competencies of the Geography, History and Citizenship Education Program are the following:

– To perceive the organization of a society in its territory

– To interpret change in a society and its territory

– To be open to the diversity of societies and their territories

These competencies are all related to perceiving societies and territories, but each approaches this from a different angle: organization, change and diversity. The ability to perceive the organization of a society in its territory is most essential, however, because it makes it possible to recognize and interpret changes over time or to compare the organization of societies and of territories. For example, students look at Iroquoian society in its territory around 1500 and compare it with that of 1745 in order to interpret the changes that have occurred. They also compare it with certain aspects of Inca society around 1500, in order to bring out the similarities and differences between them.

The development of these three competencies involves the acquisition of learnings and concepts concerning the territories and societies observed. It requires that students do research and present a production, which presupposes that sufficient time be devoted to it. It is important that there be anchor points in the present to these learnings about territories and societies far away in space and time, so as to facilitate the movement from familiar to unfamiliar spaces and times.

Figure 10.1
Geography, History and Citizenship Education
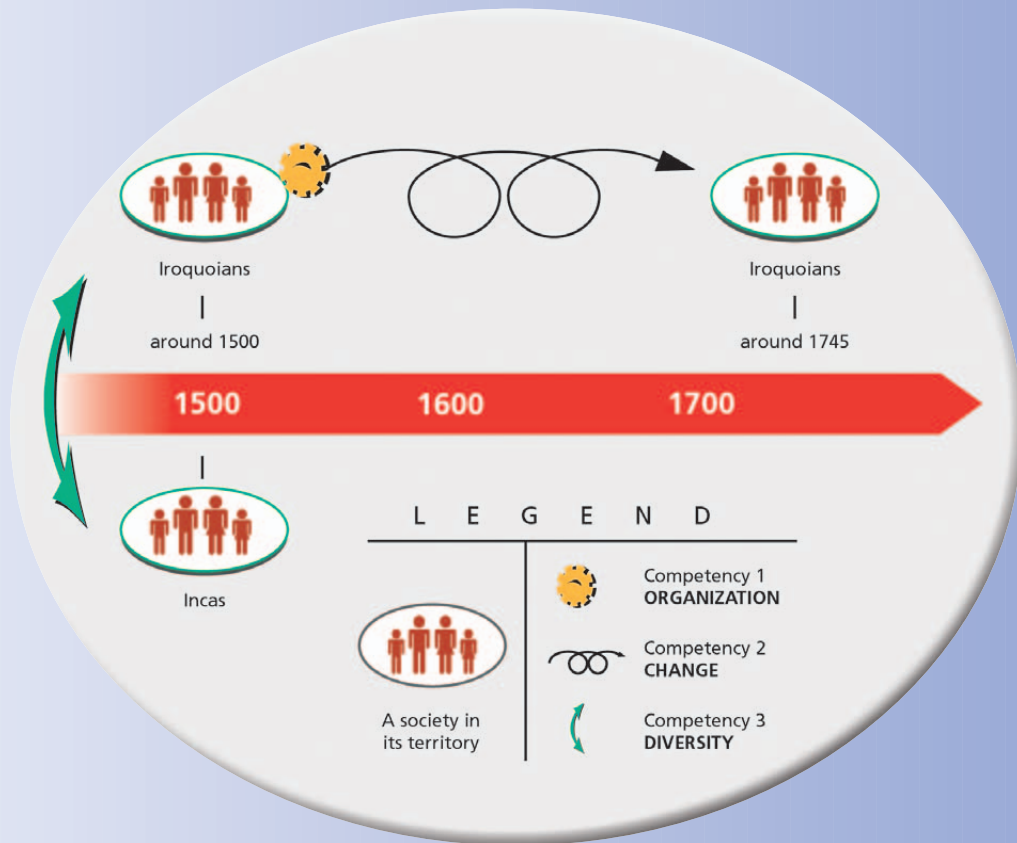
COMPETENCY 1 • TO UNDERSTAND THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

Focus of the Competency

EXPLANATION

A society consists of organized human groups that occupy a territory to which they adapt but which they also change to meet their needs. Understanding the organization of a society in its territory involves showing the dynamics between the society and the organization of the space it occupies, taking into account the roles played by certain people and the effects of certain events on this organization. Since the present is the heritage of the past, connections should be made between social or territorial phenomena of the present and material or spiritual achievements of societies of the past. This awareness of our heritage contributes to the construction of the concept of continuity and the development of identity.

Understanding the organization of a society in its territory plays an important role in citizenship education. It allows students to become aware of the importance of rules of social conduct and collective interests, because it is the distribution of rights and responsibilities among individuals and groups that makes life in society possible. In addition, awareness of the connections between the satisfaction of needs, the use of resources and the organization of territory enhances students' sense of responsibility for the environment, seen as a collective good.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws on all the intellectual competencies. The students must use informa-tion, solve problems and exercise critical judgment. They are also called on to use creativity when they present a production presenting their understanding of the organization of a society in its territory. This contributes to the acquisition of effective work methods and may be enhanced by the use of information and communications technologies.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

DEVELOPMENTAL PROFILE

In Cycle Two, students use the ability they developed in Cycle One to start from phenomena of the present and gain some perspective on them. They try to make connections between social and territorial phenomena of the present and the past, indicating traces of the past in our society and territory. They gradually broaden their representations of social phenomena in space and time and discover the vocabulary used in geography and history.

They learn to locate societies and their territories. Starting from observable phenomena, they gradually discover how these societies adapt to and change their territories. They learn to associate people and events with social and territorial organization. Finally, they learn to bring together their learnings in a production that presents their understanding of the organization of a society in its territory.

In Cycle Three, students consolidate their ability to start from phenomena of the present and look for traces of past societies. They deepen their representations of the organization of a society in its territory and strengthen their ability to communicate them in a production. They increase the subject-specific vocabulary they acquired in the previous cycles. They go beyond merely locating societies and their territories to learn to list elements of the geographic and historical contexts of the societies they observe. They gradually discover how to make connections between the organization of a society's territory and its actions to adapt to or change that territory. They make connections between the assets and limitations of the territory and the organization of the society. They learn to define the roles certain people have played in the organization of a society and its territory and the effects of certain events on social and territorial organization. They consolidate their ability to make connections between the past and present and try to assess the importance of the traces of past society in our society and territory.

Key Features of the Competency

To make connections of continuity with the present

To situate the society and its territory in space and time

TO UNDERSTAND THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

To define the influence of people or events on social and territorial organization

To make connections between characteristics of the society and the organization of its territory

To make connections between assets and limitations of the territory and the organization of the society

End-of-Cycle Outcomes

CYCLE TWO

At the end of Cycle Two, on the basis of phenomena of the present, students indicate traces of a past society in our society and territory. They recognize elements of the organization of that society in its territory. They present their understanding of this organization in a production. They locate the society and its territory, indicate adaptations of the society to the territory it occupies and changes it has made to the territory. They associate people or events with social and territorial organization. In doing so, they use correct vocabulary.

CYCLE THREE

By the end of Cycle Three, still on the basis of present-day phenomena, students indicate traces of a past society in our society and territory. They understand the organization of a society in its territory better. They present their understanding in a production. They establish the geographic and historical contexts of the society, make connections between characteristics of the society and the organization of its territory and between assets and limitations of the territory and the organization of the society, and define the roles of certain people in the organization of the society and its territory and the effects of certain events on the organization of the society and its territory. They assess the contribution of the society to our society and territory. In doing so, they use correct vocabulary.

Evaluation Criteria

– Indication of traces left by a society on our society and territory **❷**

– Correct location of the society and its territory **❷**

– Indication of changes made to the territory by the society **❷**

– Indication of adaptations to the territory by the society **❷**

– Association of people or events with social and territorial organization **❷**

– Assessment of traces left by a society on our society and territory **❸**

– Establishment of the geographic and historical contexts of the society **❸**

– Making of connections between characteristics of the society and the organization of its territory **❸**

– Making of connections between assets and limitations of the territory and the organization of the society **❸**

– Definition of the influence of people or events on the organization of the society and its territory **❸**

Legend:* **❷** Cycle Two **❸** Cycle Three

* This legend also applies to the evaluation criteria for the other competencies and to the sections entitled Essential Knowledges and Techniques Specific to Geography and to History.

COMPETENCY 2 • TO INTERPRET CHANGE IN A SOCIETY AND ITS TERRITORY

Focus of the Competency

EXPLANATION

Looking at a society and its territory at two points in time means taking a diachronic view that makes it possible to observe changes that have taken place and to see them in the context of time. Interpreting a social or territorial change means giving it meaning. By relating causes and effects of a social or territorial change and by looking at the contribution of people and events to this change, students learn to interpret it, and thus to give it meaning. Giving meaning to change also means looking at how it is perpetuated in the present.

Seeking the meaning of changes in a society or its territory involves putting things in perspective, which forces students to question preconceived opinions and beliefs and to invalidate or confirm values or attitudes. It also gives rise to an awareness of the impact human action can have on the course of events and the implications of personal involvement in society. This is an important contribution to the development of attitudes and values that are essential to the exercise of the role of citizen.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws on all the cross-curricular competencies, as does that of the competency "To understand the organization of a society in its territory." The exercise of critical judgment has a special place, because this competency involves comparing and interpreting phenomena.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents that, in Cycle Three, present divergent points of view. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

DEVELOPMENTAL PROFILE

In Cycle Two, students gain a better understanding of the concept of change and discover the vocabulary of history and geography. They locate a society and its territory in space and at two points in time and indicate the changes that have occurred. Starting from observable phenomena, they recognize social and territorial changes and some of their causes and effects, and associate people and events with them. They look for traces of these changes in the society and territory of the present. They learn to bring together their learnings in a production that presents their interpretation of the changes observed. In doing so, they may use various supporting materials such as figures, tables and illustrations. They develop their critical judgment, expressing their points of view on the changes, comparing them with those of other students, defending them and qualifying them as necessary.

In Cycle Three, students progress in the development of the competency by giving meaning to the changes in a society and its territory. They enrich the geography and history vocabulary acquired in previous cycles. They go beyond merely indicating changes in the location of a society and its territory in space and time to establish changes in the geographic and historical contexts of the society at two points in time. Starting from observable phenomena, they no longer only identify social and territorial changes but also describe them. Similarly, in seeking meaning, they no longer only recognize causes, effects and social and territorial changes, but establish them, thus going from simple identification to inference. They define the effects of events or the roles of people in the changes, taking their questioning as far as considering the interests of the people involved. They go beyond looking for the traces of changes and try to determine how these changes are still evident today. They improve their ability to bring together their learnings in a production that presents their interpretation of social and territorial changes observed, using various supporting materials such as figures, tables and illustrations. They develop their critical judgment by considering different points of view on the meaning of change before reaching their own points of view, justifying them, comparing them with those of other students, defending them and qualifying them as necessary.

Key Features of the Competency

To situate a society and its territory in space and at two points in time

To recognize the main changes in the organization of a society and its territory

TO INTERPRET CHANGE IN A SOCIETY AND ITS TERRITORY

To perceive traces of these changes in our society and territory

To establish causes and effects of the changes

To justify his/her interpretation of the changes

To define the influence of people or events on these changes

Evaluation Criteria

– Recognition of changes in the location of the territory ❷

– Indication of changes in social and territorial organization ❷

– Indication of some causes and effects of changes ❷

– Association of people and events with changes ❷

– Indication of traces of changes that are observable today ❷

– Use of pertinent arguments to justify his/her interpretation of changes observed ❷

– Recognition of changes in the geographic and historical contexts of the society ❸

– Description of changes in social and territorial organization ❸

– Establishment of causes and effects of changes ❸

– Definition of the influence of certain people and their interests on some changes ❸

– Definition of the effects of certain events on some changes ❸

– Identification of the way in which these changes are evident today ❸

– Use of pertinent arguments to justify his/her interpretation of change ❸

– Use of various supporting materials ❸

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students interpret social and territorial changes. They present these changes in a production. They recognize some changes in the location of a society and its territory in space and at two points in time and identify some social and territorial changes, associate people or events with them and recognize some of their causes and effects. They find traces of these changes in the society and its territory today. They defend their interpretations of the changes to other students. In doing so, they use correct arguments and vocabulary.

CYCLE THREE

By the end of Cycle Three, students interpret social and territorial changes. They present their interpretation of these changes in a production, using various supporting materials. They recognize changes in the geographic and historical contexts at two chosen points in time, describe the changes observed and establish some of their causes and effects. They define the roles of certain people and their interests and the effects of certain events on these changes. They determine how these changes are still evident in the society and territory today. They defend their interpretation to other students. In doing so, they use correct arguments and vocabulary.

COMPETENCY 3 • TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

Focus of the Competency

EXPLANATION

Looking at more than one society and territory at the same point in time shows the coexistence of different types of organization. This synchronic view gives rise to an awareness of the diversity of societies and their territories. Being open to the diversity of societies and their territories means learning about their differences and the causes and effects of these differences and looking for their strengths and weaknesses.

Discovering the existence of a variety of cultures, ways of life, religions and types of territorial organization encourages understanding, openness, receptiveness and respect for others, while reinforcing individual and social identity. This openness to values and beliefs different from their own enriches and consolidates the students' world-view and reinforces attitudes and values such as tolerance and respect for difference, which are essential for harmonious social life.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency, like the two others, draws on intellectual competencies, in particular critical judgment. The personal and social dimension is greater here, since exposure to diversity promotes openness to others, which is essential to cooperation.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

DEVELOPMENTAL PROFILE

In Cycle Two, students deepen their understanding of diversity and discover the vocabulary related to geography and history. They recognize differences in the locations of societies and their territories. Starting from observable phenomena, they identify differences between societies and between territories. They recognize some causes and effects of these similarities and differences. They exercise critical judgment, expressing their points of view on the strengths and weaknesses they identify in these different types of social and territorial organization, comparing them with the points of view of other students, defending them and qualifying them as necessary. They may use various supporting materials such as figures, tables and illustrations to present their views of the diversity of the societies and territories observed.

In Cycle Three, students progress in the development of the competency. They increase the vocabulary for these subjects that they acquired in the previous cycles. They go beyond merely recognizing differences in the locations of societies and territories to indicate differences in their geographic and historical contexts. Starting from observable phenomena, they identify similarities and differences in the organization of societies and of their territories. They not only recognize some causes and effects of these similarities and differences; they establish them. They develop their critical judgment, learning to express their points of view on the strengths and weaknesses of the societies and territories they observe, compare them with the points of view of other students, and defend and qualify them as necessary. They share their views of the diversity of the societies and territories observed, using various supporting materials such as figures, tables and illustrations.

Key Features of the Competency

To situate societies and their territories in space

To perceive the main similarities and differences between societies and between territories

To justify his/her view of the diversity of societies and their territories

TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

To define some causes and effects of the differences

To take a position on the observed strengths and weaknesses of societies and their territories

Evaluation Criteria

– Indication of differences in the locations of territories ❷

– Stating of similarities and differences in the organization of societies and territories ❷

– Indication of causes and effects of differences ❷

– Indication of strengths and weaknesses in social and territorial organization ❷

– Use of pertinent arguments in defence of his/her view of the diversity of societies and their territories ❷

– Indication of similarities and differences in the geographic and historical contexts of societies and their territories ❸

– Description of similarities and differences in the organization of societies and territories ❸

– Establishment of causes and effects of differences ❸

– Establishment of strengths and weaknesses in social and territorial organization ❸

– Use of pertinent arguments in defence of his/her view of the diversity of societies and their territories ❸

– Use of various supporting materials ❸

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students present their views of the diversity of societies and their territories. They indicate some differences in the locations of societies and their territories. They identify similarities or differences in the organization of these societies and territories and recognize some causes and effects of these similarities and differences. They indicate some strengths and weaknesses of these types of organization. They compare their views of the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.

CYCLE THREE

By the end of Cycle Three, students present their views on the diversity of societies and their territories, using various supporting materials. They indicate some differences in the geographic and historical contexts of the societies observed. They describe some similarities and differences in their organization and establish some causes and effects of these similarities and differences. They indicate some strengths or weaknesses in the types of social and territorial organization observed. They compare their views on the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.

Essential Knowledges

LEARNINGS

The development of the prescribed competencies requires that students be encouraged to question social and territorial phenomena of the present and to seek their origins or explanations in social and territorial phenomena of the past. The learnings concerning each society in its territory allow students to construct an explanation that gives meaning to the present. The societies and territories studied help give students an overview of the Canadian territory and of some reference points in the history of Québec and Canada.

Figure 10.2
Geography, History and Citizenship Education
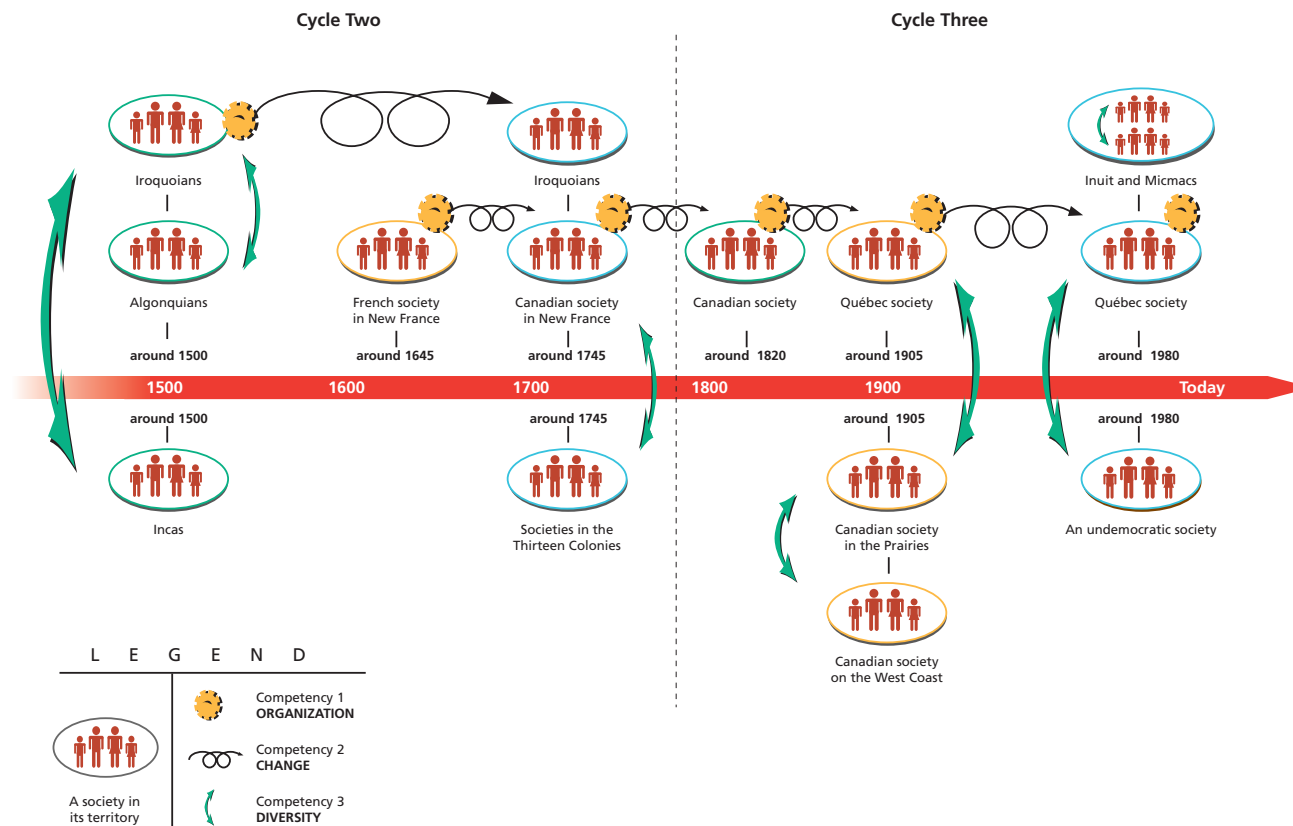
Elements for the Study of Different Societies and Their Territories

Understanding the organization of a society in its territory, interpreting change over the course of history and being open to the diversity of societies and their territories requires looking at territorial and social phenomena, making connections between events, situations and individuals or groups. To do so, students need to use lists of elements that focus their attention on the characteristics of societies and their territories.

There are three lists of elements, which correspond to the three competencies of the program. Using them, students will construct representations of:

- the organization of a society in its territory
- the evolution of this organization over time
- how this organization differs from or resembles that of another society

Elements for understanding the organization of a society in its territory

In order to **understand the organization** of a society in its territory, it is important to examine:

- how the characteristics of the territory (assets or limitations) influence social and territorial organization
- how certain characteristics of the society affect the organization of the territory
- the roles played in the society by certain individuals or groups
- significant events that particularly influenced social and territorial organization

Elements for interpreting change in a society and its territory

In order to **interpret change** in the organization of a society and in its territory, special attention must be given to:

- the description of the changes
- the principal causes and effects of these changes
- the influence of certain individuals or groups
- specific events that contributed to the changes
- how the changes are perpetuated in the society and its territory

Elements for understanding the diversity of societies and their territories

In order to **discover the diversity** of societies and their territories, it is advisable to focus mainly on:

- the similarities or differences between two societies and their territories
- the principal causes of these differences or similarities
- the effects of these differences or similarities
- the strengths and weaknesses of the social and territorial organization of the societies being studied

Principal societies studied in Elementary Cycles Two and Three

In this program, certain societies are given special attention. The study of these societies focuses on one or more of the following:

- their social and territorial organization
- changes in their social and territorial organization
- their differences in organization as compared with another society from the same period

These societies are the following:

The Iroquoians: ❷

- social and territorial organization around 1500
- changes in the society between about 1500 and 1745
- differences between this society and other societies around 1500 (Algonquians and Incas)

French society in New France and Canadian society in New France: ❷

- social and territorial organization around 1645 and around 1745
- changes in the society between about 1645 and 1745
- differences between this society and societies in the Thirteen Colonies around 1745

Canadian society: ❸

– social and territorial organization around 1820

– changes between about 1745 and 1820

Québec society: ❸

– social and territorial organization in two periods, around 1900 and around 1980

– changes between 1820 (Canadian society) and 1900 (Québec society), and between 1900 and 1980

– differences between Québec society and Canadian society in the Prairies around 1900

– differences between Québec society and an undemocratic society around 1980

Canadian society in the Prairies and on the West Coast: ❸

– differences between them around 1900

Inuit and Micmac societies: ❸

– the differences between them around 1980

CONTENT SPECIFIC TO THE SOCIETIES STUDIED

LEARNINGS RELATED TO COMPETENCY 1

IROQUOIAN SOCIETY AROUND 1500

• **Location of the society in space and time**

– St. Lawrence and Great Lakes lowlands   ❷

• **Elements of the society that affect the organization of the territory**

– Characteristics of the population: distribution, composition, approximate number   ❷

– Way of life: sedentary   ❷

– Land use: agriculture, territorial expansion   ❷

– Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs   ❷

– Economic activities: agriculture, hunting, fishing, gathering, barter   ❷

– Political characteristics: decision making, selection of leaders   ❷

– Means of transportation: canoe, snowshoes   ❷

– Transportation routes: waterways, forest trails   ❷

– Techniques and tools: pottery, basket weaving, boat building, making snowshoes   ❷

• **Assets and limitations of the territory**

– Relief: plain, river valley   ❷

– Climate: temperatures, precipitation, prevailing winds   ❷

– Vegetation: deciduous   ❷

– Bodies of water: river, lake, falls, rapids, confluence   ❷

– Resources: fertile soil, forests, water, fauna, flora   ❷

• **Influence of people on social and territorial organization**

– Role of women   ❷

• **Elements of continuity with the present**

– Native peoples' territories   ❷

– Native place names   ❷

– Native population of Iroquoian origin   ❷

– Artifacts and sites   ❷

French Society in New France around 1645

- **Location of the society in space and time**

– St. Lawrence Valley and Great Lakes ❷

- **Elements of the society that affect the organization of the territory**

– Characteristics of the population: distribution, composition, approximate number ❷

– Way of life: sedentary, related to exploration and the fur trade ❷

– Land use: territorial expansion associated with the fur trade, agriculture and animal husbandry ❷

– Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs ❷

– Economic activities: fur trade, agriculture, hunting, fishing ❷

– Political characteristics: decision making, roles and powers of leaders ❷

– Means of transportation: canoe, cart, boat ❷

– Transportation routes: waterways, forest trails ❷

– Techniques and tools related to trades ❷

- **Assets and limitations of the territory**

– Relief: plain, river valley, plateau, hills ❷

– Climate: temperatures, precipitation, prevailing winds ❷

– Vegetation: deciduous, coniferous ❷

– Bodies of water: river, lake, falls, rapids, confluence ❷

– Resources: fertile soil, forests, water, fauna, flora ❷

– Other: vast territory ❷

- **Influence of people and events on social and territorial organization**

– Champlain, Laviolette, Maisonneuve, religious, coureurs de bois, companies, Native peoples ❷

– First settlements, Iroquois wars, explorations, creation of trading posts ❷

- **Elements of continuity with the present**

– Language, religion, customs and traditions, knowledge of the territory, place names, early roads, former trading posts, early settlements that later became towns ❷

Canadian Society in New France around 1745

- **Location of the society in space and time**

– St. Lawrence and Great Lakes lowlands, Ohio and Mississippi valleys to Louisiana ❷

- **Elements of the society that affect the organization of the territory**

– Characteristics of the population: distribution, composition, approximate number ❷

– Way of life: sedentary ❷

– Land use: agriculture, territorial expansion ❷

– Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs ❷

– Economic activities: agriculture, animal husbandry, hunting, fishing, trade, early industry, fur trade ❷

– Political characteristics: decision making, roles and powers of leaders, institutions ❷

– Means of transportation: canoe, cart, horseback, animal-drawn vehicles, boat ❷

CANADIAN SOCIETY IN NEW FRANCE AROUND 1745 (cont.)

– Transportation routes: waterways, forest trails, early roads ❷

– Techniques and tools: pottery, basket weaving, boat building, making snowshoes ❷

• **Assets and limitations of the territory**

– Relief: plain, river valley, plateau, mountain range, hills ❷

– Climate: temperatures, precipitation, prevailing winds ❷

– Vegetation: deciduous, coniferous ❷

– Bodies of water: river, lake, falls, rapids, confluence ❷

– Resources: fertile soil, forests, water, fauna, flora, minerals ❷

• **Influence of people and events on social and territorial organization**

– Talon, Frontenac, Msgr. de Laval, colonists, filles du Roy, coureurs de bois, artisans, military ❷

– Establishment of cottage industries, seigneurial system, triangular trade ❷

• **Elements of continuity with the present**

– Method of land division, knowledge of the territory, importing of domestic animals, artistic, literary and scientific production, games, folklore ❷

CANADIAN SOCIETY AROUND 1820

• **Location of the society in space and time**

– St. Lawrence and Great Lakes lowlands ❸

Elements of the society that affect the organization of the territory

– Characteristics of the population: distribution, composition, approximate number ❸

– Way of life: sedentary ❸

– Land use: agriculture, territorial expansion, industry ❸

– Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs ❸

– Economic activities: agriculture, animal husbandry, hunting, fishing, trade, industries ❸

– Political characteristics: decision making, selection of leaders, institutions (legislative assembly) ❸

– Means of transportation: land or sea, depending on the season ❸

– Transportation routes: waterways, roads, railways, canals ❸

– Techniques and tools ❸

• **Assets and limitations of the territory**

– Relief: plain, river valley, hills, plateau, mountain range ❸

– Climate: temperatures, precipitation, prevailing winds ❸

– Vegetation: deciduous, coniferous ❸

– Bodies of water: river, lake, falls, rapids, confluence ❸

– Resources: fertile soil, forests, water, fauna, flora ❸

• **Influence of people and events on social and territorial organization**

– English merchants, Loyalists, early governors ❸

– The Conquest, Napoleonic Wars, parliamentary government, canal building, opening of lumber camps ❸

• **Elements of continuity with the present**

– Parliamentary government, canals, forestry industry, townships, presence of anglophones ❸

QUÉBEC SOCIETY AROUND 1905

• **Location of the society in space and time**

– Borders of Québec ❸

• **Elements of the society that affect the organization of the territory**

– Characteristics of the population: distribution, composition, approximate number ❸

– Way of life: sedentary ❸

– Land use: agriculture, industry ❸

– Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs ❸

– Economic activities: agriculture, animal husbandry, industry, trade ❸

– Political characteristics: Canadian Confederation ❸

– Means of transportation: land or sea, depending on the season ❸

– Transportation routes: waterways, roads, railways, canals ❸

– Techniques and tools ❸

• **Assets and limitations of the territory**

– Relief: plain, river valley, plateau, hills, mountain range ❸

– Climate: temperatures, precipitation, prevailing winds ❸

– Vegetation: coniferous, deciduous ❸

– Bodies of water: river, lake, falls, rapids, confluence ❸

– Resources: fertile soil, forests, water, fauna, flora ❸

– Other: large territory ❸

• **Influence of people and events on social and territorial organization**

– Honoré Mercier, colonists ❸

– Canadian Confederation, industrialization, urbanization, unionization, electrification, colonization ❸

• **Elements of continuity with the present**

– Electrification, trade unions ❸

QUÉBEC SOCIETY AROUND 1980

• **Location of the society in space and time**

– Borders of Québec ❸

• **Elements of the society that affect the organization of the territory**

– Characteristics of the population: distribution, composition, approximate number ❸

– Way of life: sedentary ❸

– Land use: agriculture, industry ❸

– Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs ❸

– Economic activities: agriculture, animal husbandry, industry, trade ❸

– Political characteristics: parliamentary democracy, administrative regions ❸

– Means of transportation: land, sea, air ❸

– Transportation routes: waterways, roads, railways, seaway, airway ❸

– Techniques and tools ❸

QUÉBEC SOCIETY AROUND 1980 (cont.)

- **Assets and limitations of the territory**

– Relief: plain, river valley, plateau, hills, mountain range ❸

– Climate: temperatures, precipitation, prevailing winds ❸

– Vegetation: coniferous, deciduous ❸

– Bodies of water: river, lake, falls, rapids, confluence ❸

– Resources: fertile soil, forests, water, fauna, flora ❸

– Other: large territory ❸

- **Influence of people and events on social and territorial organization**

– Jean Lesage, Robert Bourassa, René Lévesque ❸

– Quiet Revolution, construction of hydroelectric power stations, St. Lawrence Seaway, agricultural zoning ❸

- **Elements of continuity with the present**

– Health insurance, comprehensive secondary schools, CEGEPs ❸

LEARNINGS RELATED TO COMPETENCY 2

IROQUOIAN SOCIETY BETWEEN 1500 AND 1745

- **Important changes:**

– Territory occupied, elements of the way of life, use of European products, religion, European diseases ❷

FRENCH AND CANADIAN SOCIETY IN NEW FRANCE BETWEEN 1645 AND 1745

- **Important changes:**

– Territory occupied (size, land use), settlement patterns, demography, government, agriculture, industry, trade ❷

- **People who influenced changes:**

– Jean Talon, explorers, filles du Roy, Gilles Hocquart ❷

- **Events that influenced changes:**

– Seigneurial system, explorations, birth rate, diversification of the economy ❷

CANADIAN SOCIETY BETWEEN 1745 AND 1820

- **Important changes:**

– Territory occupied, parliamentary system of representation, presence of anglophones, trade in wood, canal building ❸

- **People who influenced changes:**

– Loyalists, Engish businessmen, first governors ❸

- **Events that influenced changes:**

– The Conquest, Napoleonic Wars, parliamentary government, lumber trade, canal building ❸

Canadian society and Québec society between 1820 and 1900

- **Important changes:**

– Territory occupied, industrialization, urbanization, colonization,
railway building ❸

- **People who influenced changes:**

– John A. Macdonald, Honoré Mercier ❸

- **Events that influenced changes:**

– Canadian Confederation, unionization, immigration, railway
development ❸

Québec society between 1900 and 1980

- **Important changes:**

– Transportation and communication network, hydroelectric power, deconfessionaliza-
tion, mandatory school attendance, democratization of education, free health care,
social services

- **People who influenced changes:**

– Jean Lesage, Robert Bourassa, René Lévesque, Pierre Elliott Trudeau ❸

- **Events that influenced changes:**

– The Quiet Revolution, exploitation of hydroelectric power, charters
of rights ❸

Learnings Related to Competency 3

Iroquoian society and Algonquian society around 1500

- **Principal differences:**

– Characteristics of the territory occupied, way of life, economic
activities, political structures, roles of women and men, habitat,
diet, dress ❷

Iroquoian society and Inca society around 1500

- **Principal differences:**

– Characteristics of the territory occupied, number of inhabitants,
chiefs, social structure, habitat, science and technology, beliefs

Canadian society in New France and societies in the Thirteen Colonies around 1745

- **Principal differences:**

– Characteristics of the territory occupied, number of inhabitants, type
of government, languages, religions, economic activities, military force ❷

CANADIAN SOCIETY IN THE PRAIRIES AND ON THE WEST COAST AROUND 1900

QUÉBEC SOCIETY AND CANADIAN SOCIETY IN THE PRAIRIES AROUND 1900

- **Principal differences:**

– Composition and distribution of the population, characteristics of the territory occupied, economic activities, languages, religions   ❸

QUÉBEC SOCIETY AND AN UNDEMOCRATIC SOCIETY AROUND 1980

- **Principal differences:**

– Characteristics of the territory occupied, population, economic activities, language, political decision making and the vote, rights and freedoms   ❸

MICMAC SOCIETY AND INUIT SOCIETY AROUND 1980

- **Principal differences:**

– Composition and distribution of the population, characteristics of the territory occupied, economic activities, languages, festivals and ceremonies, crafts, traditional calendar, dance and sports   ❸

RESEARCHING AND WORKING WITH INFORMATION IN GEOGRAPHY AND HISTORY

In order to develop the prescribed competencies, students should be placed in situations that involve them in the following process to encourage them to reflect and ask questions at each stage of learning.

- **Learning about a problem**

– Defining the problem   ❷ ❸
– Drawing on previous learnings   ❷ ❸
– Considering research strategies that will lead to a solution   ❷ ❸

- **Asking questions**

– Spontaneously framing questions   ❷ ❸
– Organizing questions in categories   ❷ ❸
– Selecting useful questions   ❷ ❸

- **Planning research**

– Making a research plan   ❷ ❸
– Locating sources of information   ❷ ❸
– Choosing or creating data-gathering tools   ❷ ❸

RESEARCHING AND WORKING WITH INFORMATION IN GEOGRAPHY AND HISTORY (cont.)

- **Gathering and processing information**

	②	③
– Collecting data	②	③
– Sorting data into categories	②	③
– Distinguishing between facts and opinions	②	③
– Criticizing data	②	③
– Distinguishing between relevant and irrelevant documents	②	③
– Comparing data	②	③

- **Organizing information**

	②	③
– Choosing a way to communicate information	②	③
– Making a plan	②	③
– Identifying the essential elements of information	②	③
– Arranging data in tables, lists, graphs or text	②	③
– Using supporting documents	②	③
– Indicating sources	②	③

- **Communicating the results of research**

	②	③
– Choosing appropriate language	②	③
– Presenting a production	②	③
– Using various supporting materials	②	③

TECHNIQUES SPECIFIC TO GEOGRAPHY

	②	③
• Reading maps	②	③
• Interpreting maps	②	③
• Using spatial reference points	②	③
• Using a wind rose	②	③
• Orienting a map	②	③
• Locating a place on a map, on a globe of the world, in an atlas	②	③
• Finding geographic information in a document	②	③
• Interpreting illustrated documents (illustrations, sketches, posters, etc.)	②	③
• Using an atlas	②	③
• Interpreting climate charts	②	③

TECHNIQUES SPECIFIC TO HISTORY

	②	③
• Constructing a time line (meaning, scale)	②	③
• Reading a time line (meaning, scale)	②	③
• Using chronological reference points (month, season, year, decade, century, millennium)	②	③
• Calculating duration	②	③
• Decoding illustrated documents (murals, paintings, posters, etc.)	②	
• Interpreting illustrated documents		③
• Finding historical information in a document	②	③
• Using an atlas	②	③

Chapter

8

Arts Education

Chapter 8   Arts Education

Introduction

The study and practice of the arts open a door to the world of sensitivity, subjectivity and creativity, allowing students to discover and construct meaning through the senses and to communicate this through artistic productions. In highlighting intuition and imagination, the arts belong among the forms of intelligence that enable students to confront, understand and interpret reality.

Each artistic subject has its own language and specific rules, principles and tools. Each one also offers a particular way of coming to know oneself, forming relationships with others and interacting with the environment. In addition to the specific nature of each subject, however, drama, visual arts, dance and music share certain common characteristics. These subjects enable students to express their own reality and vision of the world and they help them to communicate their inner images through the creation and interpretation of artistic productions.

The arts also have a social function. They are inspired by the cultural and social values current in daily life and contribute to their transformation. They also reflect the history and evolution of societies and, by extension, of humanity.

Arts education, in the same two arts subjects included in a students' timetable every year throughout elementary school, involves learning the language, basic techniques and principles specific to those subjects. Students are encouraged to invent, interpret and appreciate artistic works. Contact with works by men and women of the past and present, from here and elsewhere, enable them to develop their critical and aesthetic faculties and broaden their cultural horizons. This education must be extended by visits to cultural sites, contact with artists and active participation in the artistic life of the school. In this way, students become familiar with all forms of artistic expression and become more sensitive to and critical of what they are offered. This prepares them to make intelligent choices, now and in their adult life.

GENERAL OBJECTIVE IN ARTS EDUCATION

To learn to create, interpret and appreciate artistic productions as a means of integrating an artistic dimension into their daily lives.

These subjects enable students to express their own reality and vision of the world and they help them to communicate their inner images through the creation and interpretation of artistic productions.

Core Learnings in Arts Education

◗ Communicates and gives concrete expression to ideas, inner images, impressions, sensations and emotions in various artistic productions, by using or considering elements and principles specific to the artistic languages used.

◗ Appreciates facets of his/her own works and those of classmates, as well as works by men and women of the past and present, from here and elsewhere, by referring to varied criteria and expressing himself/herself orally or in writing.

Diagram 11
Arts Education

VISUAL ARTS

DRAMA

Openness to the world of sensitivity, subjectivity and creativity

Expression of their own reality and vision of the world

Inspiration based on the cultural and social values of daily life

Symbolic languages

ARTS EDUCATION

Communication through artistic productions

Intuition and imagination

Forms of intelligence

Discovery and construction of the meanings of things

Awareness of the history and evolution of societies

Contribution to the transformation of cultural and social values

MUSIC

DANCE

Essential Knowledges

The following categories constitute the essential knowledges that students use in each of the arts subjects. These knowledges are therefore common to the four arts subjects.

STIMULI FOR CREATION

Inspired by the real world, the imaginary realm, artistic and media productions, and encounters with professional artists, the stimuli for creation are chosen according to the broad areas of learning and they provide an opportunity to establish connections with the learnings acquired in science and technology and in the social sciences. They allow for the successive exploration of the dimensions listed below.

	1	2	3
• **Myself**	❶	❷	❸
• **Others**	❶	❷	❸
• **The natural environment**	❶	❷	❸
• **The built environment**	❶	❷	❸
• **Places**	❶	❷	❸
• **Time**	❶	❷	❸

AFFECTIVE ASPECTS

	1	2	3
• Openness to stimuli for creation	❶	❷	❸
• Receptiveness to his/her sensations, impressions, emotions and feelings	❶	❷	❸
• Respect for the productions of others			❸
• Respect for artistic materials	❶	❷	❸
• Acceptance of unexpected events		❷	❸
• Acceptance of criticism			❸
• Expression of his/her sensations, impressions, emotions and feelings	❶	❷	❸
• Participation in artistic experiences	❶		
• Active participation in artistic experiences		❷	❸
• Satisfaction with respect to his/her artistic experiences	❶	❷	❸

Actions and Strategies Associated With the Creative Process

Steps	Key Features of Competency 1 Generally Concerned[1]	Actions and Strategies of the Student (by category of essential knowledges concerned)			
• **Inspiration**			❶	❷	❸
	The student uses creative ideas inspired by the stimulus for creation	– Research – Inventory – Choices			
• **Development**			❶	❷	❸
	The student uses creative ideas inspired by the stimulus for creation The student uses elements of the language, techniques and other categories of knowledges specific to the subject The student organizes the elements he/she has chosen	– Experimentation – Choices – Uses – Adaptation – Combination – Development of elements – Shaping			
• **Focus**			❶	❷	❸
	The student finalizes his/her production	– Adjustments – Development of elements – Maintenance of his/her choices			

---

1. The last feature, which involves sharing the creative experience, does not figure in the creative process.

Introduction

Drama involves the creation and interpretation of works in which characters interact. Through different forms of creation, expression and communication, the subject allows students to represent inner images in different ways and in various contexts. It also allows for the expression of a sociocultural reality. Furthermore, drama offers the opportunity to portray stories and characters in action using elements of a stage set in front of an audience and following certain conventions which may vary according to place and historical period. All these constitute the elements of drama, or the theatrical dimension of the subject.

Drama education, in the context of continuous progress throughout elementary school, develops the students' artistic sensibility, creative potential, acting abilities and skills in self-expression and communication. Through a variety of affective, cognitive, psychomotor, social and aesthetic experiences, students have an opportunity to express their ideas, personal vision of the world, those of their classmates and those of playwrights or other creators.

To invent their own short scenes, students engage in a creative process and make use of different stimuli for creation and the many possibilities of dramatic language, performance techniques, styles of theatre and elements of drama. In interpreting a variety of short scenes, they will broaden their general knowledge of culture through direct contact with dramatic works. Finally, they will learn to think critically and develop their aesthetic sense by appreciating, not only their own productions and those of their classmates, but also dramatic works by men and women of the past and present, from here and elsewhere.

Throughout their drama education in elementary school, students are introduced to numerous references from their immediate cultural environment or related to the works they are interpreting and appreciating. They are also encouraged to make connections with cultural references in other subjects. In so doing they acquire an openness to the world, discover its particular features and differences, and gain a better understanding of their own culture. This renewed and enriched view of the world helps students to develop their own cultural identity and prepares them for their role as citizens.

Drama education fosters the development of three complementary and interdependent competencies: Inventing, Interpreting and Appreciating.

The place given to the development of each competency depends on the particular nature of the subject. For example, Competencies 1 and 2 take precedence in the learnings to be acquired. They imply a process in which language, rules, principles and tools specific to drama are acquired, and in which complex psychomotor skills are developed, all of which demand adequate time for assimilation. Competency 3 is essential to the development of

> Drama education, in the context of continuous progress throughout elementary school, develops the students' artistic sensibility, creative potential, acting abilities and skills in self-expression and communication.

the students' critical thinking and aesthetic sense. It follows up on Competencies 1 and 2 and brings into focus the processes of communication and appreciation. The place given to it will gradually increase through the cycles, as learnings related to the other competencies of the subject are consolidated and in conjunction with the students' socioaffective and intellectual development.

In light of the above, each learning situation presented to the students in drama should enable them to develop at least two of the three competencies in the subject, that is, one of the first two competencies (Inventing or Interpreting) and the third competency (Appreciating). Furthermore, to ensure meaningful and transferable learning, the learning situation should take into consideration at least one focus of development in the broad areas of learning and one cross-curricular competency. Finally, all the learning situations should ensure the continuous development of the subject competencies and the cross-curricular competencies associated with them, and help to identify anchor points in the broad areas of learning.

Figure 12
Drama
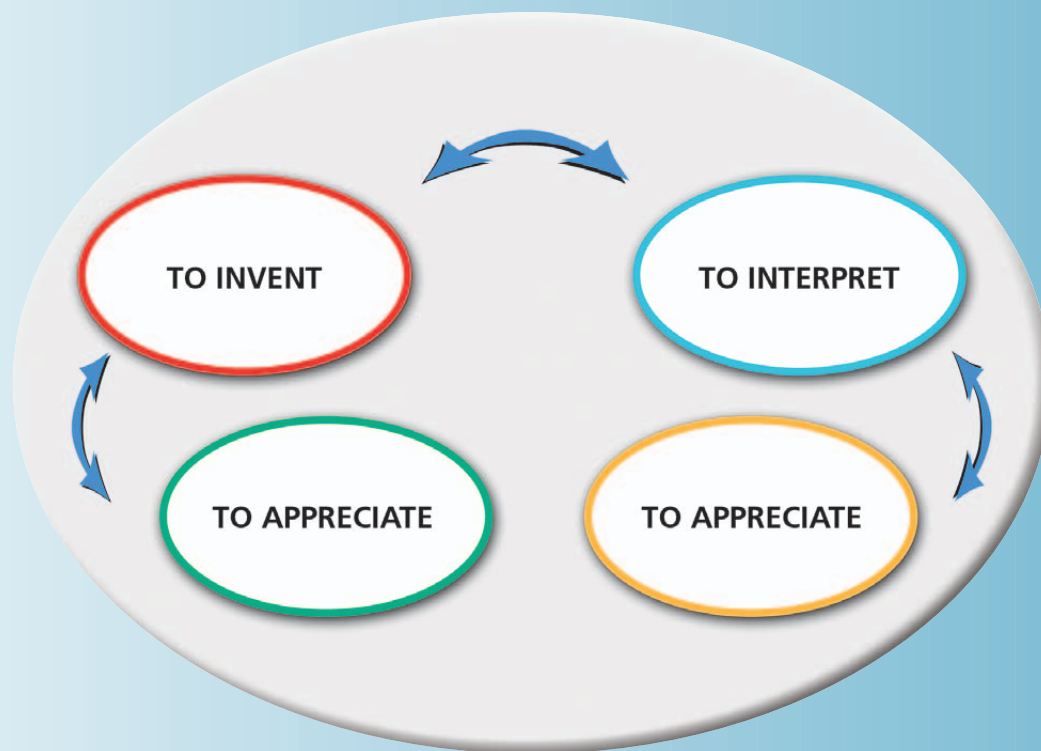
COMPETENCY 1 • TO INVENT SHORT SCENES

Focus of the Competency

MEANING OF THE COMPETENCY

The invention of varied short scenes that reflect their personality, experience and aspirations enables students to develop their creativity through the simultaneous action of creative imagination and divergent and convergent thinking, as they gradually become familiar with the language, rules and tools of drama. Sharing their creative experience and giving accounts of how they proceeded allows them to better integrate their learnings and then apply them in other creative situations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 1 thus enables them to use information, solve problems, use creative thinking, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

To invent short scenes, the students use a variety of age-appropriate stimuli for creation in situations where they improvise, based on stories and characters. In a playing area, using various performance aids, they sometimes work alone, though more often in pairs in Cycle One, in groups of two to three in Cycle Two, and in groups of three to four in Cycle Three.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with the creative process and with using the elements of dramatic language, performance techniques, styles of theatre, elements of drama and structures, while exercising their divergent thinking in coming up with ideas inspired by the stimuli for creation. They are encouraged to reflect on their creative experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students learn to use each step in the creative process. They experiment in a variety of ways as they learn to make use of elements of dramatic language, performance techniques, styles of theatre, elements of drama and structures, and they enrich their creative ideas by sharing with others. They are encouraged to describe their creative experience and to identify what they have learned from it.

During Cycle Three, the students learn to make more conscious use of the steps in the creative process. They experiment in a variety of ways as they learn to use elements of dramatic language, performance techniques, theatrical techniques, methods of dramatization and more complex structures. In so doing, they adapt and personalize the creative ideas they selected when developing the stimulus for creation. They can identify not only what they have learned in their creative experience, but also how they have learned it.

Key Features of the Competency

To use elements of the language of drama, performance techniques, styles of theatre and elements of drama

To use personal ideas inspired by the stimulus for creation

TO INVENT SHORT SCENES

To organize the elements he/she has chosen

To share his/her creative experience

To finalize a production

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: stimuli for creation, actions and strategies associated with the creative process, affective aspects, the language of drama, performance techniques, styles of theatre, elements of drama and structures.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students participate in the steps of the creative process. Their productions are often influenced by emotional interests. Related to the stimulus for creation, the short scene presents a simple story and highlights a few features of a character. It reveals a simple organization of its components. The students are able to talk about aspects of their creative experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students take into consideration the steps of the creative process. Their productions are often influenced by emotional and social interests, and they reflect the main aspects of the stimulus for creation. The story is more developed and the actions of the characters are more defined. The elements of the production follow an orderly line of development within a coherent pattern of organization. The students describe their creative experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students make conscious use of each step in the creative process. Their productions are influenced by social, emotional and cognitive interests. In short scenes, the students establish a close relationship between the characters, the content of the story, the performance techniques, the styles of theatre, elements of drama and the structures used. The story is more defined and has a complex structure linked to the development of the stimulus for creation. The students describe what they have learned and the methods they used.

Evaluation Criteria

– Relation between his/her production and the stimulus for creation ❶ ❷ ❸

– Pertinent, varied use of elements of dramatic language ❶ ❷ ❸

– Pertinent, varied use of elements of performance technique, styles of theatre and elements of drama ❶ ❷ ❸

– Simple organization of elements ❶

– Coherent organization of elements ❷

– Complex organization of elements ❸

– Comments containing elements related to his/her creative experience ❶

– Pertinent elements in the description of his/her creative experience ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

COMPETENCY 2 • TO INTERPRET SHORT SCENES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' interpretation of short scenes involves the expression and communication of ideas, feelings, emotions and impressions – both their own and those of others – using the language of drama, performance techniques, styles of theatre and elements of drama. Interpreting various short scenes introduces students to the world of creation and expression and gradually familiarizes them with the language, rules and tools of drama. As a result, they enrich their general knowledge of culture and become acquainted with the diversity of artistic productions of the past and present, from here and elsewhere. In sharing their interpretation experience, they talk about how they proceeded and are able to better integrate their learnings and apply them to the interpretation of other short scenes.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 2 thus enables them to use information, solve problems, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

In each cycle, the students use their own creations and those of their classmates. In Cycle One, they also use rhymes, poems or short monologues and dialogues from children's literature and the repertoire of youth theatre. In Cycle Two, textual excerpts from the repertoire of youth theatre are also used. In Cycle Three, the students perform short plays from this repertoire and excerpts from other plays. Performances are sometimes done alone, but usually in pairs in Cycle One, in groups of two or three in Cycle Two and in groups of three or four in Cycle Three.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a simple repertoire and with performing in pairs. They are also introduced to the use of simple elements of dramatic language, performance techniques, styles of theatre and structures organized in advance. They are encouraged to reflect on their interpretation experience and talk about aspects that are meaningful to them.

During Cycle Two, the repertoire used is expanded and excerpts contain more complex and more demanding elements of dramatic language, performance techniques, styles of theatre, elements of drama and structures. They now make more conscious use of elements of performance technique required for interpretation, especially those related to expressing a character in action and the rules for group performance. They are encouraged to describe their interpretation experience, and to identify what they have learned from it.

During Cycle Three, the repertoire becomes more diverse and the excerpts or short plays used contain yet more complex elements of the language of drama, performance techniques, styles of theatre, elements of drama and structures. The students make more conscious use of the elements of technique and performance required for interpretation, and with greater accuracy and effectiveness. They take into account expressive elements of the dramatic scene and focus their attention on the rules for group performance. They are encouraged to identify not only what they have learned from their interpretation experience, but also how they have learned it.

Key Features of the Competency

To apply elements of the language of drama, performance techniques, styles of theatre and elements of drama

To become familiar with the dramatic content of the scene

To share his/her interpretation experience

TO INTERPRET SHORT SCENES

To bring out the expressive elements of the scene

To apply the rules for group performance

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, the language of drama, performance techniques, styles of theatre, elements of drama and structures.

End-of-Cycle Outcomes

Evaluation Criteria

– Correct use of dramatic content, elements of performance technique, styles of theatre and elements of drama ❶ ❷ ❸

– Continuous sequence of dramatic actions ❷ ❸

– Performance conveying some expressive elements of the character ❶

– Performance conveying some expressive elements of the excerpt ❷

– Performance conveying expressive elements of the excerpt or short play ❸

– Sustained attention during the performance ❶

– Consideration of the requirements of group performance ❷ ❸

– Comments containing elements related to his/her interpretation experience ❶

– Pertinent elements in the description of his/her interpretation experience ❷ ❸

CYCLE ONE

By the end of Cycle One, the students interpret through gestures, sounds and words. Their interpretations show a certain accuracy in relation to the selected text. The students respect a few features of a character and demonstrate a basic level of control of performance techniques, styles of theatre, elements of drama and appropriate structures. Finally, the expressive nature of their interpretation is often coloured by emotional interests. They are able to talk about aspects of their interpretation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students interpret through gestures, sounds and words. Their performances are appropriate to the content of the chosen excerpt, which has become more developed. The students respect a fixed sequence of actions, in relation to the character, and recognize several rules of group performance. Finally, in their performances they respond on an emotional level to the main expressive elements of the excerpt they are interpreting. They describe their interpretation experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students interpret through gestures and words. Their performances are more expressive and appropriate to the excerpt or the short play. The students personalize the actions of their characters and take into account the rules for group performance. In their performances, they respond on an emotional and cognitive level to the indications in the excerpt or short play to underline its expressive features. They describe what they have learned and the methods they used.

COMPETENCY 3 • TO APPRECIATE DRAMATIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' appreciation of a dramatic work involves being attentive to their emotional or aesthetic reactions to the work and its interpretation, and making a critical and aesthetic judgment based on their personal reactions and predetermined criteria. Contact with various dramatic works enables the students to develop an artistic awareness, refine their sensibility to the technical and aesthetic qualities of works and develop personal appreciation criteria that will help them make more enlightened choices. For elementary students, the repertoire of works to be observed is still relatively limited and includes their own creations and those of their classmates, as well as excerpts from works of the past and present, from here and elsewhere, adapted to their interests and ages. During the process of appreciation, the students are encouraged to show respect for each other and for the productions and works. The students gradually learn to place the works in their sociocultural context and to draw on their own experience and knowledge to appreciate them. In sharing their appreciation experience, they report on what they have learned about themselves and about the works.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 3 thus enables them to use information, exercise their critical judgment, acquire effective work methods, use information and communications technologies, develop their personal identity and communicate appropriately.

CONTEXT FOR LEARNING

The students take part in short observation activities involving their own productions and those of their classmates, as well as excerpts from dramatic works of the past and present, from here and elsewhere. They refer to an age-appropriate cultural experience, to the content of excerpts and productions they have observed and to visual, audio or electronic reference materials. They take into account predetermined observation criteria related to the development of the stimulus for creation, elements of dramatic language, performance techniques, styles of theatre, elements of drama and structures explored, as well as emotions and impressions they have felt. They communicate their appreciation orally or in writing.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a process of appreciation that draws on their critical and aesthetic faculties. They take part in short observation activities, identify familiar elements and discover what moves them, while learning to use criteria to form an opinion. They are encouraged to reflect on their appreciation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students discover a variety of works and learn that these works contain sociocultural references indicative of the artistic periods in which they were created. These discoveries enrich their observations and enable them to broaden their appreciation and open their minds to cultural diversity. They are encouraged to describe their appreciation experience and to identify what they have learned from it.

During Cycle Three, the students discover various works and certain sociocultural references indicative of different artistic periods. During the course of observation activities, they identify dramatic or theatrical elements, compare them in different excerpts and associate them with certain sociocultural references characteristic of the period in which they originated. These discoveries and observations enable them to open their minds further to cultural diversity and to better understand themselves, while exercising their critical and aesthetic faculties. They can identify what they have learned in their appreciation experience and how they learned it.

Key Features of the Competency

To examine an excerpt from a dramatic work or a dramatic production for elements of content

To examine an excerpt from a dramatic work for sociocultural references (Cycle Two and Cycle Three)

TO APPRECIATE DRAMATIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

To share his/her appreciation experience

To make a critical or aesthetic judgment

To make connections between what he/she has felt and examined
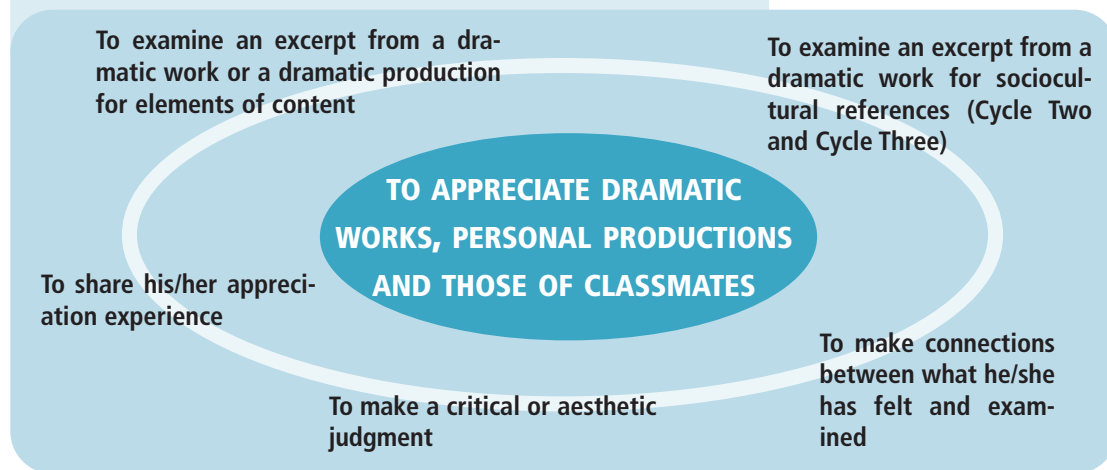
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, repertoire for appreciation and subject-specific vocabulary. The other categories vary depending on the production or work being appreciated.

Evaluation Criteria

– Identification of connections between one or more excerpts and sociocultural references   ❷ ❸

– Identification of connections between the work or production and what he/she felt   ❶ ❷ ❸

– Evidence of an opinion in his/her appreciation   ❶

– Justification of his/her opinion   ❷ ❸

– Use of subject-specific vocabulary   ❶

– Appropriate use of subject-specific vocabulary   ❷ ❸

– Comments containing elements related to his/her appreciation experience   ❶

– Pertinent elements in descriptions of his/her appreciation experience   ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students' appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, they identify elements of content in the production or theatrical work. Their comments reflect their opinions about what they have noticed and felt. They are able to talk about aspects of their appreciation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students' appreciation is often influenced by emotional and social interests. Making appropriate use of subject-specific vocabulary, they describe the content of the production or dramatic work. Their comments contain theatrical, personal and sometimes sociocultural considerations, which are related to the appreciation criteria and which support the opinions they have formed. They describe their appreciation experience and identify what they have learned.

CYCLE THREE

By the end of Cycle Three, the students' appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production or dramatic work. Their comments contain theatrical, personal and sociocultural considerations, which are related to appreciation criteria and which motivate their opinions. They describe what they have learned and the methods they used.

Essential Knowledges

In addition to the essential knowledges listed below, the essential knowledges common to all four arts subjects presented in the section on arts education must be taken into account. By the end of the cycle, the students can independently use the knowledges listed below in complete, complex tasks.

LEARNINGS

LANGUAGE OF DRAMA[1]

• Expression using the body

	①	②	③
– Attitude	①	②	③
– Gestures	①	②	③
– Mimicry		②	③
– Movement		②	③
– Rhythm			③

• Expression using the voice

– Vocal sounds

	①	②	③
– Noises	①		
– Sounds related to actions	①	②	
– Sounds related to emotions		②	③

– Speech

	①	②	③
– Intensity	①	②	③
– Duration		②	③
– Pitch			③
– Timbre			③

– Vocal ensemble

	①	②	③
– Chorus			③

1. The language of drama is expressed through the action of one or more characters in a story.

PERFORMANCE TECHNIQUES

• Performance conditions

	①	②	③
– Attention	①		
– Listening		②	
– Concentration			③
– Memorization	①	②	③
– Direction of gaze	①	②	③

• Rules that apply to group performance

	①	②	③
– Response to performance directions	①	②	③

• Vocal techniques

	①	②	③
– Breathing	①	②	③
– Posture	①	②	③
– Sound production	①	②	
– Projection of sound		②	③
– Pronunciation		②	③
– Speed of delivery	①	②	
– Rhythm			③
– Intonation			③

• Body techniques

	①	②	③
– Relaxation	①	②	③
– Flexibility	①	②	③
– Exaggeration			③
– Balance/imbalance			③
– Rhythms		②	③
– Levels	①	②	
– Energy		②	③

• **Expressive elements**

– Nature of character ❶ ❷ ❸

– Characteristics of story ❷ ❸

STYLES OF THEATRE

• **Marionettes** (puppets with one central pole, puppets
with more than one pole)

– Characterization of the marionette (breathing, direction of gaze,
gait, voice, actions) ❶

– Basic positions ❶

– Concealed or full-view manipulation ❶

• **Clown performance** (red clown, known as Auguste, and white clown)

– Comic effects (physical actions, word play, repetition, exaggeration) ❷

– Clown comedy: (imitation, reversal of situation, parody of circus
games, problem solving) ❷

• **Shadow theatre**

– Distance (screen, player, light) ❷

– Body position (frontal, profile) ❷

– Shadow (static, dynamic) ❷

– Special effects (objects, colours, transparency, projections,
variations of light sources) ❷

• **Performance in masks** (neutral masks, half-mask and character mask)

– Direction of gaze (nose) ❸

– Origin of gesture (emotion) ❸

– Quality of gesture (exaggeration and precision) ❸

– Rhythm ❸

– Position in space ❸

ELEMENTS OF DRAMA

• **Space**

– Simple blocking ❶

– Memorized blocking ❷ ❸

– Levels ❸

– Orientation by place markers ❷ ❸

– Work in a space ❶ ❷

– Shift from playing area to performance area ❷ ❸

• **Object**

– Imaginary function ❶ ❷ ❸

– Utilitarian function ❶ ❷ ❸

• **Set design**

– Arrangement of a playing area (space) ❶

– Arrangement of a playing area (objects and space) ❷ ❸

– Transformation of a playing area (during play) ❸

• **Costume**

– Elements of costume (character) ❶

– Elements of costume (character and story) ❷

– Costume (character and story) ❸

• **Sound environment**

– Vocal effects ❷

– Sound effects ❸

ELEMENTS OF DRAMA (cont.)

• **Lighting**

– Standing in a light   ❶   ❷   ❸

– Intensity   ❷

– Colours   ❷

– Simple lighting effects   ❸

STRUCTURES

• **Story development**

– Continuous (beginning and ending)   ❶   ❷   ❸

– Continuous (development, plot twists and ending)   ❷   ❸

– Discontinuous (tableaux)   ❸

• **Type of discourse**

– Dialogue   ❶   ❷   ❸

– Narration   ❶   ❷

• **Improvisation** (spontaneous or prepared)

– Sounds   ❶   ❷

– Gestures   ❶   ❷   ❸

– Words   ❶   ❷   ❸

• **Writing** (individual or group)

– Basic storyline   ❸

DRAMA APPRECIATION REPERTOIRE

Excerpts from works may be drawn from various artistic periods and styles. These excerpts will reflect the theatrical production of Québec as well as that of other cultures, including, if possible, that of the First Nations in Cycle Two. Students may also refer to theatre performances they have attended. Some scenes may also be taken from the mass media.

• **Types of excerpts** (in relation to the subject content covered)

– Students' productions   ❶   ❷   ❸

– At least 8 excerpts from works from here and elsewhere, of the past and present, for each cycle   ❶   ❷   ❸

VOCABULARY

❶	❷	❸
attitude	clown comedy	aside
character	clown performance	basic storyline
concealed manipulation	duration	character mask
costume	energy	chorus
dialogue	interpreting	exaggeration
dramatic action	levels	half-mask
full-view manipulation	mimicry	intonation
gesture improvisation	monologue	neutral mask
gestures	movement	performance in masks
puppets, more than one pole	moving shadows	pitch
puppets, one central pole	narration	rehearsal
intensity	projection	repertoire
inventing	pronunciation	script
lighting	red clown (Auguste)	set design
performance space	rhythm	stage left
posture	shadow theatre	stage right
puppet theatre	stage area	timbre
sound effects	stationary shadows	
sound improvisation	theatre	
story	white clown	
verbal improvisation		

Suggestions for Using Information and Communications Technologies

- **Competency 1**

– Distributing, through the Internet or by E-mail, short dramatic scenes produced by the students   ❷

– Scripting short scenes from an image bank or a drawing software program   ❶ ❷ ❸

– Writing a short scene in collaboration with a correspondent at another school, in another province or in another country, using the Internet   ❸

- **Competency 3**

REPERTOIRE FOR APPRECIATION

– Searching the Internet for illustrations or information relevant to marionettes, characters and costumes, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher   ❶

– Searching the Internet for illustrations or information relevant to clown performance, shadow theatre and space, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher   ❷

– Searching the Internet for illustrations or information relevant to performance in masks, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher   ❸

– Consulting CD-ROMs to gather information on marionettes, characters and costumes   ❶

– Consulting CD-ROMs to gather information on clown performance, shadow theatre and theatrical space   ❷ ❸

– Consulting CD-ROMs to gather information on performance in masks   ❸

– Providing information on the production of a performance for the school Web site   ❷ ❸

– Searching the Internet for texts produced by or for students   ❷

– Consulting Web sites related to an artist or theatre company   ❶ ❷ ❸

Introduction

> Visual arts education, in the context of continuous progress throughout elementary school, helps children acquire visual literacy and develops their creative potential with regard to the visual world and their abilities to symbolize, express and communicate through images.

The visual arts represent the expression of thought and the materialization of a sociocultural reality. They enable us to present images in material form, using skills that vary with different places and historical periods, for the purpose of expression, communication and creation. While an individual work may convey several meanings, depending on the interpretation of the viewer, a media work implies communication of a precise message that takes account of the immediate cultural environment of a targeted audience. Stripped of their symbolic content and expressiveness, the visual arts cease to be an art and are reduced to reproduction and copying.

It is an age-old fact that from infancy on, children respond to an unconscious inner force that compels them to leave an imprint of their comprehension of reality, and this leads them to create images and ascribe meaning to them. As the years pass, these images evolve according to specific stages. This progression, called graphic development, starts by the age of two and continues to adolescence. Although in the beginning it is quite natural and spontaneous, later it requires appropriate teaching.

Visual arts education, in the context of continuous progress throughout elementary school, helps children acquire visual literacy and develops their creative potential with regard to the visual world and their abilities to symbolize, express and communicate through images. Learning in the visual arts provides students with a variety of affective, cognitive, psychomotor, social and aesthetic experiences.

The students have the opportunity to produce their own images: they engage in a creative process, exploring various stimuli for creation, possibilities of adapted materials and elements of visual language. Moreover, producing media works allows them to wonder about and become aware of the meaning of image communication intended for one or more viewers. Finally, they learn how to exercize critical thinking and develop their aesthetic sense by appreciating not only their own productions and those of their classmates, but also works of art, traditional objects and media images taken from history and their artistic heritage past and present, from here and elsewhere.

Throughout their visual arts education in elementary school, students are introduced to numerous references from their immediate cultural environment or related to the works they are appreciating. They are also encouraged to make connections with cultural references in other school subjects. In so doing, they acquire an openness to the world, discover its particular features and differences, and gain a better understanding of their own culture. This renewed and enriched view of the world helps students to develop their own cultural identity and prepares them for their role as citizens.

Visual arts education fosters the development of three complementary and interdependent competencies:

– Producing individual works in the visual arts
– Producing media works in the visual arts
– Appreciating works of art, traditional artistic objects, media images, personal productions and those of classmates

The place given to the development of each competency depends on the particular nature of the subject. For example, Competencies 1 and 2 take precedence in the learnings to be acquired. They imply a process in which language, rules, principles and tools specific to the visual arts are acquired, and in which complex psychomotor skills are developed, all of which demand adequate time for assimilation. Competency 3 is essential to the development of the students' critical thinking and aesthetic sense. It follows up on Competencies 1 and 2 and brings into focus the processes of communication and appreciation. The place given to it will gradually increase through the cycles, as learnings related to the other competencies of the subject are consolidated and in conjunction with the students' socioaffective and intellectual development.

In light of the above, each learning situation presented to the students in the visual arts should enable them to develop at least two of the three competencies in the subject, that is, one of the first two competencies (Producing individual works in the visual arts or Producing media works in the visual arts) and the third competency (Appreciating). Furthermore, to ensure meaningful and transferable learning, the learning situation should take into consideration at least one focus of development in the broad areas of learning and one cross-curricular competency.

Finally, all the learning situations should ensure the continuous development of the subject competencies and the cross-curricular competencies associated with them, and help to identify anchor points in the broad areas of learning.

Figure 13
Visual Arts

TO PRODUCE
(individual works
in the visual arts)

TO PRODUCE
(media works in
the visual arts)

TO APPRECIATE

TO APPRECIATE
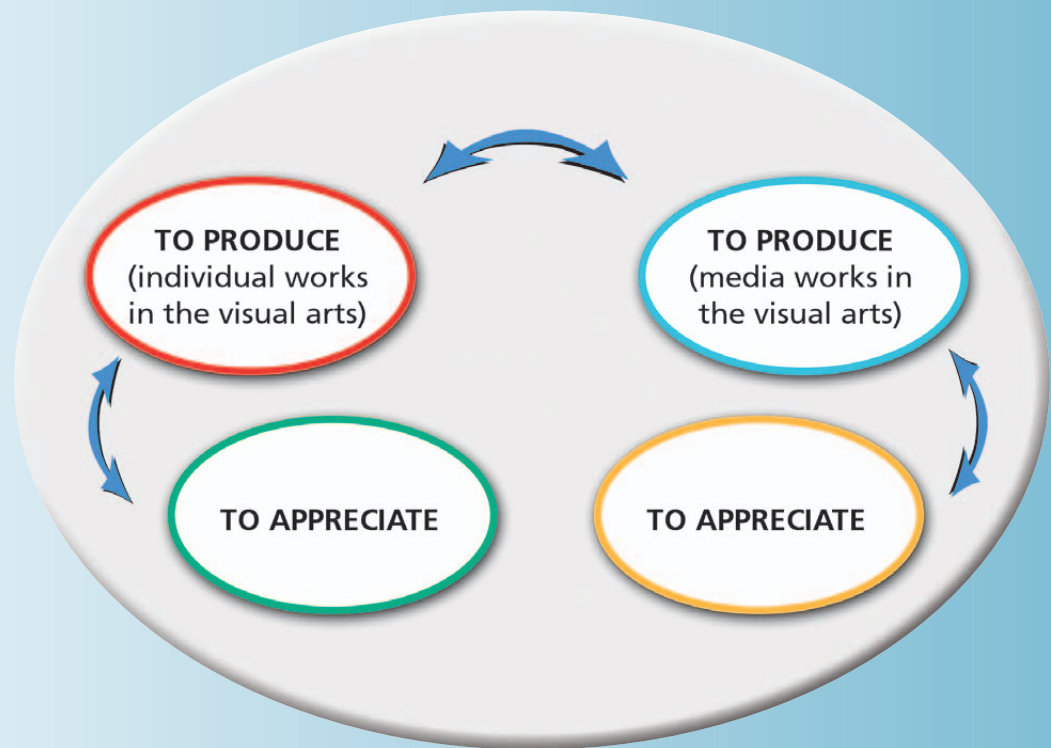
COMPETENCY 1 • TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

Focus of the Competency

MEANING OF THE COMPETENCY

The production of individual works in the visual arts helps students to develop their personal identity and their knowledge of the world. In producing a variety of creative works that reflect their personality, experience and aspirations, students become increasingly familiar with the material transformation, gestures, tools and language of visual arts, and develop their creativity through the simultaneous action of creative imagination and divergent and convergent thinking. Sharing their creative experience and giving accounts of how they proceeded allows them to better integrate their learnings and then apply them to other creative situations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 1 thus enables them to use information, solve problems, exercise creative thinking, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

To produce individual works in the visual arts, students use a variety of age-appropriate stimuli. In Cycle One, they transform materials using a two or three-dimensional space (in the round), working mainly from memory. In Cycle Two, they transform materials, using a two or three-dimensional space (in the round or low relief), working not only from memory, but also from observation. Finally, in Cycle Three, working from memory, observation and imagination, they transform materials using a two or three-dimensional space (in the round, low relief and high relief). They usually produce works individually, but sometimes as a group.
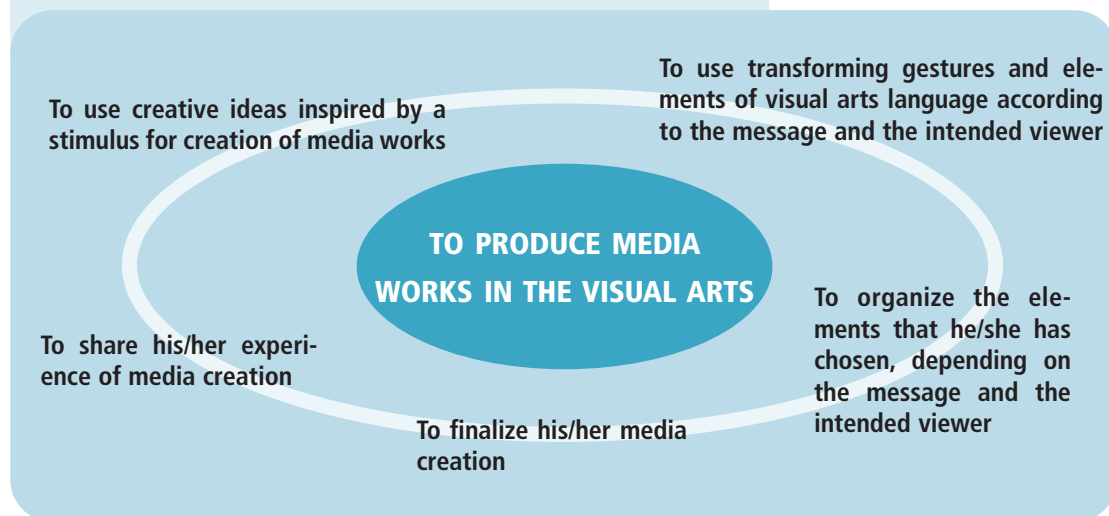
DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with the creative process and the transformation of materials, the use of visual arts language and spatial organization, while exercising their divergent thinking coming up with ideas inspired by the stimuli for creation. They are encouraged to reflect on their creative experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students learn to use each step in the creative process. They experiment in a variety of ways as they learn to transform materials that are increasingly difficult to use. They diversify their use of visual arts language and use coherent forms of spatial organization, while enriching their own creative ideas by sharing with others. They are encouraged to describe their creative experience and to identify what they have learned from it.

During Cycle Three, the students make more conscious use of the steps in the creative process. They experiment in a variety of ways as they develop increasing control in transforming materials. They diversify their use of visual arts language and use complex, varied forms of spatial organization. In so doing, they adapt and personalize the creative ideas they selected when developing the stimulus for creation. They can identify not only what they have learned in their creative experience, but also how they have learned it.

Key Features of the Competency

To use personal ideas inspired by the stimulus for creation

To use transforming gestures and elements of visual arts language

TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

To share his/her creative experience

To organize the elements he/she has chosen

To finalize his/her production
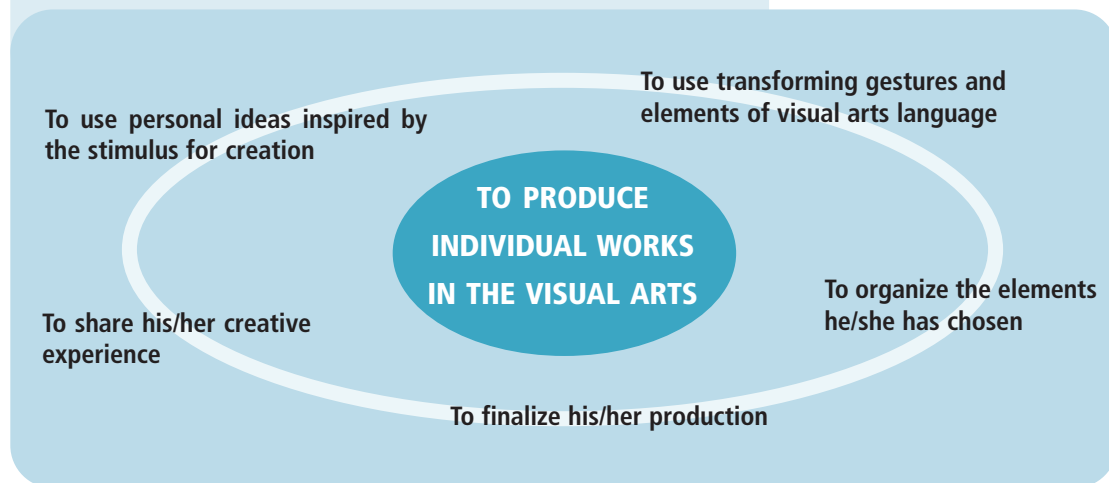
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: stimuli for creation, actions and strategies associated with the creative process, affective aspects, transforming gestures, visual arts tools and language.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students participate in the steps of the creative process. Their productions are often influenced by emotional interests. Related to the stimulus for creation, the work conveys a personal perception of reality. It grows out of spontaneous gestures, an appropriate use of visual arts language and a simple organization of its components. The students are able to talk about aspects of their creative experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students take into consideration the steps of the creative process. Their productions are often influenced by emotional and social interests. Related to the stimulus for creation, the work conveys a personal perception of reality. It grows out of spontaneous and precise gestures, an appropriate use of visual arts language and a coherent organization of its components. The students describe their creative experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students make conscious use of each step in the creative process. Their productions are influenced by social, emotional and cognitive interests. The work is individual and conveys a personal perception of reality. It grows out of controlled gestures, an appropriate, varied use of visual arts language and a complex organization of its components. The students describe what they have learned and the methods they used.

Evaluation Criteria

– Relationship between his/her production and the stimulus for creation ❶ ❷ ❸

– Pertinent use of spontaneous transforming gestures ❶

– Pertinent use of spontaneous, precise transforming gestures ❷

– Pertinent use of spontaneous, precise and controlled transforming gestures ❸

– Pertinent use of visual arts language ❶ ❷

– Pertinent, varied use of elements of visual arts language ❸

– Simple organization of elements ❶

– Coherent organization of elements ❷

– Complex organization of elements ❸

– Comments containing elements related to his/her creative experience ❶

– Pertinent elements in the descriptions of his/her creative experience ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

COMPETENCY 2 • TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

Focus of the Competency

MEANING OF THE COMPETENCY

The production of media works in the visual arts helps the students enrich their knowledge of themselves and of the world by developing their abilities related to image communication. In producing various creative works that reflect their personality, experience and aspirations, the students gradually become familiar with the transformation of materials, gestures, tools and the language of the visual arts and develop their creativity through the simultaneous action of creative imagination, divergent and convergent thinking. Moreover, the students learn about the nature, components and function of the media image by giving form to specific messages intended for one or more viewers, taking into account their immediate cultural environment. Sharing their experience of media production and reflecting on how they proceeded enable them to better integrate their learnings and apply them to other creative situations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 2 thus enables them to use information, solve problems, exercise creative thinking, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

To produce individual works in the visual arts, students use a variety of age-appropriate stimuli. They transform materials using a two or three-dimensional space. In Cycle One, they work mainly from memory and take account of one or more viewers among those close to them. In Cycle Two, they work from memory, but also from observation and take account of one or more viewers among those they know. Finally, in Cycle Three, they work from memory, observation and imagination and they take account of various viewers. They usually produce works individually, but sometimes as a group.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with the creative process, the transformation of materials, the appropriate use of visual arts language and spatial organization. They use divergent thinking by inventing ideas inspired by the stimuli for creation. These ideas relate to media communication and are intended for viewers among those close to them. The students learn to reflect on their creative experience and talk about aspects that are meaningful to them.

During Cycle Two, the students learn to work with each step of the creative process. They experiment in a variety of ways as they learn to transform materials that are increasingly difficult to use. They diversify their use of visual arts language and use coherent forms of spatial organization, while enriching their own creative ideas by sharing with others. These ideas are inspired by stimuli for creation related to media communication, convey various messages and are intended for a wide circle of viewers. The students learn to describe their creative experience and to identify what they have learned from it.

During Cycle Three, the students learn to make more conscious use of each step of the creative process. They experiment in a variety of ways as they develop increasing control in transforming materials, taking into account the messages to be conveyed and the immediate cultural environment of intended viewers. They diversify their use of visual arts language and apply complex, varied forms of spatial organization. In so doing, they adapt in a personal way creative ideas selected during the development of the stimulus for creation. They are able to identify not only what they have learned from their creative experience, but also how they learned it.

Key Features of the Competency

To use creative ideas inspired by a stimulus for creation of media works

To use transforming gestures and elements of visual arts language according to the message and the intended viewer

TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

To share his/her experience of media creation

To organize the elements that he/she has chosen, depending on the message and the intended viewer

To finalize his/her media creation

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: stimuli for creation, actions and strategies associated with the creative process, affective aspects, transforming gestures, tools and visual arts language.

End-of-Cycle Outcomes

Evaluation Criteria

– Relationship between the production, the stimulus for creation of media work and one or more intended viewers ❶

– Elements clarifying the message in relation to the intended viewers ❷

– Elements clarifying the message and containing cultural references in relation to the intended viewers ❸

– Pertinent use of spontaneous transforming gestures ❶

– Pertinent use of spontaneous, precise transforming gestures ❷

– Pertinent use of spontaneous, precise and controlled transforming gestures ❸

– Pertinent use of visual arts language ❶ ❷

– Pertinent and varied use of the elements of visual arts language ❸

– Simple organization of elements ❶

– Coherent organization of elements ❷

– Complex organization of elements ❸

– Comments containing elements related to his/her visual arts experience ❶

– Pertinent elements in the description of his/her visual arts experience ❷ ❸

CYCLE ONE

By the end of Cycle One, the students participate in the steps of the creative process. Their productions are often influenced by emotional interests. Related to the stimulus for creation, the work conveys a personal view of reality and is addressed to one or more intended viewers. It grows out of spontaneous gestures, an appropriate use of visual arts language and a simple organization of its elements. The students are able to talk about aspects of creating a media work that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students take into account the steps of the creative process. Their productions are often influenced by emotional and social interests. Related to the stimulus for creation, the work conveys a personal perception of reality, contains a message and is intended for one or more viewers. It grows out of spontaneous and precise gestures, an appropriate use of visual arts language and a coherent organization of its elements. The students describe their visual arts experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students make conscious use of all steps of the creative process. Their productions are influenced by social, emotional and cognitive interests. The work is individual, conveys a personal perception of reality and contains elements clarifying the message, depending on the intended viewers and their immediate cultural environment. It grows out of controlled gestures, an appropriate, varied use of visual arts language and a complex organization of its elements. The students describe what they have learned and the methods they have used.

COMPETENCY 3 • TO APPRECIATE WORKS OF ART, TRADITIONAL ARTISTIC OBJECTS, MEDIA IMAGES, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' appreciation of works of art, traditional artistic objects, media images or creations in the visual arts involves being attentive to their emotional or aesthetic reactions to the work, these objects, images and creations and making a critical and aesthetic judgment based on their personal reactions and predetermined criteria. Contact with various artistic creations — be it their own productions, those of classmates or works by women and men of the past and present, from here or elsewhere — enables the students to develop their artistic awareness, refine their sensibility to the technical and aesthetic qualities of works of arts. During the process of appreciation, the students are encouraged to show respect for each other and for the productions and works. They gradually learn how to associate these works with their sociocultural context and to draw on their own experience and knowledge to appreciate them while developing personal appreciation criteria that will help them make more enlightened choices. In sharing their appreciation experience, they report on what they have learned about themselves and about the works.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key feature of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 3 thus enables them to use information, exercise their critical judgment, acquire effective work methods, use information and communications technologies, develop their personal identity, and communicate appropriately.

CONTEXT FOR LEARNING

The students take part in short activities in which they observe and examine visual arts productions from the past and present, from here and elsewhere, including their own creations and those of their classmates. They refer to an age-appropriate cultural experience, to the content of visual arts works, productions they have observed and to visual, audio or electronic documentary sources. They take into account predetermined observation criteria related to the development of the stimulus for creation, the transformation of materials, studied elements of visual arts language, as well as emotions and impressions they have felt. They communicate their appreciation orally or in writing.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a process of appreciation that draws on their critical and aesthetic faculties. They take part in short activities in which they observe and examine visual arts productions, identify familiar elements and discover what moves them, while learning to use criteria to form an opinion. They are encouraged to reflect on their appreciation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students discover a variety of works and learn that these works contain sociocultural references indicative of the periods in which they were created. These discoveries enrich their observations and enable them to broaden their appreciation and open their minds to cultural diversity. They are encouraged to describe their appreciation experience and identify what they have learned from it.

During Cycle Three, the students discover various visual arts works and certain sociocultural references indicative of different artistic periods. During the activities in which they observe and examine visual arts productions, they identify thematic, material and visual language elements, compare these as they occur in different visual arts productions and associate them with sociocultural references. These discoveries and observations enable them to open their minds further to cultural diversity and to better understand themselves, while exercising their critical and aesthetic faculties. They can identify not only what they have learned in their appreciation experience, but also how they learned it.

Key Features of the Competency

To examine a work of art, traditional artistic object, media images, personal or media visual arts production for elements of content

To examine a work of art, traditional artistic object or media images for sociocultural references (Cycles Two and Three)

TO APPRECIATE WORKS OF ART, TRADITIONAL ARTISTIC OBJECTS, MEDIA IMAGES, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

To share his/her appreciation experience

To make connections between what he/she has felt and examined

To make a critical or aesthetic judgment
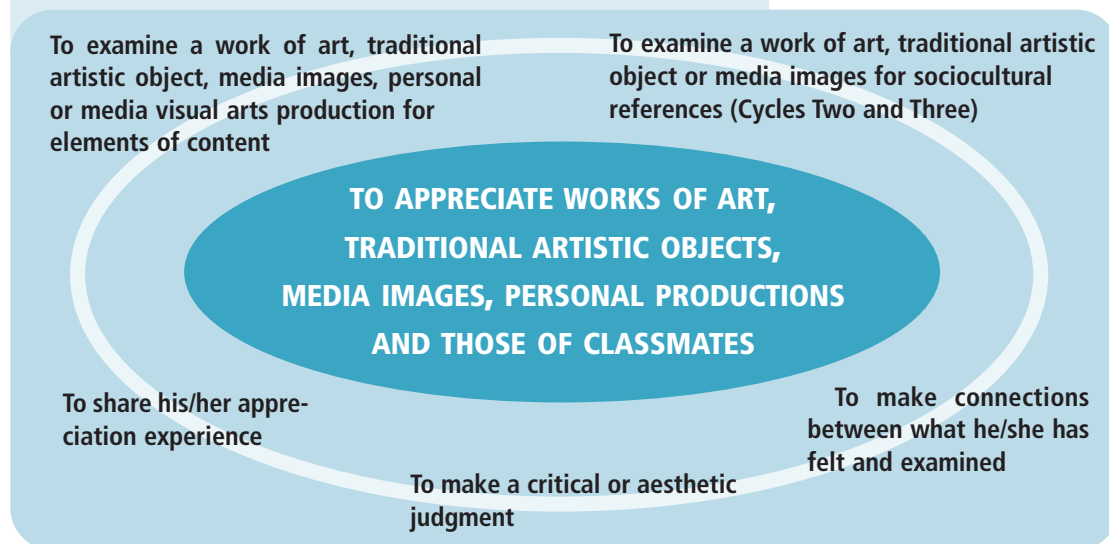
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, visual arts repertoire for appreciation and subject-specific vocabulary. The other categories vary depending on the production or work being appreciated.

Evaluation Criteria

– Identification of connections between one or more excerpts and sociocultural references ❷ ❸

– Identification of connections between the work or production and what he/she felt ❶ ❷ ❸

– Evidence of an opinion in his/her appreciation ❶

– Justification of his/her opinion ❷ ❸

– Use of subject-specific vocabulary ❶

– Appropriate use of the subject-specific vocabulary ❷ ❸

– Comments containing elements related to his/her appreciation experience ❶

– Pertinent elements in descriptions of his/her appreciation experience ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students' appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, they identify elements of content in the production, work of art, traditional artistic object or media image. Their comments reflect their opinions about what they noticed and felt. They are able to talk about aspects of their appreciation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students' appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production or work of art, traditional artistic object or media image. Their comments contain visual arts, personal and sometimes sociocultural considerations, which are related to the appreciation criteria and which support the opinions they have formed. They describe their appreciation experience and identify what they have learned.

CYCLE THREE

By the end of Cycle Three, the students' appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production, work of art, traditional artistic object or media image. Their comments contain visual arts, personal and sociocultural considerations, which are related to the appreciation criteria and which motivate their opinions. They describe what they have learned and the methods they used.

Essential Knowledges

In addition to the essential knowledges listed below, the essential knowledges common to all four arts subjects presented in the section on arts education must be taken into account. By the end of the cycle, the students can independently use the knowledges listed below in complete and complex tasks.

LEARNINGS

TRANSFORMING GESTURES AND THEIR EXTENSION, THE TOOLS

Transforming gestures will be explored through use of the following techniques: drawing, painting, collage, engraving, printing, modelling, shaping and assembling

• **Gestures**

	❶	❷	❸
– Freehand drawing (felt pen, chalk, pastel, charcoal)	❶	❷	❸
– Applying coloured pigments: flat brushstrokes (gouache)	❶		
– Applying coloured pigments: flat brushstrokes and varied brushstrokes (gouache)		❷	
– Applying coloured pigments: flat brushstrokes, additional varied brushstrokes (gouache and ink)			❸
– Tearing, notching, cutting, spreading glue on a surface (paper and cardboard)	❶	❷	❸
– Snipping (paper and cardboard)			❸
– Intaglio printing (engraving paste or oil pastel, ink)		❷	
– Intaglio printing (on aluminum)		❷	❸
– Intaglio printing (on polystyrene)			❸
– Printing (monotype with gouache)	❶		
– Printing (various objects with gouache, rubbings with crayon)		❷	

	❶	❷	❸
– Printing (various objects with gouache, monotype with gouache and textured surfaces)	❶	❷	❸
– Joining, pinching a malleable material (modelling clay)	❶	❷	❸
– Joining, pinching a malleable material (modelling clay, papier-mâché)		❷	❸
– Folding, notching, curling (paper and cardboard)	❶	❷	❸
– Putting together volumes (paper, cardboard and objects)	❶	❷	
– Assembling and balancing volumes (paper, cardboard and objects)			❸
– Some gestures will also be performed virtually with the aid of a computer	❶	❷	❸

• **Tools**

	❶	❷	❸
– Brush	❶	❷	❸
– Paintbrush			❸
– Sponge		❷	❸
– Scissors	❶	❷	❸
– Mouse and electronic pen	❶	❷	❸

LANGUAGE OF VISUAL ARTS

• **Shape**

	❶	❷	❸
– Rounded shapes, angular shapes	❶	❷	❸

• **Line**

	❶	❷	❸
– Curved, straight			❸
– Horizontal, vertical		❷	❸
– Oblique, broken, circular			❸

Language of Visual Arts (cont.)

	1	2	3
– Thick, thin	❶	❷	❸
– Short, long		❷	❸

• **Colours of pigments**

	1	2	3
– Primary: primary yellow, magenta and cyan	❶	❷	❸
– Secondary: orange, green and violet		❷	❸
– Warm: yellow, orange and magenta			❸
– Cool: cyan, green and violet			❸

• **Value**

	1	2	3
– Light and dark	❶	❷	❸

• **Texture**

	1	2	3
– Varied textures used by the student	❶	❷	❸

• **Pattern**

	1	2	3
– Varied patterns used by the student	❶	❷	❸

• **Volume**

	1	2	3
– Three-dimensional forms	❶	❷	❸

• **Spatial organization**

	1	2	3
– Enumeration, juxtaposition	❶	❷	❸
– Superimposition		❷	❸
– Repetition, alternance	❶	❷	❸
– Symmetry and asymmetry		❷	❸

• **Spatial representation**

	1	2	3
– Perspective with overlapping		❷	❸
– Perspective with vanishing point			❸

Visual Arts Appreciation Repertoire

Works of art, traditional artistic objects and media images may be drawn from the following artistic periods: Prehistory, Antiquity, Middle Ages, Renaissance, Baroque, Classical, Romantic and Contemporary (the modern and post-modern movements, including images from the mass media) will be used. These works, objects and images may come from different cultures, including those of the First Nations for Cycle Two and Cycle Three. The students can also refer to the content of exhibitions that they have visited or to works of an artist visiting the school.

• **Visual arts production** (in connection with subject-specific elements studied)

	1	2	3
– Students' productions	❶	❷	❸
– At least 20 works of art, traditional artistic objects and media images past and present, from here and elsewhere, for every cycle	❶	❷	❸

VOCABULARY

❶	❷	❸
Gestures		
gluing	engraving	assembling
cutting out	modelling	shaping
drawing		
painting		
printing		
tearing		
Techniques		
collage	engraving	assembling
drawing	printing	shaping
modelling		
painting		
Materials		
crayon	charcoal	ink
felt pen	clay	
gouache	dry pastel	
modelling clay		
oil pastel		
paper and cardboard		
Tools		
brush	sponge	paintbrush
electronic pen		
scissors		

❶	❷	❸
Visual Arts Language		
line	enumeration	asymmetry
pattern	primary colours: primary yellow, magenta and cyan	
primary colours		cool colour
repetition	secondary colours: green, violet orange	line: curved, straight, oblique, broken
shape	shape: rounded, angular	superimposition
texture	line : horizontal, vertical, thick, thin, short, long	warm colour
volume	symmetry	
	value	
Other		
		media creation
		visual arts creation

Suggestions for Using Information and Communications Technologies

• Competencies 1 and 2

– Using computers for the creation of individual and media-related visual arts productions ❶ ❷ ❸

– Using computers to save his/her individual and media-related visual arts productions ❶ ❷ ❸

– Printing his/her individual and media-related visual arts productions ❷ ❸

• Competency 3

– Using CD-ROMs and the Internet to gather information on artists and their works or to discover works of art, traditional artistic objects and media images ❶

– Using CD-ROMs and the Internet to gather information on artists, their time and works or to discover works of art, traditional artistic objects and media images ❷ ❸

– Using the Internet to transmit virtual versions of their visual arts productions to students in another school, province, or country ❶ ❷ ❸

– Saving the results of his/her research onto a diskette ❷ ❸

– Using the Internet to research and observe visual arts productions of students in another school, province or country ❷ ❸

– Meeting artists who work with mixed media ❶ ❷ ❸

– Sharing their appreciation, using word-processing software ❷ ❸

– Providing information on visual arts productions to the school Web site ❷ ❸

Affective aspects

– Accepting the nature and specifics of computer-assisted design ❶ ❷ ❸

– Sharing computer tools with classmates ❶ ❷ ❸

– Handling computer tools with care ❶ ❷ ❸

– Demonstrating openness in using computer tools ❷ ❸

Introduction

Dance education, in the context of continuous progress throughout elementary school, develops the students' sensitivity and creative potential by having them draw on the principles and natural vocabulary of human movement.

Dance can be defined as the art of using and organizing movement to express, communicate and create. It allows individuals to establish a relationship with themselves and with their environment, drawing on intuition, imagination, invention and analogy. Dance is a vehicle for individual and group subjectivity. It delivers its message through the sensations and emotions felt by the performer and those felt by the observer. The body, made aware of its own kinesthetic reactions and the reactions it engenders in the observer, becomes a means of expression, communication and learning about the world.

Dance education, in the context of continuous progress throughout elementary school, develops the students' sensitivity and creative potential by having them draw on the principles and natural vocabulary of human movement. The students use movement as a means of self-expression and communication. They discover what their bodies are capable of through varied experiences on the psychomotor, affective, social, cognitive and aesthetic levels.

In inventing their own dances, the students engage in a creative process and make use of the many possibilities offered by elements of dance language and movement technique. Interpreting dances of different origins allows them to broaden their general knowledge of culture through direct contact with dance works. Finally, they will learn to think critically and to develop their aesthetic sense by appreciating not only their own productions and those of their classmates, but also a choreographic repertoire created by men and women of the past and present, from here and elsewhere.

Throughout their dance education in elementary school, students are introduced to numerous references from their immediate cultural environment or related to the works they are interpreting and appreciating. They are also encouraged to make connections with cultural references in other subjects. In so doing, they acquire an openness to the world, discover its particular features and differences, and gain a better understanding of their own culture. This renewed and enriched view of the world helps students to develop their own cultural identity and prepares them for their role as citizens.

Dance education fosters the development of three complementary and interdependent competencies: Inventing, Interpreting and Appreciating.

The place given to the development of each competency depends on the particular nature of the subject. For example, Competencies 1 and 2 take precedence in the learnings to be acquired. They imply a process in which language, rules, principles and tools specific to dance are acquired, and in which complex psychomotor skills are developed, all of which demand adequate time for assimilation. Competency 3 is essential to the development of

the students' critical thinking and aesthetic sense. It follows up on Competencies 1 and 2 and brings into focus the processes of communication and appreciation. The place given to it will gradually increase through the cycles, as learnings related to the other competencies of the subject are consolidated and in conjunction with the students' socioaffective and intellectual development.

In light of the above, each learning situation presented to the students in dance should enable them to develop at least two of the three competencies in the subject, that is, one of the first two competencies (Inventing or Interpreting) and the third competency (Appreciating). Furthermore, to ensure meaningful and transferable learning, the learning situation should take into consideration at least one focus of development in the broad areas of learning and one cross-curricular competency. Finally, all the learning situations should ensure the continuous development of the subject competencies and the cross-curricular competencies associated with them, and help to identify anchor points in the broad areas of learning.

Figure 14
Dance
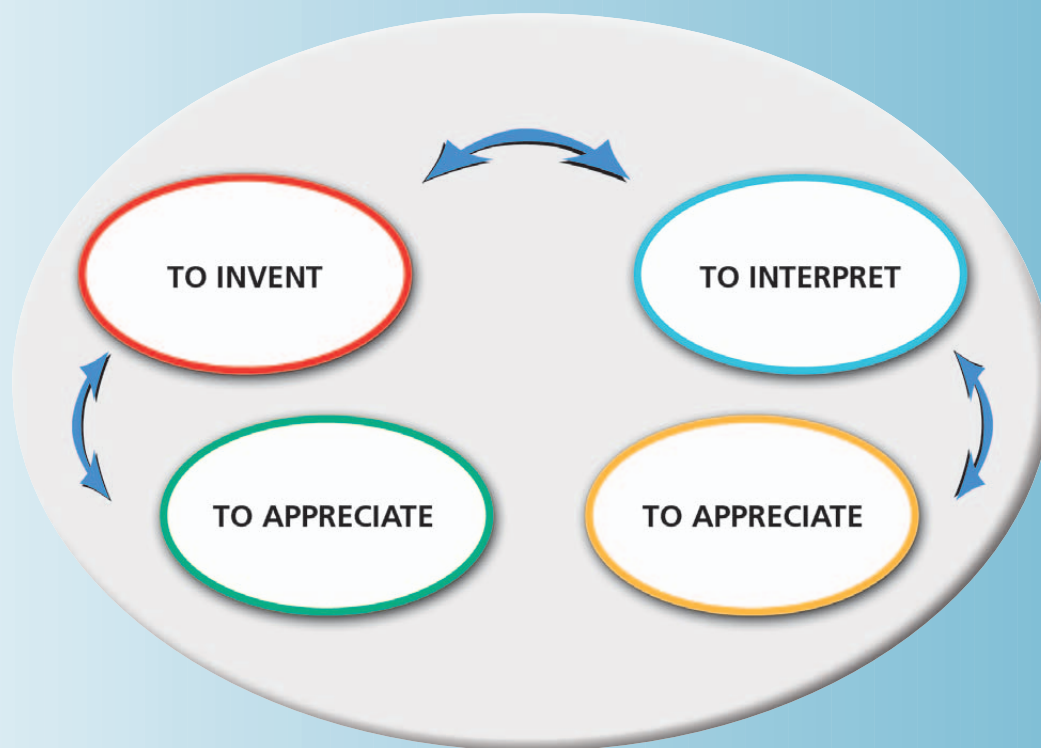
COMPETENCY 1 • TO INVENT DANCES

Focus of the Competency

MEANING OF THE COMPETENCY

The invention of varied dances that reflect their personality, experience and aspirations enables students to develop their creativity through the simultaneous action of creative imagination and divergent and convergent thinking, as they gradually become familiar with the language, rules and tools of dance. Sharing their creative experience and giving accounts of how they proceeded allows them to better integrate their learnings and then apply them in other creative situations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 1 thus enables them to use information, solve problems, use creative thinking, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

To invent dances, the students use a variety of age-appropriate stimuli for creation in situations where they improvise and compose, sometimes working alone, but usually with a partner in Cycle One, and in small groups in Cycle Two and Cycle Three. They use a variety of performance aids: playthings, simple props, costume elements, body percussion, voice, musical accompaniment and sound-producing objects. They invent a sequence of movements in Cycle One, at least two sequences of movements in Cycle Two, and a linking of sequences of movements in Cycle Three.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with the creative process and with using structures, elements of dance language and movement technique, while exercising their divergent thinking in coming up with ideas inspired by the stimuli for creation. They are encouraged to reflect on their creative experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students learn to use each step in the creative process. They experiment in a variety of ways as they learn to make use of elements of dance language and elements of movement technique, and they enrich their creative ideas by sharing with others. They are encouraged to describe their creative experience and to identify what they have learned from it.

During Cycle Three, the students learn to make more conscious use of the steps in the creative process. They experiment in a variety of ways as they learn to make use of elements of dance language and more complex movement technique. In so doing, they adapt and personalize the creative ideas they selected when developing the stimulus for creation. They can identify not only what they have learned in their creative experience, but also how they have learned it.

Key Features of the Competency

To use elements of dance language and elements of movement technique

To use personal ideas inspired by the stimulus for creation

TO INVENT DANCES

To share his/her creative experience

To organize the elements he/she has chosen

To finalize a production
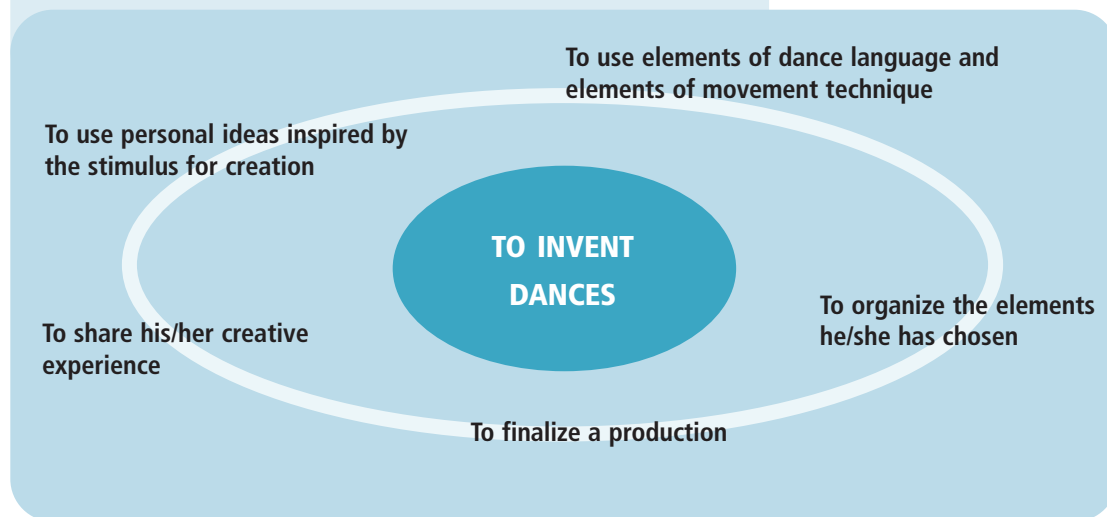
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: stimuli for creation, actions and strategies associated with the creative process, affective aspects, dance language, elements of movement technique, composition procedures and structures.

Evaluation Criteria

– Relationship between his/her production and the stimulus for creation ❶ ❷ ❸

– Pertinent, varied use of elements of dance language ❶ ❷ ❸

– Pertinent, varied use of elements of movement technique ❶ ❷ ❸

– Simple organization of elements ❶

– Coherent organization of elements ❷

– Complex organization of elements ❸

– Comments containing elements related to his/her creative experience ❶

– Pertinent elements in the description of his/her creative experience ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students participate in the steps of the creative process. Their productions are often influenced by emotional interests. Related to the stimuli for creation, their dances are short and simple, and generally made up of elements used alone. The students are able to talk about aspects of their creative experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students take into consideration the steps of the creative process. Their productions are often influenced by emotional and social interests, and they reflect the main aspects of the stimulus for creation. Their dances vary in length, are coherently organized, and generally combine elements. The students describe their creative experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students make conscious use of each step of the creative process. Their productions are influenced by social, emotional and cognitive interests, and there is a close relationship between the elements of dance language and elements of movement technique. Their productions vary in length and reveal a complex structure linked to the development of the stimulus for creation. The students describe what they have learned and the methods they used.

COMPETENCY 2 • TO INTERPRET DANCES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' interpretation of dances involves the expression and communication of ideas, feelings, emotions and impressions — both their own and those of others — using the language, rules and tools of dance. Interpreting various dances introduces students to the world of creation and expression, exposes them to various choreographers, enriches their general knowledge of culture and acquaints them with the diversity of artistic works past and present, from here and elsewhere. In sharing their interpretation experience, they talk about how they proceeded and are able to better integrate their learnings and apply them to the interpretation of other dances.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 2 thus enables them to use information, solve problems, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

In each cycle, the students interpret dances, drawing on their own creations and those of their classmates. In Cycle One, they also use a repertoire of simple, traditional dances. In Cycle Two, they use a diverse repertoire of dances from the past and the present. In Cycle Three, dances from here and elsewhere are added. The students use a range of performance aids: playthings, simple props, costume elements, body percussion and voice, musical accompaniment and sound-producing objects. Interpretation usually takes place in small groups.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a repertoire of simple dances and with the interpretation of sequences of group movements. They also begin to learn how to use elements of dance language and elements of organized movement technique. They are encouraged to reflect on their interpretation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students make more conscious use of the components required for interpreting dances, especially those related to expression and group movements. The repertoire expands to include pieces featuring elements of dance language and more complex dance structures. The interpretation of these dances calls for the application of more complicated rules and elements of movement technique, as well as the use of performance aids, where appropriate. The students are encouraged to describe their interpretation experience and to identify what they have learned from it.

During Cycle Three, the students make conscious and more effective use of the components required for interpreting dances. The repertoire expands to include dances and dance excerpts featuring combinations of elements of dance language as well as complex structures. The students take into account expressive elements and focus on the rules for group movements. They personalize their use of performance aids, where appropriate. They are also more precise in applying the elements of movement technique required for interpreting dances. They are encouraged to identify not only what they have learned from their interpretation experience, but also how they have learned it.

Key Features of the Competency

To apply elements of movement technique

To become familiar with the choreographic content of the dance

TO INTERPRET DANCES

To share his/her interpretation experience

To bring out the expressive elements of the dance

To apply the rules for group movements
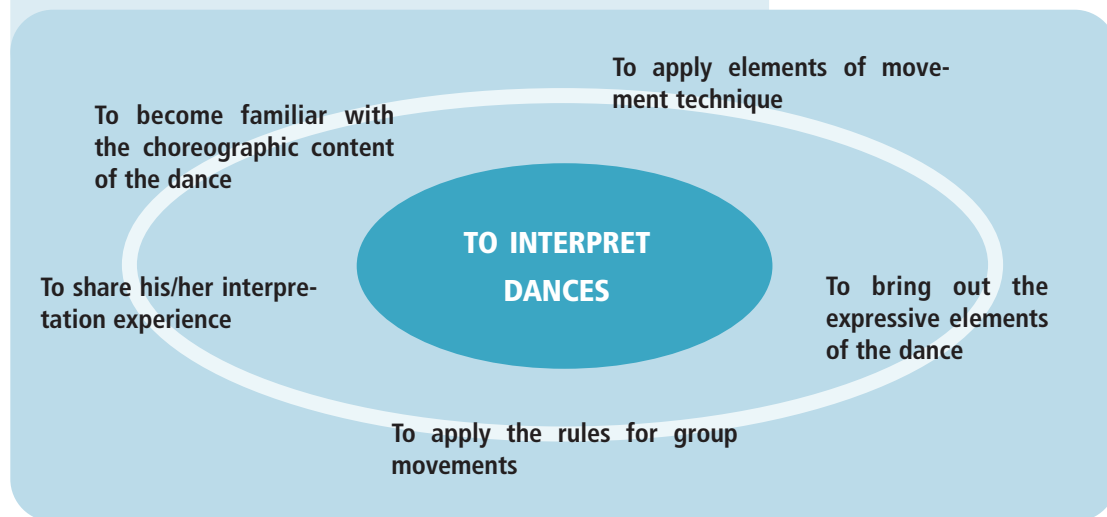
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, dance language, movement technique and structures.

Evaluation Criteria

– Correct use of choreographic content and elements of movement technique **❶ ❷ ❸**

– Smooth succession of movement sequences **❷ ❸**

– Performance conveying certain expressive elements of the dance **❶**

– Performance conveying the expressive nature of the dance **❷ ❸**

– Sustained attention during the performance **❶**

– Consideration of the requirements of group movements **❷ ❸**

– Comments containing elements related to his/her interpretation experience **❶**

– Pertinent elements in the description of his/her interpretation experience **❷ ❸**

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students' interpretations show a certain accuracy in relation to the choreographic content of the short dance chosen. The students respect the structure and execute the appropriate elements of technique with a basic level of control. The expressive nature of their interpretation is often coloured by emotional interests. Students are able to talk about aspects of their interpretation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students' interpretations are in keeping with the choreographic content of the chosen piece, which is now longer. The students respect the structure of the piece, execute the appropriate elements of technique with more control, use performance aids, where appropriate, and take into account some of the rules of group movements. In their performances, the students respond on an emotional level to the main expressive elements of the dance. They describe their interpretation experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students' performances are more expressive and appropriate to the chosen dance, which varies in length. The students respect the structure, execute the appropriate elements of movement technique with control, take into account the rules of group movements and make personal use of performance aids, where appropriate. In their performances, the students respond on an emotional and cognitive level to the indications of the choreographic content in order to bring out the expressive nature of the dance. They describe what they have learned and the methods they used.

COMPETENCY 3 • TO APPRECIATE CHOREOGRAPHIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' appreciation of a choreographic work involves being attentive to their emotional and aesthetic reactions to the work and its interpretation, and making a critical and aesthetic judgment based on their personal reactions and predetermined criteria. Contact with various choreographic works—their own, those of their classmates, or those by women and men of the past and present, from here and elsewhere—enables the students to develop an artistic awareness and refine their sensibility to the technical and aesthetic qualities of a choreographic work. During the process of appreciation, the students are encouraged to show respect for each other and for the productions and works. The students gradually learn to place the works in their sociocultural context and to draw on their own experience and knowledge to appreciate them. In so doing, they develop personal appreciation criteria that will help them make more enlightened choices. In sharing their appreciation experience, they report what they have learned about themselves and about the works.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 3 thus enables them to use information, exercise their critical judgment, acquire effective work methods, use information and communications technologies, develop their personal identity and communicate appropriately.

CONTEXT FOR LEARNING

The students take part in short observation activities including choreographic excerpts from the past and present, from here and elsewhere, including their own productions and those of their classmates. Students refer to an age-appropriate cultural experience, to the content of choreographic productions and excerpts that they have observed, and to audio, visual or electronic reference materials. They take into account predetermined appreciation criteria related to the development of the stimulus for creation, the elements of dance language or elements of technique explored, as well as emotions and impressions they have felt. They communicate their appreciation orally or in writing.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a process of appreciation that draws on their critical and aesthetic faculties. They take part in short observation activities, identify familiar elements and discover what moves them, while learning to use criteria to form an opinion. They are encouraged to reflect on their appreciation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students discover a variety of works and learn that these works contain sociocultural references indicative of the artistic periods in which they were created. These discoveries enrich their observations and enable them to broaden their appreciation and open their minds to cultural diversity. They are encouraged to describe their appreciation experience and to identify what they have learned from it.

During Cycle Three, the students discover various works and certain sociocultural references indicative of different artistic periods. During the course of observation activities, they identify dramatic and theatrical elements of dance language, compare excerpts and associate these excerpts with sociocultural references. These discoveries and observations enable them to open their minds further to cultural diversity and to better understand themselves, while exercising their critical and aesthetic faculties. They can identify not only what they have learned in their appreciation experience, but also how they learned it.

Key Features of the Competency

To examine a choreographic work or excerpt for elements of content

To examine a choreographic work or excerpt for sociocultural references (Cycle Two and Cycle Three)

TO APPRECIATE CHOREOGRAPHIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

To share his/her appreciation experience

To make connections between what he/she has felt and examined

To make a critical or aesthetic judgment

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, dance repertoire for appreciation and subject-specific vocabulary. The other categories vary depending on the production or work being appreciated.

Evaluation Criteria

– Identification of connections between one or more excerpts and sociocultural references ❷ ❸

– Identification of connections between the work or production and what he/she felt ❶ ❷ ❸

– Evidence of an opinion in his/her appreciation ❶

– Justification of his/her opinion ❷ ❸

– Use of subject-specific vocabulary ❶

– Appropriate use of subject-specific vocabulary ❷ ❸

– Comments containing elements related to his/her appreciation experience ❶

– Pertinent elements in the description of his/her appreciation experience ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students' appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, the students identify elements of content in the choreographic production or work. Their comments reflect their opinions about what they have noticed and felt. They are able to talk about aspects of their appreciation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students' appreciation is often influenced by emotional and social interests. Making appropriate use of subject-specific vocabulary, they describe the content of the production or dance work. Their comments contain dance, personal and sometimes sociocultural considerations, which are related to the appreciation criteria and which support the opinions they have formed. They describe their appreciation experience and identify what they have learned.

CYCLE THREE

By the end of Cycle Three, the students' appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production or choreographic work. Their comments contain choreographic, personal and sociocultural considerations, which are related to appreciation criteria and which support their opinions. They describe what they have learned and the methods they used.

Essential Knowledges

In addition to the essential knowledges listed below, the essential knowledges common to all four arts subjects presented in the section on arts education must be taken into account. By the end of the cycle, the students can independently use the knowledges listed below in complete, complex tasks.

LEARNINGS

LANGUAGE OF DANCE

BODY

• Locomotory movements

	1	2	3
– Walking	❶	❷	❸
– Running	❶	❷	❸
– Rolling	❶	❷	
– Crawling	❶		
– Galloping		❷	
– Chassé step		❷	❸
– Skipping		❷	❸
– Jumping			❸
– Falling			❸

• Nonlocomotory movements

	1	2	3
– Bouncing	❶	❷	
– Striking poses	❶	❷	
– Rising up/descending	❶		
– Skipping			❸
– Galloping		❷	❸
– Jumping		❷	❸
– Swaying			❸
– Turning			❸

• Partial-Body movements

Gestures

	1	2	3
– Everyday	❶	❷	
– Symbolic		❷	❸

Shapes

	1	2	3
– Long	❶	❷	❸
– Wide	❶	❷	❸
– Twisted		❷	❸
– Round			❸

TIME

• Metrical division

	1	2	3
– Beat	❶	❷	❸
– Stop	❶	❷	❸
– Medium tempo	❶	❷	
– Slow tempo			❸
– Fast tempo			❸
– Simple rhythmic motif		❷	❸
– Binary structure	❶	❷	❸
– Ternary structure		❷	❸

SPACE

• Personal space

Levels

	1	2	3
– High		②	③
– Medium	①	②	③
– Low	①	②	③

Span

	1	2	3
– Large		②	③
– Small		②	③

Trajectories in the air

	1	2	3
– Circular			③
– Curved			③

• General space

Directions

	1	2	3
– Forwards	①		
– Backwards	①		
– To the right		②	③
– To the left		②	③

Trajectories on the floor

	1	2	3
– Straight		②	③
– Circular		②	③
– Curved			③

ENERGY

• Movement performed with:

	1	2	3
– much effort		②	③
– little effort		②	③
– sudden effort	①	②	③
– sustained effort		②	③
– acceleration			③

RELATION WITH PARTNER

• Position

	1	2	3
– Face to face	①	②	③
– Near/far	①		
– Side by side			③
– One behind the other		②	③
– Above/below			③

• Spatial actions

	1	2	3
– Coming together	①	②	③
– Staying together	①	②	③
– Moving apart		②	③
– Meeting			③

• Coordination

	1	2	3
– Unison movement	①	②	③
– Alternating		②	③

- **Groups**

– In a circle ❶ ❷

– In a queue ❷ ❸

– In a line ❸

- **Role-Playing**

– Following a partner/partners ❶ ❷

– Leading a partner/partners ❸

– Doing the same ❶ ❷

– Doing the opposite (applied to a single dance element) ❷ ❸

– Action/reaction ❸

MOVEMENT TECHNIQUE

- **Abdominal breathing**

– In a relaxed position on the floor ❶ ❷

– Sitting or standing ❷ ❸

- **Body alignment**

– Extension of spinal column ❷ ❸

– Knee/foot alignment ❸

– Curling and uncurling of spinal column ❸

- **Lateral awareness**

– Independent use of both sides of body ❶

– Independent use of right and left sides of body ❷ ❸

– Alternating use of right and left sides of body ❸

- **Muscle tone**

– Release ❷ ❸

– Contraction ❸

- **Mobility of parts of the body**

– Flexion ❶ ❷ ❸

– Extension ❷ ❸

- **Functions of parts of the body**

– Selection of a part of the body to begin a movement ❷ ❸

– Selection of a part of the body to lead off a movement ❸

- **Weight transfer**

– Transfer of centre of gravity from top to bottom ❷

– Transfer of centre of gravity from side to side ❸

– Balance on certain points of support ❶

– Stable balance on certain points of support ❷ ❸

- **Focus**

– Directed gaze while immobile ❶ ❷ ❸

– Directed gaze while moving on the spot ❷ ❸

RULES FOR GROUP MOVEMENTS

– Responding to sound or visual cues ❶ ❷ ❸

– Respecting the personal space of others ❷ ❸

– Adjusting to the movements of a partner ❷ ❸

– Anticipating group movements ❸

COMPOSITION PROCEDURES

• Repetition

– of a movement	❶		
– of several movements		❷	❸
– of a sequence of movements	❶		
– of at least two linked sequences of movements		❷	❸

• Variation

– of a movement	❶		
– of a sequence of movements		❷	
– of two sequences of movements			❸

• Contrast

– Using one element of dance language	❶		
– Using two elements of dance language		❷	❸
– Using the expressive quality of a movement	❶		
– Using expressive meanings		❷	❸

STRUCTURES

• Position

– Start position	❶	❷	❸
– Final position	❶	❷	❸

• Sequence

– sequence of full-body or partial-body movements, linked from beginning to end	❶	❷	❸
– Transition between sequences of movements		❷	❸

• Form

– Personal	❶	❷	❸
– A-B		❷	
– Rondo			❸
– Round dance	❶		
– Farandole		❷	❸

DANCE APPRECIATION REPERTOIRE

Excerpts from works may be drawn from the following artistic periods: the Contemporary period (modern or new dance and other approaches including ballet jazz, social and popular dances, street dancing, musicals, modern and post-modern dance and neoclassical dance, traditional dances from here and elsewhere, including the dances seen in the mass media), and the Romantic, Classical, Renaissance, Medieval and Ancient Classical periods. These excerpts may come from different cultures, including those of the First Nations for Cycle Two. The teacher can also refer to dance performances that the students have attended.

• Types of excerpts (to be chosen in relation to the components of subject content covered)

– Students' productions	❶	❷	❸
– A minimum of 6 excerpts from works from here and elsewhere, past and present, for each cycle	❶	❷	❸

VOCABULARY

❶	❷	❸
action	balance	accelerating movement
backwards	chassé step	action/reaction
beat	classical dance	bend
body	contrast	choreography
breathing	direction	contemporary dance
creative dance	duo	contract
dance	farandole	fall
final position	gallop	form (round dance)
folk dance	improvise	group movement
follow	interpret	link
forwards	level (high)	movement
gaze	locomotory movement	observe
gesture	nonlocomotory movement	partner
invent	personal space	prop
level (medium, low)	release	public space
movement	roll	quartet
part of body	shape (twisted)	stretch
pose	skip	sudden effort
round dance	slow movement	sustained effort
sequence	spinal column	sway
shape (long, wide)	support point on the floor	tempo (slow, quick)
space	to the left	trajectory (straight, circular, curved)
start position	to the right	transition
stop	weight	unwind

Suggestions for Using Information and Communications Technologies

- **Dance appreciation repertoire: sound, visual or electronic documentary sources**

– Using CD-ROMs or the Internet to obtain information on choreographic excerpts and on the dancers and choreographers from the different periods from which the excerpts are drawn ❷ ❸

– Providing information on the creation of a show for the school's Web site ❶ ❷ ❸

- **Dance notation**

– Using graphics or word-processing software to produce simple notation of a dance created by the student ❷ ❸

Introduction

Music education, in the context of continuous progress throughout elementary school, develops the students' auditory sense, their creative potential for working with sound and their ability to express themselves and communicate through music.

Music can be defined as the art of producing and combining sounds in order to express, communicate and create, following certain rules that vary with different historical periods and places. It is both the personal expression of an inner state and the translation into sound of a sociocultural reality. It delivers a structured message using a system of codes that allows expression to come through in the message. Stripped of its affective content and its expressive elements, music ceases to be an art and is reduced to a collection of meaningless sounds.

Music education, in the context of continuous progress throughout elementary school, develops the students' auditory sense, their creative potential for working with sound and their ability to express themselves and communicate through music. Through a variety of affective, cognitive, psychomotor, social and aesthetic experiences, students have an opportunity to express their ideas and personal vision of the world, those of their classmates and those of various composers.

To invent their own vocal and instrumental pieces, students engage in a creative process and make use of the different stimuli and the multiple possibilities of sound sources and musical language. In interpreting a variety of musical selections, they will broaden their general knowledge of culture through direct contact with musical works. Finally, they will learn to think critically and develop their aesthetic sense by appreciating, not only their own productions and those of their classmates, but

also musical works by men and women of the past and present, from here and elsewhere.

Throughout their music education in elementary school, students are introduced to numerous references from their immediate cultural environment or related to the works they are interpreting and appreciating. They are also encouraged to make connections with cultural references in other subjects. In so doing, they acquire an openness to the world, discover its particular features and differences, and gain a better understanding of their own culture. This renewed and enriched view of the world helps students to develop their own cultural identity and prepares them for their role as citizens.

Music education fosters the development of three complementary and interdependent competencies: Inventing, Interpreting and Appreciating.

The place given to the development of each competency depends on the particular nature of the subject. For example, Competencies 1 and 2 take precedence in the learnings to be acquired. They imply a process in which language, rules, principles and tools specific to music are acquired, and in which complex psychomotor skills are developed, all of which demand adequate time for assimilation. Competency 3 is essential to the development of the students' critical thinking and aesthetic sense. It follows up on Competencies 1 and 2 and brings into focus

the processes of communication and appreciation. The place given to it will gradually increase through the cycles, as learnings related to the other competencies of the subject are consolidated and in conjunction with the students' socioaffective and intellectual development.

In light of the above, each learning situation presented to the students in music should enable them to develop at least two of the three competencies in the subject, that is, one of the first two competencies (Inventing or Interpreting) and the third competency (Appreciating). Furthermore, to ensure meaningful and transferable learning, the learning situation should take into consideration at least one focus of development in the broad areas of learning and one cross-curricular competency. Finally, all the learning situations should ensure the continuous development of the subject competencies and the cross-curricular competencies associated with them, and help to identify anchor points in the broad areas of learning.

Figure 15
Music

TO INVENT

TO INTERPRET

TO APPRECIATE

TO APPRECIATE
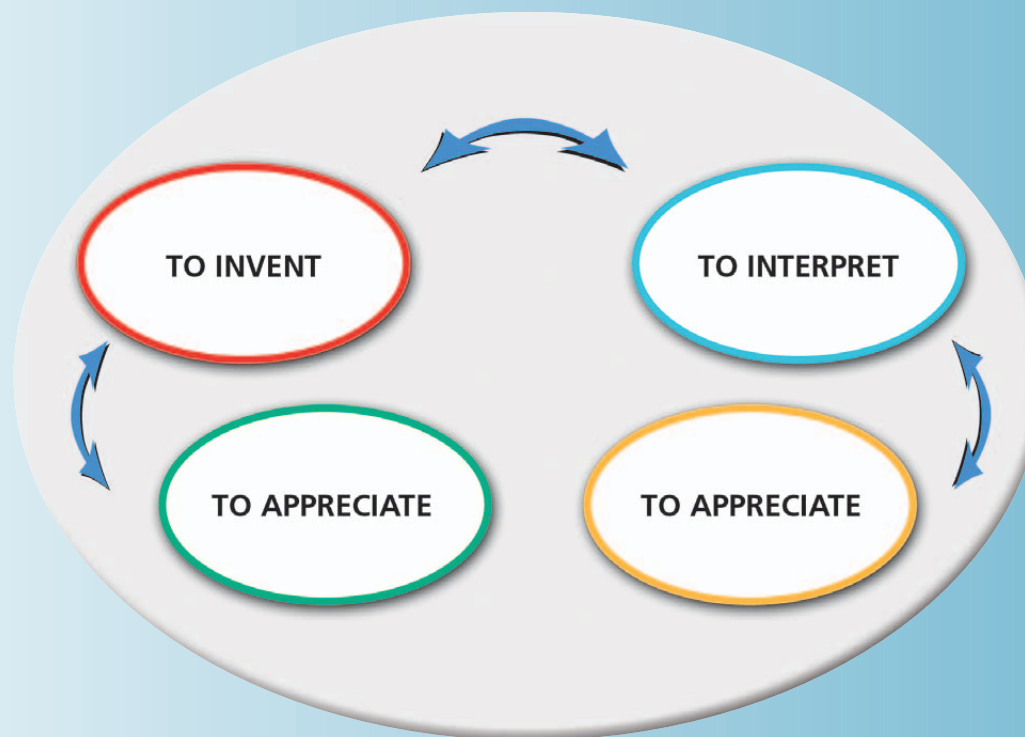
COMPETENCY 1 • TO INVENT VOCAL OR INSTRUMENTAL PIECES

Focus of the Competency

MEANING OF THE COMPETENCY

The invention of varied musical pieces that reflect their personality, experience and aspirations enables students to develop their creative imagination through the simultaneous action of the creative imagination and divergent and convergent thinking, as they gradually become familiar with the language, rules and tools of music. Sharing their creative experience and giving accounts of how they proceeded allows them to better integrate their learnings and then apply them in other creative situations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 1 thus enables them to use information, solve problems, use creative thinking, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

To invent vocal or instrumental pieces, the students use a variety of age-appropriate stimuli for creation in situations where they improvise, arrange and compose, sometimes working alone, but more often in small groups. They use various sound sources: the body, the voice, objects, and simple percussion instruments. In Cycle Two and Cycle Three, melodic instruments and instruments from information and communications technologies are added.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with the creative process and with using the elements of musical language, elements of technique, sound sources and structures, while exercising their divergent thinking in coming up with ideas inspired by the stimuli for creation. They are encouraged to reflect on their creative experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students learn to use each step in the creative process. They experiment in a variety of ways as they learn to make use of elements of musical language, elements of technique, sound sources and structures, and they enrich their creative ideas by sharing with others. They are encouraged to describe their creative experience and to identify what they have learned from it.

During Cycle Three, the students learn to make conscious use of the steps in the creative process. They experiment in a variety of ways as they learn to make use of elements of musical language, elements of technique, sound sources and more complex structures. In so doing, they adapt and personalize the creative ideas they selected when developing the stimulus for creation. They can identify not only what they have learned in their creative experience, but also how they have learned it.

Key Features of the Competency

To use sound sources and elements of musical language and elements of technique

To use personal ideas inspired by the stimulus for creation

TO INVENT VOCAL AND INSTRUMENTAL PIECES

To share his/her creative experience

To organize the elements he/she has chosen

To finalize a production

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: stimuli for creation, actions and strategies associated with the creative process, affective aspects, the language of music, graphic representation, sound sources, instrumental techniques, composition procedures and structures.

Evaluation Criteria

– Relationship between his/her production and the stimulus for creation ❶ ❷ ❸

– Pertinent, varied use of elements of musical language ❶ ❷ ❸

– Pertinent, varied use of sound sources and elements of technique ❶ ❷ ❸

– Simple organization of elements ❶

– Coherent organization of elements ❷

– Complex organization of elements ❸

– Comments containing elements related to his/her creative experience ❶

– Pertinent elements in the description of his/her creative experience ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students participate in the steps of the creative process. Their productions are often influenced by emotional interests. Related to the stimuli for creation, their productions are short, simple and generally made up of elements used alone. The students are able to talk about aspects of their creative experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students take into consideration the steps of the creative process. Their productions are often influenced by emotional and social interests, and they reflect the main aspects of the stimulus for creation. Their pieces vary in length, are coherently organized, and generally combine elements. The students describe their creative experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students make conscious use of each step of the creative process. Their productions are influenced by social, emotional and cognitive interests, and there is a close relationship between the elements of musical language, sound sources and elements of technique. Their productions vary in length and reveal a complex structure linked to the development of the stimulus for creation. The students describe what they have learned and the methods they used.

COMPETENCY 2 • TO INTERPRET MUSICAL PIECES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' interpretation of musical pieces involves the expression and communication of ideas, emotions and sensations—both their own and those of others—using the language, rules and tools of music. Interpreting various musical selections introduces students to the world of creation and expression, exposes them to various composers, enriches their general knowledge of culture and acquaints them with the diversity of artistic productions of the past and present, from here and elsewhere. In sharing their experience of interpretation, they talk about how they proceeded and are able to better integrate their learnings and apply them to the interpretation of other musical pieces.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 2 thus enables them to use information, solve problems, acquire effective work methods, use information and communications technologies, develop their personal identity, work with others and communicate appropriately.

CONTEXT FOR LEARNING

In each cycle, the musical pieces that students are asked to interpret are drawn from the artistic works of the past and present, from here and elsewhere. To interpret these pieces, students use their body, voice, sound-producing objects, simple percussion instruments and, in Cycle Two and Cycle Three, a melodic instrument. In Cycle One, they sing in unison a variety of short children's pieces with a range not exceeding one octave, and they play short pieces. In Cycle Two, they sing in unison or canon short pieces of various styles, with a range not exceeding one octave, and they play pieces of a variety of styles. In Cycle Three, they sing in unison, two parts or canon a variety of short pieces with a range not exceeding ten notes, and they play pieces of a variety of styles. In each cycle, the students use their own creations and those of their classmates. Performances usually take place in groups.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a simple vocal and instrumental repertoire and with the interpretation of music in a group. They also begin to learn how to use elements of musical language, elements of technique, sound sources and organized structures. They are encouraged to reflect on their interpretation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students make more conscious use of components required for interpreting music, especially those related to expression and ensemble music. The repertoire expands to include pieces featuring elements of musical language, sound sources and more complex structures. The interpretation of these pieces calls for the application of more complicated rules and elements of technique. The students are encouraged to describe their interpretation experience and to identify what they have learned from it.

During Cycle Three, the students make conscious and more effective use of the components required for interpreting music. The repertoire expands to include pieces featuring complex structures and combinations of sound sources and elements of musical language. The students take into account expressive elements and focus their attention on the rules for ensemble music. They are also more precise in applying the elements of technique required for interpreting music. They are encouraged to identify not only what they have learned from their interpretation experience, but also how they have learned it.

Key Features of the Competency

To apply elements of technique

To become familiar with the musical content of the piece

TO INTERPRET MUSICAL PIECES

To share his/her interpretation experience

To bring out the expressive elements of the piece

To apply the rules for group ensemble work
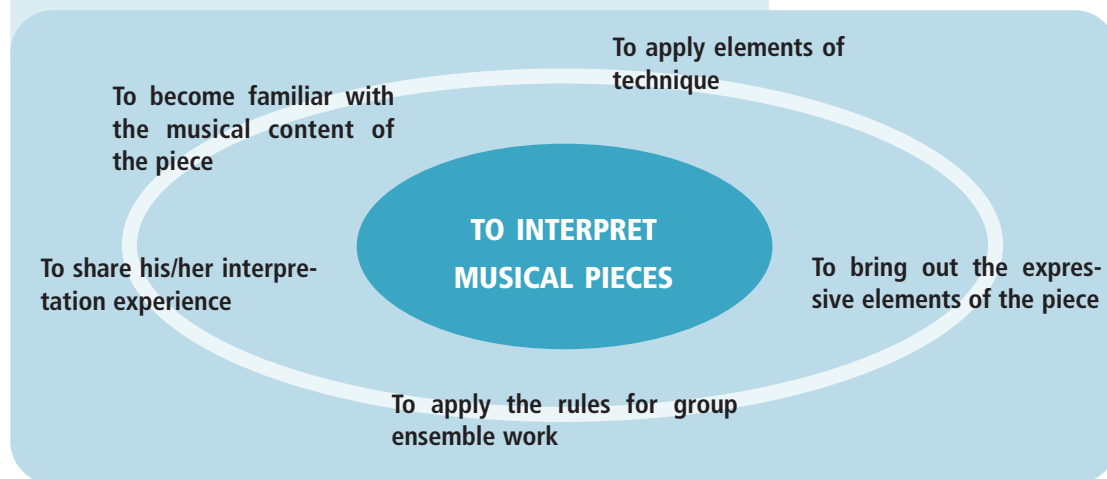
ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, musical language, graphic representation, sound sources, instrument techniques and structures.

Evaluation Criteria

– Correct use of musical content and elements of technique ❶ ❷ ❸

– Smooth succession of musical phrases ❷ ❸

– Performance conveying some expressive elements of the piece of music ❶

– Performance conveying the expressive nature of the piece ❷ ❸

– Sustained attention during the performance ❶

– Consideration of the requirements of group ensemble work ❷ ❸

– Comments containing elements related to his/her interpretation experience ❶

– Pertinent elements in the description of his/her interpretation experience ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students engage in vocal or instrumental interpretation. Their interpretations show a certain accuracy in relation to the musical score of the short piece chosen. The students respect the structure of the piece and execute the appropriate elements of technique with a basic level of control. The expressive nature of their performance is often coloured by emotional interests. Students are able to talk about aspects of their interpretation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students engage in vocal or instrumental interpretation. Their performances are in keeping with the musical score of the chosen piece, which is now longer. The students respect the structure of the piece, execute the appropriate elements of technique with more control and take into account some of the rules of ensemble music. In their performances, the students respond on an emotional level to the main expressive elements of the piece as indicated in the score. They describe their interpretation experience and identify what they have learned from it.

CYCLE THREE

By the end of Cycle Three, the students engage in vocal or instrumental interpretation. Their performances are more expressive and are appropriate to the musical score of the chosen piece, which varies in length. The students respect the structure of the piece, execute the appropriate elements of technique with control and take into account the rules of ensemble music. In their performances, the students respond on an emotional and cognitive level to the indications in the score in order to bring out the expressive nature of the piece. They describe what they have learned and the methods they used.

COMPETENCY 3 • TO APPRECIATE MUSICAL WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

Focus of the Competency

MEANING OF THE COMPETENCY

The students' appreciation of a musical work involves being attentive to their emotional or aesthetic reactions to the work and its interpretation, and making a critical and aesthetic judgment based on their personal reactions and predetermined criteria. Contact with various musical works — their own, those of their classmates, or those by women and men of the past and present, from here and elsewhere — enables the students to develop their artistic awareness and refine their sensibility to the technical and aesthetic qualities of a musical work. During the process of appreciation, the students are encouraged to show respect for each other and for the productions and works. The students gradually learn to place the works in their sociocultural context and to draw on their experience and knowledge to appreciate them. In so doing, they develop personal appreciation criteria that will help them make more enlightened choices. In sharing their appreciation experience, they report on what they have learned about themselves and about the works.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

During the development of this competency, the students are encouraged to become aware of a number of processes associated with the key features of the cross-curricular competencies and to make connections with learnings in other subjects. Competency 3 thus enables

them to use information, exercise their critical judgment, acquire effective work methods, use information and communications technologies, develop their personal identity and communicate appropriately.

CONTEXT FOR LEARNING

The students take part in short activities presenting excerpts from musical works by women and men of the past and present, from here and elsewhere, including their own productions and those of classmates. Students refer to an age-appropriate cultural experience, to the content of musical excerpts they have listened to, and to audio, visual or electronic documentary resources. They take into account predetermined appreciation criteria related to the development of the stimulus for creation, elements of musical language, sound sources or elements of technique explored, as well as emotions and impressions they have felt. They communicate their appreciation orally or in writing.

DEVELOPMENTAL PROFILE

During Cycle One, the students become acquainted with a process of appreciation that draws on their critical and aesthetic faculties. They take part in short listening activities, identify familiar elements and discover what moves them, while learning to use criteria to form an opinion.

They are encouraged to reflect on their appreciation experience and to talk about aspects that are meaningful to them.

During Cycle Two, the students discover a variety of works and learn that these works contain sociocultural references indicative of the artistic periods in which they were created. These discoveries enrich their listening experiences and enable them to broaden their appreciation and open their minds to cultural diversity. They are encouraged to describe their appreciation experience and to identify what they have learned from it.

During Cycle Three, the students discover various works and certain sociocultural references indicative of different artistic periods. During the course of listening activities, they identify elements of musical language, compare excerpts and associate these excerpts with sociocultural references. These discoveries and observations enable them to open their minds further to cultural diversity and to better understand themselves, while exercising their critical and aesthetic faculties. They can identify what they have learned in their appreciation experience and how they learned it.

Key Features of the Competency

To examine a musical work or excerpt for elements of content

To examine a musical work or excerpt for socio-cultural references (Cycle Two and Cycle Three)

TO APPRECIATE MUSICAL WORKS, PERSONAL PRODUCTIONS, AND THOSE OF CLASSMATES

To share his/her appreciation experience

To make a critical or aesthetic judgment

To make connections between what he/she has felt and examined

ESSENTIAL KNOWLEDGES

The categories of essential knowledges to be considered in the development of this competency are: affective aspects, musical repertoire for appreciation and subject-specific vocabulary. The other categories vary depending on the production or work being appreciated.

Evaluation Criteria

– Identification of connections between one or more excerpts and sociocultural references ❷ ❸

– Identification of connections between the work or production and what he/she felt ❶ ❷ ❸

– Evidence of an opinion in his/her appreciation ❶

– Justification of his/her opinion ❷ ❸

– Use of subject-specific vocabulary ❶

– Appropriate use of subject-specific vocabulary ❷ ❸

– Comments containing elements related to his/her appreciation experience ❶

– Pertinent elements in the description of his/her appreciation experience ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students' appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, they identify elements of content in the musical production or work. Their comments reflect their opinions about what they noticed and felt. They are able to talk about aspects of their appreciation experience that are meaningful to them.

CYCLE TWO

By the end of Cycle Two, the students' appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production or musical work. Their comments contain musical, personal and sometimes sociocultural considerations, which are related to the appreciation criteria and which support the opinions they have formed. They describe their appreciation experience and identify what they have learned.

CYCLE THREE

By the end of Cycle Three, the students' appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, they describe the content of the production or musical work. Their comments contain musical, personal and sociocultural considerations, which are related to the appreciation criteria and which motivate their opinions. They describe what they have learned and the methods they used.

Essential Knowledges

In addition to the essential knowledges listed below, the essential knowledges common to all four arts subjects presented in the section on arts education must be taken into account. By the end of the cycle, the students can independently use the knowledges listed below in complete, complex tasks.

LEARNINGS

LANGUAGE OF MUSIC

• Intensity and dynamics

	❶	❷	❸
– Loud	❶		
– Soft	❶		
– *Forte*		❷	❸
– *Piano*		❷	❸
– *Crescendo*		❷	❸
– *Decrescendo*		❷	❸

• Duration

	❶	❷	❸
– Whole note			❸
– Half note		❷	❸
– Quarter note	❶	❷	❸
– Rest	❶	❷	❸
– Two eighth notes	❶	❷	❸
– Triplet			❸
– Long	❶	❷	❸
– Very long	❶	❷	❸
– Short	❶	❷	❸
– Very short	❶	❷	❸

	❶	❷	❸
– Rest	❶	❷	❸

• Pitch

	❶	❷	❸
– Register (high, low)	❶		
– Register (high, medium, low)		❷	❸
– Sounds from the diatonic scale	❶	❷	❸

• Tone colour

	❶	❷	❸
– Classroom instruments (wood, metal, skins)	❶	❷	
– Voice (child's, adult's)	❶		
– Voice (man's, woman's)		❷	
– Recorder		❷	❸
– Different musical instruments, depending on the repertoire			❸

• Quality of sound

	❶	❷	❸
– Crisp/resonant	❶	❷	❸
– Coarse/smooth		❷	❸

GRAPHIC REPRESENTATION

• Traditional code

	❶	❷	❸
– *Forte*		❷	❸
– *Piano*		❷	❸
– *Crescendo*		❷	❸
– *Decrescendo*		❷	❸
– Whole note			❸
– Half note		❷	❸
– Quarter note		❷	❸

GRAPHIC REPRESENTATION (cont.)

	❶	❷	❸
– Rest		❷	❸
– Two eighth notes		❷	❸
– Triplet			❸
– A few sounds on the staff		❷	❸

• Conventional nontraditional code

	❶	❷	❸
– Very short •	❶	❷	❸
– Short _	❶	❷	❸
– Long __	❶	❷	❸
– Very long ___	❶	❷	❸
– Loud º	❶	❷	❸
– Soft º	❶	❷	❸
– High	❶	❷	❸
– Medium		❷	❸
– Low	❶	❷	❸
– Ascending sounds	❶	❷	❸
– Descending sounds	❶	❷	❸
– Crisp ◆	❶	❷	❸
– Resonant ◇—	❶	❷	❸
– Coarse \\/\\/\\		❷	❸
– Smooth ~		❷	❸
– Rest (expandable rectangle)	❶	❷	❸

• Other codes

	❶	❷	❸
– Graphic representation invented by the student	❶	❷	❸

SOUND SOURCES

• Voice

	❶	❷	❸
– Singing	❶	❷	❸
– Vocal effects	❶	❷	❸

• Body

	❶	❷	❸
– Body percussion	❶	❷	❸

• Musical instruments

	❶	❷	❸
– Percussion instruments	❶	❷	❸
– Recorder		❷	❸
– Other classroom instruments	❶	❷	❸

• Sound-producing objects

	❶	❷	❸
– Made from wood and metal	❶		
– Made from paper, fabric		❷	
– Made from different material			❸

• Information and communications technologies

	❶	❷	❸
– Sounds produced using software, a sequencer or a synthesizer		❷	❸

INSTRUMENTAL TECHNIQUES

• Voice

– Opening of the mouth	❶	❷	❸
– Breathing	❶	❷	❸
– Intonation	❶	❷	❸
– Posture	❶	❷	❸
– Tone			❸
– Pronunciation		❷	❸

• Percussion instruments

– Posture	❶	❷	❸
– Form	❶	❷	❸
– Means of production	❶	❷	❸
– Technique	❶	❷	❸

• Recorder

– Posture		❷	❸
– Form		❷	❸
– Means of production		❷	❸
– Technique		❷	❸

• Other sound sources

– Posture	❶	❷	❸
– Form	❶	❷	❸
– Appropriate means of production	❶	❷	❸
– Appropriate technique	❶	❷	❸

RULES FOR GROUP ENSEMBLE WORK

– Responding to direction indicating the beginning and ending of a piece and the dynamics	❶		
– Responding to direction indicating the beginning and ending of a piece, the dynamics and the beat		❷	
– Responding to direction indicating the beginning and ending of a piece, the dynamics, the beat and changes in tempo			❸
– Responding to sound or visual cues	❶	❷	❸

COMPOSITION PROCEDURES

• Question and answer	❶	❷	
• Contrast	❶	❷	
• Reproduction of sound	❶	❷	❸
• Repetition		❷	
• Collage			❸
• Ostinato			❸
• Mirror			❸

STRUCTURES

• Form

– Personal	❶	❷	❸
– A-B	❶	❷	❸
– A-B-A		❷	❸
– Canon in two voices			❸
– Rondo			❸

STRUCTURES (cont.)

• Tempo

	1	2	3
– Slow	❶	❷	
– Moderate		❷	
– Fast	❶	❷	
– *Lento*			❸
– *Moderato*			❸
– *Allegro*			❸
– *Accelerando*			❸
– *Rallentando*			❸

• Rhythmic organization

	1	2	3
– unmeasured	❶	❷	❸
– based on a definite number of beats	❶	❷	❸

• Melodic organization

	1	2	3
– Musical phrase	❶	❷	❸
– Series of ascending sounds	❶	❷	❸
– Series of descending sounds	❶	❷	❸
– Conjunct sounds		❷	❸
– Disjunct sounds		❷	❸
– Series of sounds repeated at a fixed pitch	❶	❷	❸
– *Glissando*		❷	❸

MUSIC APPRECIATION REPERTOIRE

Excerpts from works may be drawn from the following artistic periods and styles: contemporary music (new, serial, electroacoustic, aleatoric, popular, *chansonnier*, blues, jazz, country, rock, musical comedy, etc., including music used in the mass media), folk music from here and elsewhere, and music from the Impressionist, Expressionist, Neoclassical, Romantic, Classical and Baroque periods, the Renaissance and the Middle Ages. These excerpts may come from different cultures, including those of the First Nations for Cycle Two. The teacher can also refer to musical works presented at concerts or shows that the students have attended.

• Types of excerpts (to be chosen in relation to the components of subject content covered)

	1	2	3
– Students' productions	❶	❷	❸
– A minimum of 10 excerpts from works from here and elsewhere, past and present, for each cycle	❶	❷	❸

VOCABULARY

❶	❷	❸
blow	A-B-A form	brass
c, d, e, f, g, a, b	A-B form	canon
crisp	ascending	*chansonnier*
fast	coarse	folk music
high	*crescendo*	*lento*
invent	*decrescendo*	*moderato*
long	descending	musical comedy
loud	*forte*	popular music
low	*glissando*	*presto*
musical instrument	half note	rondo
percussion instrument	interpret	triplet
pitch	medium (pitch)	whole note
resonant	moderate	wood
rest	musical phrase	
rub	*piano*	
shake	quarter note	
short	rest	
singing voice	scrape	
slow	smooth	
soft	stringed instrument	
strike	tempo	
very long	two eighth notes	
very short	wind instrument	

Suggestions for Using Information and Communications Technologies

• **Sound sources**

– Using a synthesizer or computer sequencer to produce the sounds required for a sound piece   ❶ ❷ ❸

– Creating a bank of sample sounds   ❷ ❸

• **Composition procedures**

– Using a synthesizer or computer sequencer to produce sound sequences   ❶

– Using a synthesizer or computer sequencer to produce sound sequences for a virtual portfolio   ❷ ❸

• **Graphic representation**

– Using graphics or word-processing software to produce his/her personal code or score   ❶ ❷ ❸

• **Musical repertoire: audio, visual or electronic reference materials**

– Using CD-ROMs or the Internet to obtain information on composers and their works or to listen to various excerpts   ❶

– Exploring CD-ROMs or the Internet to gather information on composers, musical works and artistic periods or to listen to various excerpts   ❷ ❸

Chapter

9

Personal Development

Chapter 9 — Personal Development

These different yet complementary subjects all aim to help students understand and put into practice values such as commitment, solidarity, equality, dignity, and respect for themselves, others and the environment.

Although their first mission is to provide instruction, schools must nonetheless see to students' overall development. Schools are therefore interested in all the different dimensions of human experience, i.e. the motor, affective, social and intellectual dimensions as well as the moral, spiritual or religious dimension. Each school subject contributes in its own way to the development of one or more of these dimensions, which are evident in all spheres of human activity.

The subjects included in the Personal Development subject area—Physical Education and Health, Moral Education, Catholic Moral and Religious Instruction and Protestant Moral and Religious Education—are more particularly concerned with the physical, affective, moral, social and/or spiritual dimensions in addition to students' cognitive development. They focus on the individual's relationship with self, others and the environment.

Each of these subjects contributes to students' development in its own specific way. In Physical Education and Health, students learn movement skills, alone or in inter-action with others, and gradually learn to take charge of their own health and well-being. In Moral Education, Catholic Religious and Moral Instruction and Protestant Moral and Religious Education, students develop a sense of morality by examining values, constructing a moral frame of reference and learning to resolve moral dilemmas. In fact, these three programs feature the same competency, "to take an enlightened position on situations involving a moral issue," which is also echoed in parts of the Physical Education and Health program.

Beyond their differences, these subjects promote a number of common learnings. All, in their own way, help students find answers to the questions raised by their need to develop as individuals while being respectful of society around them. These different yet complementary subjects all aim to help students understand and put into practice values such as commitment, solidarity, equality, dignity, and respect for themselves, others and the environment. These common learnings foster the development of a sense of personal and social responsibility, and prepare students for autonomous, responsible citizenship.

COMMON LEARNINGS IN THE PERSONAL DEVELOPMENT SUBJECT AREA

◗ To improve own self-esteem

◗ To develop a sense of self-responsibility for all aspects of personal development

◗ To become familiar with the values needed for life in society

◗ To develop competencies that will allow action and interaction with others in a positive, healthy and effective manner

Figure 16
Personal Development
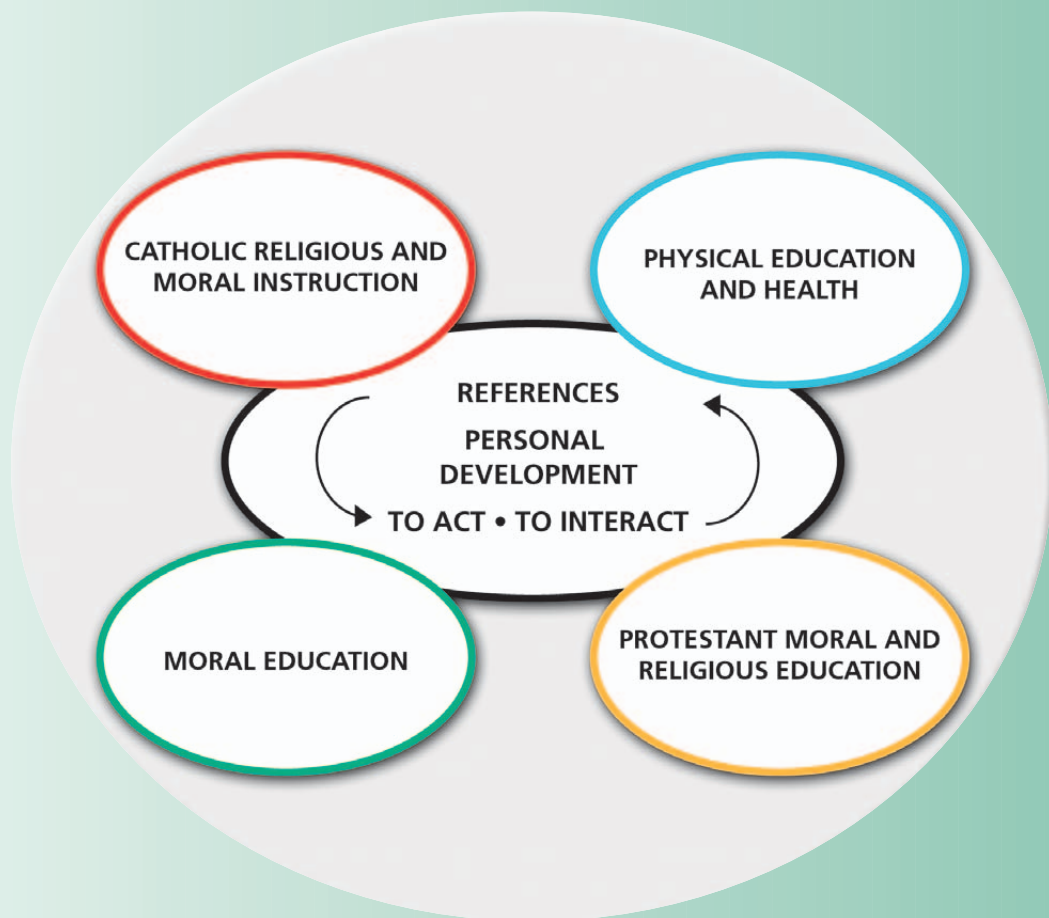
Photo: Alain Désilets

Introduction

As students refine their movement skills and improve their capacity to interact with others, they will be able to observe the impact of physical activity on their lifestyle habits and will be led to adopt a healthy, active lifestyle.

A look at how modern societies have evolved quickly reveals that lifestyles are becoming increasingly sedentary. The leisure activities available to young people today are such that they engage in physical activity and in social interaction for only a little amount of their time. Ever more numerous and appealing forms of leisure such as television, video games and computers are taking up more and more of their daily lives and enticing them to adopt inactive lifestyles. One of the challenges faced by schools is to find ways of encouraging young people to make physical activity part of their daily lives again and thus break a pattern that is detrimental to their motor development, social life, health, and physical and mental well-being, in short, to their personal integrity.

Physical education has traditionally focused on movement skills and the development of physical efficiency, based on the assumption that, as students mastered motor skills, they would naturally take up all kinds of physical activities. Alarming findings on young Quebeckers' lifestyles indicate that we must aim beyond physical efficiency if our goal is to have students adopt a healthy, active lifestyle. It is from this perspective that the new Physical Education and Health program aims to help students not only to develop motor efficiency and psychosocial skills, but also to acquire the knowledges, attitudes and behaviours they will need to manage their health and well-being wisely. Encouraging students to engage in physical activity daily and to adopt healthy lifestyle habits is not up to physical education and health teachers alone. Rather, this responsibility is shared by all school staff, parents and the community.

The purpose of this program is to help students gain a sense of self-responsibility for their fitness and health by allowing them to develop a repertoire of movement skills, a repertoire of cognitive strategies, a knowledge base in the subject, behaviours consistent with safety and ethical rules, the critical sense they need to manage their health wisely, and positive attitudes in their relationships with others when participating in physical activities. Students construct their own learnings by participating in a wide range of cooperative, individual, expressive, collective, outdoor, fitness and similar activities.

The intent of this program is also to enable students to adapt to the requirements of modern life. They will, for example, learn to seek out opportunities for participation in physical activity in their immediate environment, to prevent dangerous situations associated with participation in physical activity and to develop a critical stance with respect to the body images portrayed in the media. They will also become aware of cultural differences and of their impact on lifestyle habits and participation in physical activity.

The Physical Education and Health program consists of three interrelated competencies: "to perform movement skills in different physical activity settings," "to interact with others in different physical activity settings," and "to adopt a healthy, active lifestyle." The first two are complementary: when students develop the second competency, they draw on the first competency since, when interacting with others in different physical activity settings, they must necessarily perform movement skills. The third competency is based on the first two. As students refine their movement skills and improve their capacity to interact with others, they will be able to observe the impact of physical activity on their lifestyle habits and will be led to adopt a healthy, active lifestyle.

Figure 17
Physical Education and Health
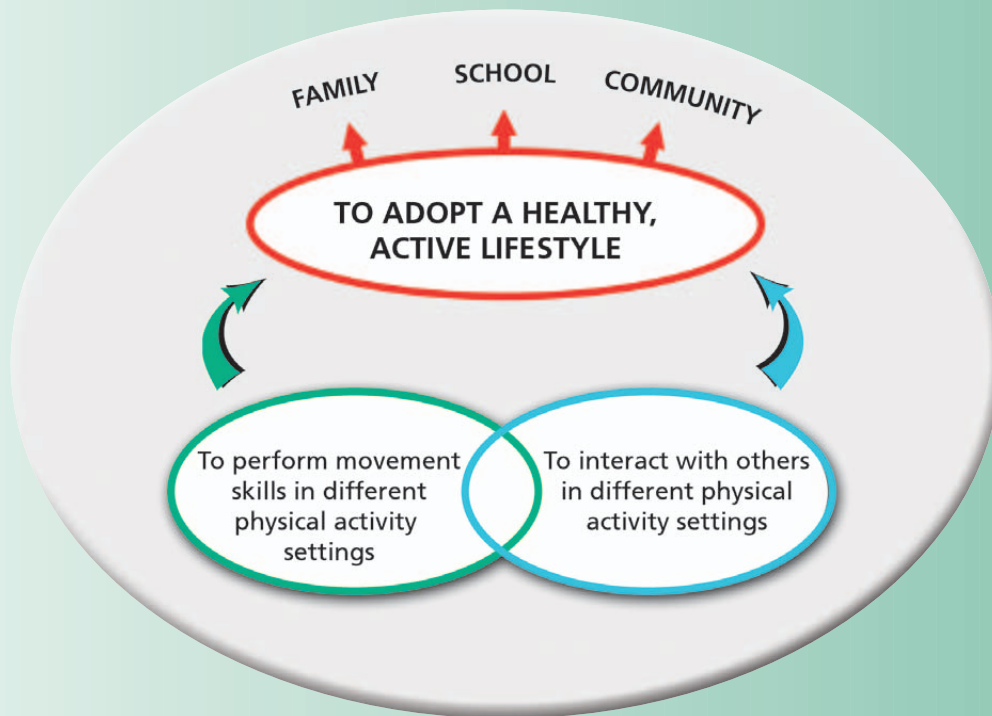
COMPETENCY 1 • TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

Focus of the Competency

MEANING OF THE COMPETENCY

The performance of movement skills involves action, sensation, self-expression, movement, coordination and control. The role of schools in this connection is to make students more aware of these aspects as they learn to control their bodies, and to enable students to manage these aspects in a more systematic, deliberate way. Students develop this competency by understanding and applying the principles associated with balance and coordination and by performing, in different settings, sequences of movement skills, simultaneous movement skills, and movement skills adapted to various elements of the physical environment. Learning activities must allow students to become more aware of their bodies and of the physical environment, and enable them to move with confidence and to act safely in all circumstances.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Depending on the constraints of the particular context of each learning situation, students may need to call on various intellectual, methodological, or personal and social competencies in order to perform or adapt movement skills. For example, the cognitive strategies students apply to problems in performing movement skills require that they use information from various sources, solve problems, exercise critical judgment and define themselves as individuals.

CONTEXT FOR LEARNING

The learning situations are based on various means of action: cyclical activities, single-skill activities, technical/artistic activities, or skill, rhythmic or expressive activities. They are presented in order of increasing complexity, by varying the type and number of movement skills to be performed and the constraints associated with the physical environment, e.g. objects, implements, obstacles, targets, the type of surface, the space available and the time allowed. The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity of the land.

DEVELOPMENTAL PROFILE

Throughout elementary school, students learn to analyze the constraints inherent in learning situations in greater depth. As they progress in their learning, they gain a better understanding of the principles involved in the performance of movement skills and demonstrate greater control when performing movement skills in different physical activity settings. They show greater judgment in selecting the information on the basis of which they will make appropriate and safe choices as to the movement skills they should perform. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how it can be applied in school, family or community settings.

Key Features of the Competency

To analyze a situation in light of the requirements of the context

To choose appropriate movement skills

TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

To evaluate own process and results

To perform movement skills as called for by the situation

Evaluation Criteria

– Justification of own choice of movement skills ❶ ❷ ❸

– Performance of sequences of movement skills ❶ ❷ ❸

– Performance of simultaneous movement skills ❶ ❷ ❸

– Identification of desirable improvements or elements that are worth keeping ❶ ❷ ❸

– Identification of possible opportunities for the transfer of learning ❶ ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

Students identify possible movement skills in light of the instructions given, the goal pursued and the physical environment. They choose movement skills and justify their choices. They perform sequences of locomotor, non-locomotor and object manipulation skills. They evaluate their process on the basis of their achievements and difficulties.

CYCLE TWO

Students identify possible movement skills taking into account their capacity to apply the principles of balance and coordination. They choose movement skills and justify their choices. They perform movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. They evaluate their process and identify desirable improvements or elements that are worth keeping with a view to applying their learnings in the same activity.

CYCLE THREE

Students identify possible movement skills and their consequences. They choose movement skills and justify their choices. They adapt movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills to new constraints or new activities. They evaluate their process and identify other activities in the Physical Education and Health course to which they could transfer their new learnings.

Essential Knowledges

LEARNINGS

• **Concepts related to the body**

– Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.) ❶

– Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.) ❶

– Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.) ❶ ❷ ❸

• **Time and space concepts**

– Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.) ❶

– Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.) ❶

• **Principles of balance**

– The number of body parts in contact with the floor or surface ❶ ❷

– The position of the body parts used for support ❶ ❷

– The surface used for support ❶ ❷

– The position of the centre of gravity ❶ ❷

– The relative position of the body segments ❶ ❷

• **Principles of coordination**

– Dissociation (use of body segments singly or in isolation) ❶ ❷

– Linking of movements ❶ ❷

– Flow in the performance of movement skills ❶ ❷

- **Types of support**

– On feet, on hands	❶

- **Types of grips**

– Pronation, supination, mixed, crossed, leg hook	❶	❷

- **Vocabulary related to the equipment used**

– Characteristics of implements, objects, apparatus, etc.	❶	❷

MOTOR SKILLS

- **Types of skills**

– Locomotor skills: walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc.	❶	❷	❸
– Nonlocomotor skills: turning, pivoting, pirouetting, adopting postures, stretched, arched, tucked, piked, etc.	❶	❷	❸
– Manipulation skills: handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc.	❶	❷	❸

MEANS OF ACTION

- **Types of activities**

– Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.)	❶	❷	❸
– Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.)	❶	❷	❸
– Single-skill activities (throwing, jumping, etc.)	❶	❷	❸
– Skill activities (juggling, precision throwing, etc.)	❶	❷	❸
– Rhythmic and expressive activities (aerobics, mime, etc.)	❶	❷	❸

COMPETENCY 2 • TO INTERACT WITH OTHERS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

Focus of the Competency

MEANING OF THE COMPETENCY

Participating in physical activities with others requires a number of skills and resources beyond the mastery of movements or strategies. Although such mastery is a basic condition for participation in any kind of physical activity with others, it does not cover the full scope of what is intended here. The competency to interact with others involves a process whereby students develop various plans of action to adapt their movements or actions in relation to those of others, to synchronize their movements or actions in relation to those of others, and to communicate with each other. Students also learn to work in a team, to demonstrate ethical behaviour with respect to winning or losing, and to perform a joint task. Students are likely to encounter similar situations in their daily lives. Through them, they develop social skills and ethical judgment conducive to human and harmonious relations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Depending on the constraints of the particular context of each learning situation, students may need to call on various cross-curricular competencies in order to perform, adapt or synchronize movements or actions with peers.

Students are required to solve the problems inherent in each situation, to use information from various sources, to demonstrate critical judgment and to define themselves as individuals. When interacting with others, they must be able to cooperate and communicate with them.

CONTEXT FOR LEARNING

The learning situations are based on various means of action: group or cooperative activities and combat or duelling activities. The situations are presented in order of increasing complexity, by varying the action rules to be applied, the constraints associated with the physical environment (such as objects, implements, targets, the space available and the time allowed) and those associated with the social environment (such as the number of partners, the number of opponents and the roles to be played). The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity of the land.

DEVELOPMENTAL PROFILE

Throughout elementary school, students learn to develop plans of action and to design strategies in order to perform movement skills in interaction with their peers in different physical activity settings. As they progress in their learning, students take into account the greater number of constraints associated with more and more complex situations requiring an increasing number of interactions. They develop a sense of cooperation and choose strategies and modes of communication that reflect their concern for fostering interaction with their peers. They observe ethical rules. They display ever greater autonomy in taking responsibility for their own process. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how they can apply it in school, sports or community settings.

Key Features of the Competency

To cooperate in developing a plan of action

TO INTERACT WITH OTHERS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

To participate in implementing a plan of action

To evaluate the implementation of a plan of action
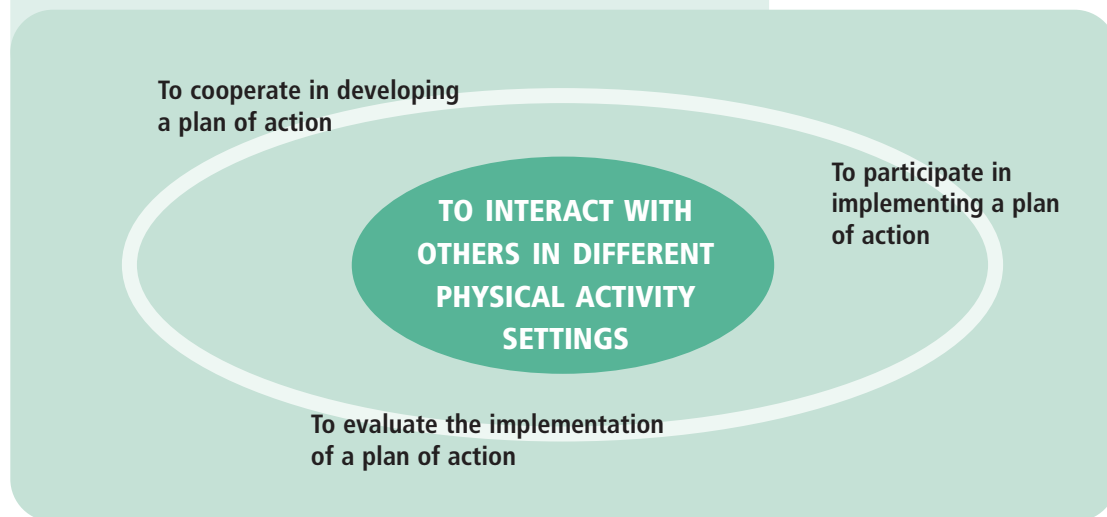
Evaluation Criteria

– Active participation in developing the plan of action   ❶ ❷ ❸

– Adaptation of movements or actions to the situation   ❶ ❷ ❸

– Adaptation of verbal or nonverbal communication to the situation   ❶ ❷ ❸

– Behaviour consistent with ethical rules   ❶ ❷ ❸

– Identification of desirable improvements   ❶ ❷ ❸

– Identification of strategies that are transferable to other situations   ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

Students plan cooperation strategies with a peer, taking into account the roles to be played, the constraints of the physical environment, and the goal pursued. They explain the ethical rules relevant to the task. They apply the strategies and the ethical rules. With their partner, they evaluate their process in terms of their achievements and difficulties.

CYCLE TWO

Students plan cooperation and opposition strategies with one or more peers, taking into account their own achievements and difficulties and those of their partner(s). They explain the ethical rules relevant to the task. They apply the strategies and the ethical rules. They verbally or nonverbally communicate a message as called for by the situation. They evaluate their process and participate in efforts to find effective strategies. They readjust their plan of action based on this evaluation.

CYCLE THREE

Students plan cooperation and opposition strategies with several peers, taking into account both their partners' and their opponents' achievements and difficulties, and the experience gained through prior activities. They adapt their movements or actions as called for by the unforeseeable aspects of the situation, taking into account the strategies outlined in the plan of action. They apply ethical rules. They evaluate their process and identify strategies that are transferable to other situations.

Essential Knowledges

LEARNINGS

- **Principles of communication**

– Being understood by the person with whom one is interacting   ❶ ❷ ❸

– Sending out misleading signals (feinting)   ❷ ❸

– Being receptive to others' messages   ❶ ❷ ❸

- **Methods of communication**

– Sound signals, touch, visual signals, verbal cues   ❷ ❸

- **Principles of synchronization**

– Movements or actions performed in the right place at the right time   ❷ ❸

  - Throwing an object (hitting a moving target)   ❷ ❸

  - Receiving an object (moving toward the point where the object will fall, catching the object)   ❷ ❸

– Movements or actions performed according to different synchronization modes in relation to another person or other persons   ❷ ❸

  - Simultaneous   ❷ ❸

  - Successive   ❷ ❸

  - Alternating   ❷ ❸

  - Overlapping   ❷ ❸

- **Roles**

– Offence   ❷ ❸

– Defence   ❷ ❸

– Team captain or leader   ❷ ❸

– Carrier   ❷ ❸

– Noncarrier   ❷ ❸

– Position (forward, back, goaltender, etc.)   ❷ ❸

– Support roles (referee, scorekeeper, goal judge, etc.)   ❷ ❸

STRATEGIES

- **Action rules in combat activities**

– Using the space available   ❷ ❸

– Encircling opponent(s)   ❷ ❸

– Throwing opponent(s) off-balance   ❷ ❸

– Blocking opponent(s)   ❷ ❸

– Feinting   ❷ ❸

– Reacting to movements or actions of opponent(s)   ❷ ❸

- **Action rules in duelling activities**

– Recovering   ❷ ❸

– Catching opponent(s) wrongfooted   ❷ ❸

– Feinting   ❷ ❸

– Using the space available   ❷ ❸

- **Action rules in group activities in a common space**

– Moving the object forward ❷ ❸

– Passing the object to teammates ❷ ❸

– Recovering the object ❷ ❸

– Getting back on defence ❷ ❸

– Attacking the other team's goal ❷ ❸

– Protecting the goal ❷ ❸

– Using the space available ❷ ❸

– Counterattacking ❸

- **Action rules in group activities in separate spaces**

– Attacking the other team's target ❷ ❸

– Recovering the object ❷ ❸

– Counterattacking ❷ ❸

– Passing the object to teammates ❷ ❸

– Protecting own team's territory ❷ ❸

MOTOR SKILLS

- **Types of movements or actions**

– Cooperation: helping, collaborating, interpreting, communicating, etc. ❶ ❷ ❸

– Opposition: feinting, throwing off balance, dodging, chasing, etc. ❷ ❸

– Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc. ❷ ❸

MEANS OF ACTION

- **Types of activities**

– Group activities: mini-basketball, kinball, flags, parachute, etc. ❶ ❷ ❸

– Cooperative activities: games, pyramid-building, etc. ❶ ❷ ❸

– Combat activities: judo, badminton, etc. ❶ ❷ ❸

– Duelling activities: steal the bacon, tug-of-war, etc. ❶ ❷ ❸

BEHAVIOUR

- **Ethics-related aspects**

– Ethical rules relevant to the situation ❶ ❷ ❸

– Values developed through games and sports ❶ ❷ ❸

– Respect for peers, rules, the referee ❶ ❷ ❸

– Fairness ❶ ❷ ❸

– Fighting spirit ❶ ❷ ❸

– Desire to surpass oneself ❶ ❷ ❸

– Acceptance of victory and defeat ❶ ❷ ❸

– Appreciation for good plays ❶ ❷ ❸

– Honesty ❶ ❷ ❸

– Dignity and self-control ❶ ❷ ❸

COMPETENCY 3 • TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

Focus of the Competency

MEANING OF THE COMPETENCY

Regular physical activity has long been recognized as one of the factors conducive to good health. Students seem unconcerned by health-related problems or by the long-term benefits of a healthy, active lifestyle, hence the importance of helping them to develop the resources that will enable them to take responsibility for their own health and be active throughout their lives. Students will adopt a healthy, active lifestyle to the extent that they are aware of the factors likely to affect their lifestyle habits in a positive or negative way. Students demonstrate a healthy, active lifestyle through regular physical activity and through their capacity to assess the impact of their actions on their health and make consequent choices.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

In adopting healthy lifestyle habits, students deploy several cross-curricular competencies. More specifically, they exhibit intellectual competencies in that they must use appropriate information and exercise critical judgment in order to make well-informed choices. They also display personal and social competencies, as the adoption of healthy lifestyle habits is closely tied to personal identity and relationships with others.

CONTEXT FOR LEARNING

Students develop this competency by engaging in physical activities in a school, family or community setting and by participating in discussion. The learning situations proposed in physical education and health class are based on the contexts for learning outlined above under the first two competencies. Situations drawing on opportunities or events outside the school setting should not, however, be excluded. The homeroom teacher and other members of the school team are encouraged to support students in their learning. Students should be given the opportunity to continue in their other subjects and in complementary activities the critical examination undertaken in physical education and health class, where only those knowledges directly related to physical education and health are covered. More general knowledges are covered in activities related to the broad area of learning called "Health and Well-Being."

DEVELOPMENTAL PROFILE

Throughout elementary school, students gradually internalize the process involved in adopting or changing lifestyle habits related to their health and well-being (personal hygiene, relaxation, personal safety, and so on). By the end of elementary school, they have acquired or consolidated certain habits, including regular participation in physical activity. The more students develop this competency, the better they are equipped to take advantage of opportunities to transfer the learning acquired in school to other settings and to safely engage in different types of physical activities on their own.

Key Features of the Competency

To analyze the impact of some personal lifestyle habits on own health and well-being

To develop a plan in order to change some personal lifestyle habits

TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

To assess the results of the plan

To carry out a plan in order to change some personal lifestyle habits
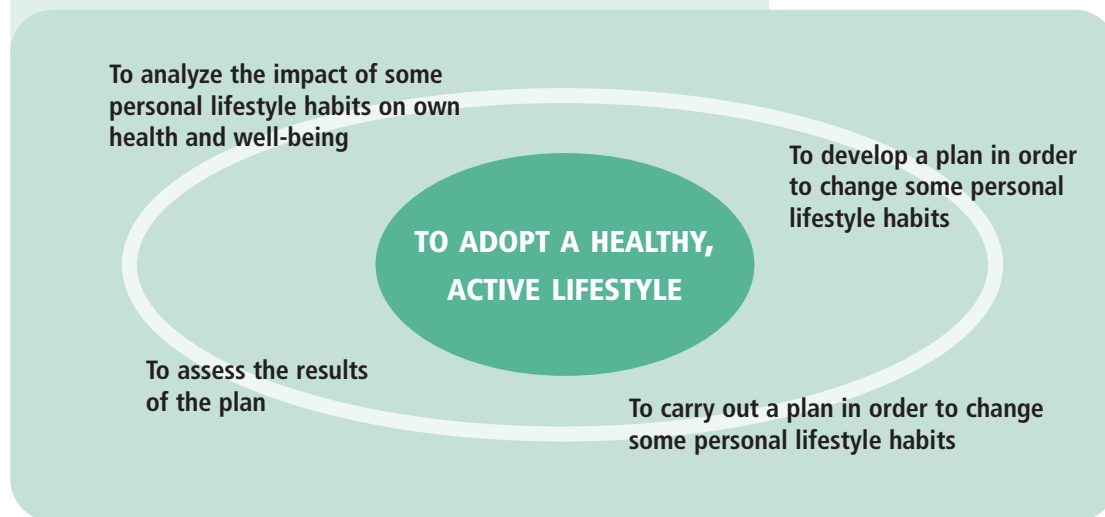
Evaluation Criteria

– Explanation of the impact of personal lifestyle habits on own health and well-being   ❶ ❷ ❸

– Preparation of a plan for participation in physical activity   ❶ ❷ ❸

– Interpretation of the results of own strategy for changing personal lifestyle habits   ❶ ❷ ❸

– Identification of desirable improvements or elements that are worth keeping   ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

Students explain the concept of lifestyle habits and health. They try different types of physical activities, varying their duration and intensity. They evaluate their process in terms of their achievements and difficulties.

CYCLE TWO

Students identify different strategies they can use to change their lifestyle habits. They recognize which of their habits are conducive to health and well-being and which are detrimental. With the teacher's support, they choose a physical activity and plan how they will engage in this activity on a regular basis. They also plan how they will change another of their lifestyle habits. They interpret their results and identify desirable improvements or elements that are worth keeping.

CYCLE THREE

Students make connections between their lifestyle habits and their effects on their health and well-being. They exercise critical judgment with respect to opinions and to information about various topics related to health and well-being. They plan their participation in physical activity and the strategy they will use to change one of their lifestyle habits. After evaluating their process and results, they identify desirable improvements or elements that are worth keeping.

Essential Knowledges

LEARNINGS

LIFESTYLE HABITS

• Regular physical activity

– Psychological benefits

- Positive emotions ❷ ❸

- Mental relaxation ❷ ❸

- Maintenance or improvement of concentration ❷ ❸

– Physiological benefits

- Effects on growth ❷ ❸

- Improvement of capacity to recover ❷ ❸

– Social benefits

- Improvement of interpersonal relations or maintenance of harmonious interpersonal relations ❷ ❸

• Safe participation in physical activity

– Proper use of equipment ❶ ❷ ❸

– Appropriate clothing ❶ ❷ ❸

– Exercises with a high injury risk ❶ ❷ ❸

– Behaviours to adopt in potentially dangerous situations ❶ ❷ ❸

– Proper set-up and storage of equipment ❶ ❷ ❸

– Safety rules to observe in different settings ❶ ❷ ❸

– Stages of physical activity (warm-up, performance, cool-down) ❶ ❷ ❸

– Pacing ❸

• Fitness

– Flexibility ❶ ❷ ❸

– Posture ❶ ❷ ❸

– Cardiovascular endurance ❸

– Strength ❸

• Personal hygiene related to physical activity ❸

• Relaxation ❶ ❷ ❸

• Stress management ❸

EFFECTS OF A SEDENTARY LIFESTYLE

– Weight ❸

– Flexibility ❸

– Muscle mass ❸

– Etc.

ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY

– Anatomy: bones, muscles, heart, lungs, joints ❶

– Physiology: cardiovascular system, respiratory system, muscular system, the body's response to exercise ❷ ❸

Cultural References

For all three competencies   ❶   ❷   ❸

– The gear and equipment used in physical education and how it
  has changed over time

– The lifestyle habits of family members, friends, Quebeckers in
  general

– Changes in the physical activity habits of family members, friends,
  Quebeckers in general

– Major events in the news in connection with physical education
  and health

– Exhibitions (e.g. hall of fame)

– Types of recreational activities

– Readings (e.g. books, newspapers, magazines)

– Architecture (e.g. Olympic stadium)

– Sports here and elsewhere

– Sports events (e.g. Olympics, national, provincial or regional
  amateur athletic games, sports events held as part of carnivals)

– Objects of everyday life

– Heritage objects (e.g. skis from 1960, snowshoes used by
  Amerindians)

– Values that determine behaviours (e.g. lifestyle habits, leisure
  habits)

– Types of clothing (for different seasons, in different countries, for
  different sports)

Suggestions for Using Information and Communications Technologies

Through various learning situations, in cooperation with the homeroom teacher and the physical education and health teacher, students explore and use different technologies to acquire learnings in connection with school subjects and personal interests.

– Using CD-ROMs, software and Web browsers to explore themes
  related to physical education and health   ❷   ❸

– Using software to create and develop physical activity schedules   ❷   ❸

– Using software to keep a food journal over a given period of time   ❶   ❷   ❸

– Using software to keep a log of self-evaluation results in physical
  education and health class   ❸

– Using software demonstrating techniques   ❷   ❸

Photo: Alain Désilets

Introduction

> *Morality is part of life, and in order to integrate it intelligently, we must go beyond the mere knowledge of the moral references that govern social relationships and strive to understand the rationale behind them and their scope.*
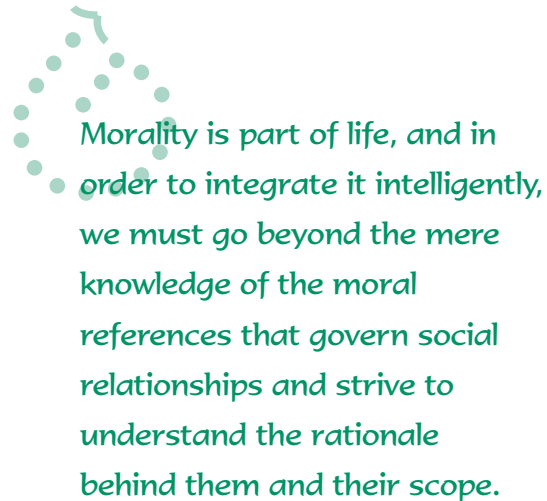
A good number of people think of morality as a set of rules that clearly indicate how we should behave, and believe that it is these rules that children should learn. This view of morality requires that we follow a code of conduct, and act without necessarily understanding the reasons for our actions. However, morality is part of life, and in order to integrate it intelligently, we must go beyond the mere knowledge of the moral references that govern social relationships and strive to understand the rationale behind them and their scope.

This view of morality suggests an art of making choices that relies on the resources of the intellect and the heart. It values a process of reflection that makes it possible to discern between what is appropriate or inappropriate, acceptable or unacceptable, desirable or undesirable, in terms of a better individual or collective way of being or of living. It is based on a view of humans as in a state of becoming, searching for happiness, and called upon to develop independence; as relational beings who are able to feel, reflect and act; and as beings required to become involved in their personal development and that of their community. This view of human nature provides a foundation for humanistic values, including some that are necessary for exercising democracy.

Morality has an individual dimension and a collective dimension. The first is present in all individuals seeking well-being and having a view of the world, a certain understanding of the realities of life, a way of viewing human nature, beliefs, values and some knowledge of social precepts. From a collective perspective, morality responds to the need of the members of a society to define common goals and projects, to choose a set of values and to establish principles that will guide members' actions. Being closely related to society's culture and to the underlying view of human nature, morality also draws from other sources. All human beings are in fact part of a continuum and the history of humanity offers a pool of knowledge and wisdom from which they can draw on in order to discover other world-views, other views of human nature and guidelines for action. An individual therefore refers to a host of personal and collective references in order to make choices and enlightened decisions on what is the most appropriate course of action for a given situation.

From this perspective, morality is considered to be both process and content. Morality as a process takes the form of questioning, reflection and the search for individual answers to questions arising from the regulation of conduct. Individuals reflect on their relationships with other human beings and seek to understand what they are experiencing so that they may instigate personal change. As members of society, individuals also become aware of the realities of the society to which they belong, and reflect on the principles that guide members' actions and the values and projects that it advocates. This is an important aspect of the cultural dimension of the Moral Education program. In addition to reflecting on their own

moral options (e.g. beliefs, values, moral principles), students will identify the strengths and weaknesses and envisage how they themselves could contribute to improving this society.

Morality as a process calls upon reasoning, feelings and experience. It is applied in:
– searching for the meaning of everyday situations
– identifying and questioning the values, goals, expectations and projects advocated by the community
– determining what action should be taken in a variety of contexts that require:

  - an examination and choice of personal and collective references

  - an awareness of what can be done to achieve self-fulfillment and to contribute to reorganizing and improving the individual and collective way of living

Morality as content includes a view of the world and of human nature, values and all of the requirements, expectations and conventions present in the lives of individuals. This content forms part of what is often called the "moral frame of reference."

Since students are the main agents of their moral education, the program focuses on the development of competencies and the acquisition of essential knowledges that will allow them to reflect on life and on what guides and

influences how people live in society; to exercise moral judgment; to develop attitudes that demonstrate a sensitivity to themselves and to others; and to develop the ability to take into account the specific context of each situation. The teacher helps the students develop moral maturity and become independent and responsible individuals. This maturity is acquired when students make the transition from a morality of outside constraints to one that they have integrated as their very own. It must be recalled, however, that schools are not the only place where students can develop a sense of morality; the environment in which they live also plays an important role.

Teachers who have been working in moral education for some years may have recognized in the preceding statements some of the reflections on human nature and morality contained in the 1990 program of study. These reflections are still relevant today as part of a new program that places more emphasis on the development of competencies.

The Moral Education program focuses on the development of three complementary competencies:

– To understand life situations with a view to constructing a moral frame of reference

– To take an enlightened position on situations involving a moral issue

– To engage in moral dialogue

Within the dynamic of the three competencies, students first focus on personal reflection in order to understand who they are and how they experience relationships with others in different everyday situations. They question the meaning, goal and importance of guidelines that influence and direct the behaviours of each individual in these situations (Competency 1). The students' examination of these relationships will expand as they progress in their learning. First, students will look at their relationships with all types of living organisms, then those with their family, friends and classmates. Then, they will examine other broader realities such as their neighbourhood, other cultures in their neighbourhood, their country, other countries and the planet. The students' study of human relationships on a small and large scale will make them aware of the moral problems that inevitably arise. They will thus develop tools to resolve these moral problems and to take an enlightened position. The competency on moral dialogue comes into play both when students examine life situations with a view to constructing guidelines for action (simultaneously with Competency 1) and when students analyze moral problems with a view to taking a position (simultaneously with Competency 2).

Figure 18
Moral Education

Competency 3
To engage in moral dialogue

What responses can we come up with together to the moral questions that concern us all? **How** can we construct these responses together in a climate of mutual respect?

Competency 1
To understand life situations with a view to constructing a moral frame of reference

Competency 2
To take an enlightened position on situations involving a moral issue

What does this situation make us understand about humans?
What does living together require of each individual?
Which guidelines should direct our actions?

Life situations

What is the problem?
What are the possible choices?
Which choice would best promote a better individual and collective way of living?

The individual
Immediate environment
Other historical periods
Elsewhere in the world

Competency 1 • TO UNDERSTAND LIFE SITUATIONS WITH A VIEW TO CONSTRUCTING A MORAL FRAME OF REFERENCE

Focus of the Competency

MEANING OF THE COMPETENCY

Morality is not a set of principles that have no bearing on reality. It is rooted in very concrete life experience and is observable. Individuals need to understand the interdependence of living organisms and relationships between people, to identify the guidelines that direct human action, to seek out what these guidelines mean and what their purpose is, to determine their impact on individual and collective life and to verify if these guidelines truly contribute to ensuring a better individual and collective way of living. This reflection focuses on the students' environment and on other cultures and historical periods, and should allow the students to integrate their own guidelines for action (i.e. to construct a moral frame of reference), to better perceive what could be changed in their environment and to contribute to this change to the extent that their capacities allow.

This first competency specifically draws on the students' capacity to make connections between their living environment, the actions of people and the guidelines that help people choose their actions, not in a purely individualistic manner but as a function of a better individual and collective way of living. If students use this competency to understand their life at school, they would ask questions such as "Why do we go to school?" "Why are there rules at school?" "What would happen if each student did what he/she wanted?" "What are the values that make it possible for us to live together harmoniously?" These questions could help students discover the meaning of life at school, as well as the meaning, usefulness and importance of values and rules that govern students' behaviours.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is very closely related to the cross-curricular competencies of critical judgment, creativity, personal identity and working with others. Students who seek to understand their environment with a view to guiding their actions call upon their critical judgment when they analyze how their social environment functions and study its values and rules, and when they compare them with those of other cultures or historical periods. Their creativity also comes into play here because they must use their imagination to improve their environment according to the values they consider important for a better individual and collective way of living. Also, by learning about moral, spiritual and cultural references in their environment and by becoming aware of their personal reactions to the goals and values that guide them, the students develop their personal identity. This moral education competency also complements the cross-curricular competency "to work with others" because it focuses on the importance of cooperation as a value.

CONTEXT FOR LEARNING

For children, relationships with family members, friends and the people they come in contact with at school are very important. Therefore, there are three broad categories of life situations that will be examined in Competency 1: the interdependence of living organisms (humans, animals, plants–Cycle One); relationships in the context of groups to which they belong (family, friends, other students–Cycle Two); and relationships with people who are different (Cycle Three). The theme of differences has been included because differences between persons (e.g. gender, race, religion, preferences, aptitudes) are often the root of negative prejudices and difficulties in relationships. These three broad categories of life situations (interdependence of living organisms, groups and differences) are considered ideal avenues for developing this competency. The guidelines that the students are likely to find in these life situations correspond to ways of viewing living organisms, in particular, humans, and to prohibitions, rules, norms, rights or values. Students may question the usefulness of these guidelines and how they contribute or not to improving their quality of life and that of others in the community.

DEVELOPMENTAL PROFILE

The situations and the guidelines that the students examine as they progress through the cycles will become increasingly complex. The students begin by discovering the prohibitions that govern the interdependence of living organisms (ecological and interpersonal relations issues), then the rules that govern relationships in groups, and finally the norms and rights recognized by international charters that legislate relationships between people who are different. As they progress through the cycles, the students also discover new values and their views of human nature become increasingly rich and complex.

Key Features of the Competency

To analyze, in own environment, life situations and related guidelines for action

To compare the life situations and guidelines for action in own environment with those of other cultures or historical periods

TO UNDERSTAND LIFE SITUATIONS WITH A VIEW TO CONSTRUCTING A MORAL FRAME OF REFERENCE

To justify the guidelines for action that will be applied to own life

To clarify own definition of values on the basis of personal experience

Evaluation Criteria

– Explanation, using examples, of relationships between people, and between people and their environment   ❶ ❷ ❸

– Explanation, using examples, of requirements related to these relationships   ❶ ❷ ❸

– Identification of guidelines for action present in the examples (prohibitions, rules, rights, norms, values, ways of viewing living organisms, etc.)   ❶ ❷ ❸

– Justification of the guidelines for action that will be applied to own life according to how important they are in terms of a better individual and collective way of living   ❶ ❷ ❸

– Definition, in own words and using examples, of the values experienced on different occasions   ❶ ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, students show an understanding of the interdependence of living organisms by providing one or more simple examples of living organisms in the students' own and in other environments that depend on each other to meet their different needs. They associate these examples to a relevant way of viewing living organisms, a value or a prohibition. From their personal experience, they give simple examples of actions or gestures that represent a value. They choose one or more guidelines for action and express in their own words why the guideline or guidelines are important by demonstrating how the quality of life of living organisms is enhanced.

CYCLE TWO

By the end of Cycle Two, students show an understanding of living together in groups by explaining what each of the groups that they belong to gives them and what they bring to the groups. They explain the requirements for living together in a house, at school, with their friends and in recreational groups. They explain in their own words how they view relationships, values, rules and prohibitions that guide actions in these groups. They explain how groups live together in other cultures and historical periods. They give examples of actions that represent the values experienced at school or elsewhere. They express their personal conclusion regarding what is most important in guiding their actions in groups and explain how their conclusion promotes a better individual and collective way of living.

CYCLE THREE

By the end of Cycle Three, students show the richness of and requirements for living together with people who are different. They draw on their personal experience and a variety of sources of information. They consider ways of viewing people, values, prohibitions, rules, norms and rights that guide actions toward different people. They compare their reality and guidelines to those of young people their age in other cultures or historical periods. They give a personal definition of the values experienced. They express their personal conclusion regarding what is most important in guiding their actions with people who are different and they demonstrate how their conclusion promotes a better individual and collective way of living.

Essential Knowledges

LEARNINGS AND STRATEGIES USEFUL FOR UNDERSTANDING LIFE SITUATIONS AND CONSTRUCTING A MORAL FRAME OF REFERENCE (GUIDELINES FOR ACTION)   ❶   ❷   ❸

Make connections between who they are, what they experience in their relationships with others and the environment, and what they discover about the requirements of these relationships

- **An individual**

– An individual as a unique living organism: who thinks, who feels, who has different needs (*e.g. physiological, emotional, intellectual, etc.*)   ❶

– Distinction between living and nonliving   ❶

– Distinction between different categories of living organisms   ❶

- **Interdependence between humans and other living organisms**

– Needs of humans that are met by other humans, animals and plants   ❶

– The care that humans must give to animals and plants   ❶

- **Requirements for interdependence among living organisms**

– Responsibilities toward living organisms in one's environment:

  - according to the category of living organism   ❶

  - according to the needs that must be met   ❶

  - according to the circumstances (*e.g. people that one knows and strangers; pets, wild animals and animals on the verge of extinction*)   ❶

– Distinction between appropriate and inappropriate treatment of living organisms in one's environment   ❶

– Critical look at how the treatment of living organisms is presented in the media (*e.g. distinction between real and imaginary, appropriate and inappropriate*)   ❶

- **An individual imbued with potential**

– An individual as having a personal identity: with personal preferences, capacities and talents   ❷

- **An individual who maintains relationships in groups**

– Groups:

  - types of groups (*e.g. family, friends, school, recreational groups, religious groups, chosen or imposed, that last or do not last*)   ❷

  - the persons in the group and their needs   ❷

– Importance of the group for the development of each member's talents and capacities:

  - the roles of each person in the group   ❷

  - the types of relationships maintained   ❷

  - the contribution of each person in the group   ❷

– The difficulties of life in a group:

  - examples of difficulties   ❷

  - gestures and attitudes that indicate difficulties in the group   ❷

  - causes of these difficulties   ❷

Make connections between who they are, what they experience in their relationships with others and the environment, and what they discover about the requirements of these relationships (cont.)

- **The requirements for life in a group**

– Importance of members pooling individual talents and capacities for the benefit of all ❷

– What sharing of space (physical and psychological) and common objects requires of each member ❷

– Conditions that ensure the well-being of each individual in a group ❷

– Conditions for maintaining relationships in a group ❷

– Satisfactory management of tensions (conflict, rivalry, competition) ❷

– Critical look at how relationships in a group are presented in the media (*e.g. families in cartoons, sports teams in children's movies*) ❷

- **An individual who stays the same and who changes**

– An individual as a person with physical, psychological, cultural and social characteristics ❸

– The main changes in one's life from a physical, psychological, spiritual, social and cultural perspective ❸

– Aspects of one's personality that have stayed the same over the years ❸

- **An individual in relationships with people who are different**

– Recognition of what is similar and different in people, of what brings us closer and what makes us distinct (*e.g. interests, beliefs, physical or intellectual handicaps*) ❸

– Differences as a source of enrichment ❸

– Difficulties in relationships with people who are different (examples of differences that are sometimes sources of difficulties: gender, race, sexual orientation, preferences, social condition) ❸

– The presence and impact of prejudices and generalizations ❸

– The influence exerted and experienced by people ❸

- **The requirements for living together with people who are different**

– Recognition of what constitutes equality in people despite differences ❸

– What the *Charter of Human Rights and Freedoms* says about the rights of those who are different, on which principle it is based ❸

– Limits of what is acceptable and unacceptable in relationships ❸

– Need for self-affirmation ❸

– Choices:

  - the conditions for making enlightened choices ❸

  - the motives that lead us to make choices and their consequences (*e.g. choices made under pressure, out of fear or pure pleasure, to evade punishment, to help someone, in the name of justice, etc.*) ❸

  - the short- and long-term effects on oneself, others and society, if applicable, of certain choices pertaining to interpersonal relationships, sexuality, the use of cigarettes and drugs, and leisure activities ❸

– Satisfactory management of tensions created in relationships between people who are different ❸

– Critical look at discrimination in advertising and television and on the Internet ❸

Cultural references: make connections between elements of the moral frame of reference and life situations

- **A view of human nature that the student arrives at through personal reflection and questioning concerning life situations**

– Human beings:

  - interdependent beings who need other living organisms to meet their needs and who have their share of responsibility in meeting the needs of other living organisms ❶

  - relational beings who have a certain autonomy, who receive from other persons and who give as part of group life ❷

  - beings who create their own identity through contact with people who are similar or different ❸

- **Social precepts (prohibitions, rules, rights, norms) found in one's environment**

– Presence of social precepts (prohibitions, rules, rights and norms in everyday life): their source, the rationale behind them, the circumstances in which they may be called into question ❶ ❷ ❸

– Prohibitions that guide humans' actions toward other humans, animals and plants ❶

– Distinction between permitted and prohibited gestures ❶ ❷ ❸

– The rules of various groups ❷

– Rights: what they are, those that affect children's lives, distinction between rights, needs, whims and privileges ❸

– What the *Convention on the Rights of the Child* says, what is actually happening in the world ❸

– The counterpart of rights: duties and responsibilities ❸

– Norms: certain expressions relating to norms (*e.g. "to be normal," "everyone else is doing it, so you can too"*) ❸

- **Values that one can define in own words and that were experienced**

– Values related to the life situations being studied:

  - collaboration, mutual assistance, sharing, concern for living organisms, responsibility toward humans, animals and plants ❶

  - cooperation, concern for oneself and for others, responsibility, equality in the treatment of people ❷

  - cooperation, openness to others, equality, commitment ❸

– Analysis of the values experienced:

  - general aspects of values ❶ ❷ ❸

  - usefulness, necessity and importance of values ❶ ❷ ❸

  - actions, gestures and attitudes that reflect values and that may or may not be observed in oneself and in others ❶ ❷ ❸

  - recognition of what hinders or promotes the development of values ❶ ❷ ❸

  - effects of values on oneself and on others ❶ ❷ ❸

  - changes perceived in one's views of the usefulness and importance of values ❶ ❷ ❸

Establish relationships with own environment, another culture or another historical period

- **Examination of life situations and guidelines for action**

– In another culture in own environment or elsewhere in the world   ❶   ❷   ❸

– In another historical period, in own environment or elsewhere in the world   ❶   ❷   ❸

– In religions in Québec and elsewhere, in the present and in the past   ❶   ❷   ❸

- **Persons or groups whose views are inspiring**

– Regarding the protection of the environment   ❶

– Regarding life in groups   ❶   ❷

– Regarding the promotion of equality in the treatment of people who are different   ❸

COMPETENCY 2 • TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

Focus of the Competency

MEANING OF THE COMPETENCY

Throughout our lives, we are called upon to take positions on moral or ethical issues. More than ever, it is important to be equipped to adequately resolve problems that will only continue to increase in number, especially as a result of very rapid scientific developments in all fields and the impact of increasingly divergent views on issues ensuing from these developments (e.g. different viewpoints on human cloning).

From a young age, children are faced with situations in which they must make choices: "Should I listen to my parents or do what I feel like doing?" "Should I tell the truth and be punished or should I let my brother take the blame instead?" The problems that students face stem from relationships with others and with the environment: "What will happen if I don't take part in family chores?" "What is my responsibility toward animals in my surroundings?" Other problems concern social or global ethical issues such as euthanasia or cloning. The first step in developing this moral education competency is to recognize, individually, with head and heart, that there is a problem that has consequences for oneself and for other living organisms. It is a fundamental awakening. But it is not enough to simply identify the problem. We must also be able to distance ourselves from our personal viewpoint in order to take other people's perspectives into consideration, to envisage possible solutions and to choose a solution that seems the most desirable for oneself, for others and for the community—these are the essential knowledges that a person who is responsible has acquired.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

As with the preceding competency, Competency 2 is very closely related to the cross-curricular competencies of solving problems and exercising critical judgment. The problems pertaining to our relationships with other human beings and with the environment are the focus of reflection and analysis.

CONTEXT FOR LEARNING

The problems that interest students are those that they can relate to in their own lives and that are familiar. Generally, at this age, students are concerned with moral problems related to living with others: family, friends, classmates and people who are members of their community. The problems also relate to the natural environment because of the interdependence that exists between human beings and certain animals and plants in their environment. To resolve moral problems, the students use guidelines that they know or that they have constructed by seeking to better understand the environment in which they live.

DEVELOPMENTAL PROFILE

At the beginning of elementary school, students resolve simple problems and are faced with a dilemma, that is, with choosing between two options: what they should do or not do, or say or not say. With time, the problems become increasingly complex and they offer the possibility of choosing from various solutions. The strategies used to resolve moral problems become increasingly complex because the students must consider a greater number of elements. For example, at the beginning of elementary school, the students consider the feelings of the persons concerned by the problem, whereas at the end of elementary school, they also consider the views of experts or of people throughout history who have reflected on the subject. In resolving the first dilemmas, the students use a guideline that has meaning for them (e.g. what their parents prohibit them from doing in certain situations). The more experienced students may use several guidelines: a right, a rule, a value or a way of viewing human nature.

Key Features of the Competency

To explain the moral problem

To analyze the situation from different viewpoints

TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

To justify the choice in terms of a better individual and collective way of living

To envisage possible choices and their consequences
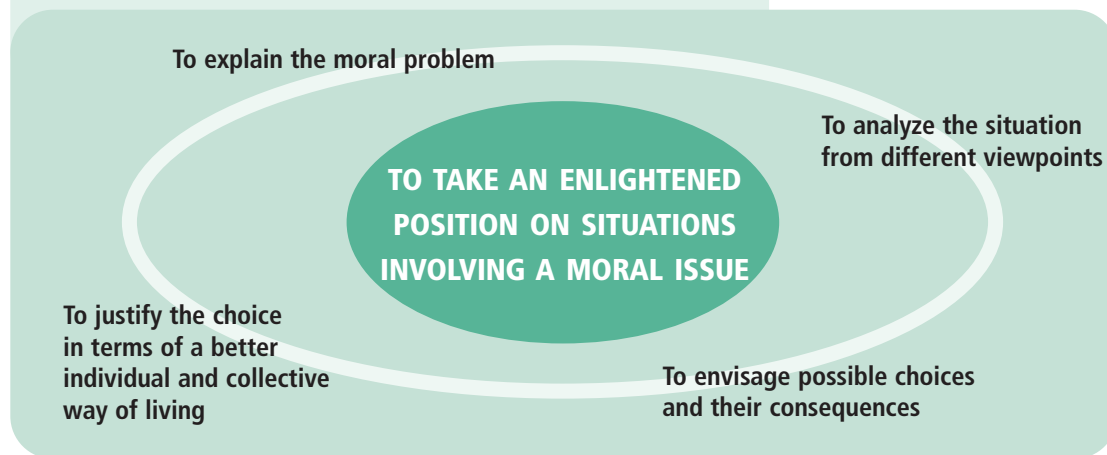
Evaluation Criteria

– Explanation of the moral problem and its repercussions on people ❶ ❷ ❸

– Description of the viewpoint of the persons concerned by the problem ❶ ❷ ❸

– Listing of possible solutions and their consequences ❶ ❷ ❸

– Justification of the choice of a solution using one or more guidelines that promote a better way of living ❶ ❷ ❸

– Description of how personal understanding of the situation has changed in seeking to develop an enlightened position ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, with occasional help from the teacher, students resolve a simple moral dilemma that involves the connections between living organisms. The students gather basic information that allows them to understand the context. They describe the problem in simple terms and describe the viewpoint of the persons concerned (feelings, ways of viewing the problem). They identify the repercussions of the problem on the living organisms concerned and choose two possible solutions, giving at least one positive and one negative consequence for each solution. The students explain why their final choice is the most desirable one for the living organisms concerned.

CYCLE TWO

By the end of Cycle Two, students resolve a simple moral problem that involves relationships in groups. The students gather the information required to understand the context and explain the moral problem, taking care to highlight the contextual elements. They identify the repercussions of the problem on each of the persons concerned and on the group as a whole. They describe the viewpoint of the persons concerned and give reasons for the respective viewpoints. They envisage the possible choices and their positive and negative consequences on the person concerned, on others and on the group. The students explain their choice and highlight why it is the most desirable for the person concerned and for the group. The students identify the guidelines behind their choice (values, prohibitions, rules, view of human nature).

CYCLE THREE

By the end of Cycle Three, students resolve a moral problem that involves relationships between people who are different. The students explain a problem that is of concern to them using a number of contextual elements. They identify the cause of the problem and its repercussions on one or more people and explain the viewpoint of each person. The students identify the applicable moral guidelines. They envisage choices and their positive and negative consequences in the short and long term for the person concerned, for other persons affected and sometimes for society. The students justify their choice by highlighting the guidelines (values, prohibitions, rules, human rights, view of human nature) on which the choice is based and demonstrate that the choice is the most desirable for all the persons concerned, for the group and for society. The students explain how they have been enriched by resolving this problem.

Essential Knowledges

STRATEGIES AND LEARNINGS USEFUL FOR UNDERSTANDING A SITUATION AND A MORAL PROBLEM

Reconstruct the context (all the circumstances)

– Select relevant information: where the situation is taking place, the people concerned and their feelings, the person who has a decision to make, the specifics of the situation (*e.g. the existence of a social or moral precept or of an authority*)   ❶ ❷ ❸

– Distinguish between a problem that one has control over and a problem that one does not have control over   ❸

– Distinguish between having a choice and not having a choice   ❸

Consider different viewpoints

– The feelings of the persons concerned by the problem   ❶ ❷ ❸

– The reasons invoked, the real reasons, and the excuses that we give   ❷ ❸

– Put oneself in the place of the persons concerned in order to imagine what they might feel and think   ❸

– The details about the persons concerned that help to understand their viewpoint (*e.g. their personality traits, their past experience, their feelings*)   ❷ ❸

– What the persons concerned believe should be done   ❷ ❸

– The views of experts (*e.g. biologists, doctors, police officers, lawyers*)   ❸

– The views of persons who throughout history have reflected deeply on ethical and moral issues (*e.g. Confucius and the Golden Rule, Albert Jacquard and his thoughts on differences between people*)   ❶ ❷ ❸

Take into account the intentions of the persons

– Distinguish between a voluntary and an accidental gesture   ❶

– Distinguish between an apparent and a true intention   ❷

– Distinguish between the initial intention and the result obtained   ❸

Recognize tensions

– Within a person (*e.g. between what the person wants, and can or should do, between pleasant and unpleasant emotions, between choices and their possible consequences*)   ❶ ❷ ❸

– Between persons in a group (different expectations and emotions)   ❷

– Between the persons concerned and the requirements of their surroundings (*e.g. requirements of parents, friends, school, municipality, human rights*)   ❸

Refer to personal experience of similar situations   ❶ ❷ ❸

STRATEGIES AND LEARNINGS USEFUL FOR MAKING A CHOICE IN A SITUATION THAT INVOLVES A MORAL ISSUE

Anticipate the effects of the various possible choices

– Envisage the positive and negative consequences of each choice   ❶ ❷ ❸

– Distinguish between a consequence with negligible impact and one with serious impact   ❶

– Consider the consequences for oneself and for others   ❶ ❷ ❸

– Consider the consequences for society   ❸

– Consider the short-term consequences   ❶ ❷ ❸

– Consider the long-term consequences   ❷ ❸

– Identify the choices with the least negative impact, that are best for the greatest number   ❸

STRATEGIES AND LEARNINGS USEFUL FOR JUSTIFYING A CHOICE, ON THE BASIS OF REASONS

Refer to personal experience in similar situations, choices made and results obtained ❶ ❷ ❸

Take a critical look at the reasons behind the choice

– Which elements of the problem (circumstances, different viewpoints, etc.) does the solution take into account? ❶ ❷ ❸

– Is the choice the best of all those considered? Why? ❶ ❷ ❸

– How does the choice promote a better way of being for living organisms (concern for the environment and a better way of living for people)? ❶

– How does the choice promote a better individual and collective way of living? ❷ ❸

– Are the reasons sound? Why? ❷ ❸

– Do the reasons brought forth contain any prejudices, hasty or excessive generalizations, normalization (*e.g. "everyone else is doing it, so you can too"*)? If so, which ones? ❸

COMPETENCY 3 • TO ENGAGE IN MORAL DIALOGUE

Focus of the Competency

MEANING OF THE COMPETENCY

Who has not been placed, at one time or another, in a situation where one has had to have a discussion in order to understand a reality of everyday life, to define common goals or to resolve problems arising from one's relationships with others? At school, these types of opportunities present themselves during discussions to establish an educational project, consultation activities to determine the academic options of a student experiencing difficulties and discussions among students to select the theme for a common project. To describe these discussions, we can define dialogue as an exchange during which a number of persons invest their emotional and intellectual resources in pursuit of a common understanding, a consensus, an agreement, a compromise. We can ask ourselves under which conditions we can refer to "moral dialogue." Certainly dialogue may be moral when issues pertaining to morality are dealt with, but the moral dimension of this competency also resides in how the issues are approached. The moral dimension is reflected in the personal involvement and attitudes of the participants, in one's commitment to bringing ideas and to reacting to those of others, in one's concern for others by building on what others have put forth, in the contribution of one's full potential in seeking responses to moral questions, and in the exercise of one's creativity by envisaging solutions that could improve the world in which we live.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is closely related to the cross-curricular competency of communication. It brings a moral or ethical dimension to communication by helping students to become more aware of what is going on within themselves, to develop a sensitivity to others and to engage with other interlocutors in a common quest. The practice of moral dialogue also encourages students to work together because students who are in a situation where they interact are called upon to demonstrate open-mindedness and to recognize what facilitates or interferes with group reflection. Throughout exchanges, the students exercise critical judgment because they reflect on events or phenomena and they construct an opinion by comparing new elements with those already in hand.

CONTEXT FOR LEARNING

Moral dialogue is not practised in a vacuum. This competency is closely related to the first two competencies because they provide the subject matter for debate. Moral dialogue can be practised during a group research activity on the meaning of words such as need, family, prejudice, right, responsibility or norm. It is also practised when students analyze situations that involve a moral issue or when students prepare, carry out and evaluate an activity or project during which they show an understanding of values (within the scope of Competency 1). However, one of the most important aspects of dialogue is the reflection on the ethics of the dialogue itself with a view to identifying what was experienced, in terms of ideas as well as attitudes or its result.

DEVELOPMENTAL PROFILE

By means of moral dialogue, students become more aware of what is going on within themselves, develop a greater sensitivity to others and become more involved in seeking responses with others. They gradually learn to distance themselves from their personal viewpoint in order to consider the viewpoints of others. They become more adept at using the procedure related to dialogue and at organizing their thoughts. They exercise critical judgment in an increasingly complex manner. The students begin by learning to identify the obstacles to group dialogue and to distinguish among a number of ideas, such as what is acceptable and unacceptable. As the students progress through the cycles, they learn to recognize generalizations and to evaluate the validity of the reasons and ideas brought forth.

Key Features of the Competency

To recognize personal ideas and convictions

To show consideration for others

To describe how personal viewpoint is confirmed or modified by the dialogue

TO ENGAGE IN MORAL DIALOGUE

To construct with others responses to moral questions

To assess what promotes or hinders group reflection
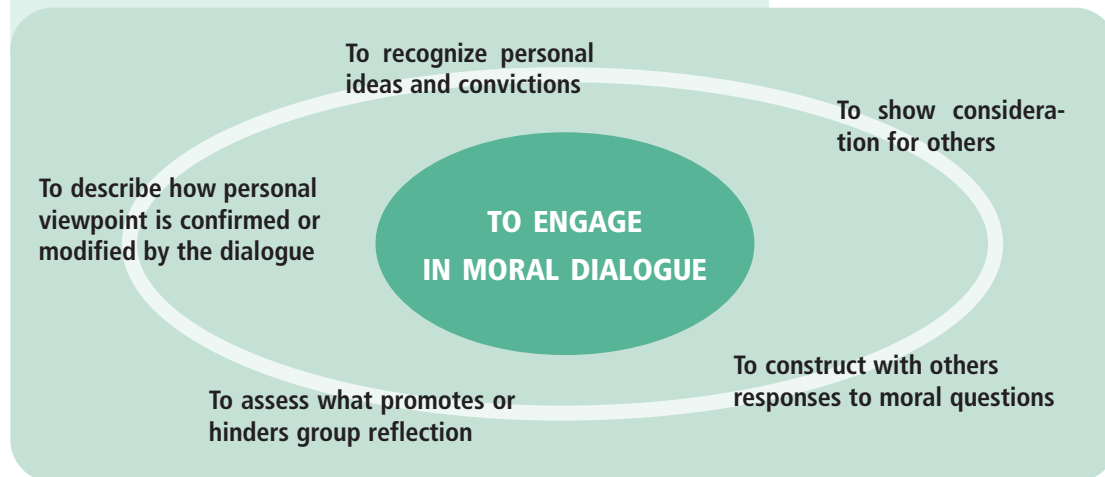
Evaluation Criteria

– Contribution to the construction of a common response ❶ ❷ ❸

– Expression of personal ideas and feelings, while taking into account oneself, others and the subject ❶ ❷ ❸

– Listening, while taking into account oneself, others and the subject ❶ ❷ ❸

– Exercise of critical judgment regarding personal ideas and those of others, and regarding the attitudes demonstrated during the dialogue ❶ ❷ ❸

– Identification of conditions that promote or hinder group reflection ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, during dialogue on a moral question dealing with relationships with living organisms, students express their ideas, feelings and personal reactions, in particular with regard to the infringement of a person's right to speak. The students express their agreement or disagreement with the ideas put forth. They listen to others attentively, and respect their right to speak and take into consideration the feelings that others express. They consider the fact that others may think or feel differently. They recognize the words and gestures of others that help or interfere with speaking and they express the impact that these gestures or words have on them. The students share one of their discoveries about what they felt during the dialogue and about what happened in the group. At the end of the discussion, they express in their own words how they perceive the subject in question.

CYCLE TWO

By the end of Cycle Two, during dialogue on a question dealing with group life, students succinctly express their ideas on the subject, and the feelings that the exchanges and others' comments raised. They identify the internal messages that help or interfere with speaking. They take others' feelings into account, listen to everything others have to say and express opinions without being hurtful. The students give reasons for their agreement or disagreement with others' viewpoints and give relevant examples in support of their own. They identify the ideas, attitudes and gestures that promote or hinder group reflection. They describe what they discovered during the dialogue, be it in terms of ideas, feelings or procedures. They assess their contribution to the dialogue in terms of procedure and the atmosphere of the discussion.

CYCLE THREE

By the end of Cycle Three, during dialogue on a question dealing with similarities and differences between people, students express their viewpoint with discernment. They welcome others' participation by using respectful verbal and nonverbal language and by moderating their reactions. They are able to call into question people's comments, and identify those that are prejudiced. They assess the validity of ideas, reasons, examples and comments. They broaden their viewpoint by considering different ways of viewing things and by basing themselves on various sources. They identify the conditions that promote or hinder group reflection. They identify elements on which consensus has been reached. They express what they have learned about the subject, how the discussion took place and how the emotions and feelings of the group's members were taken into account. They assess their personal contribution to the dialogue in terms of their ideas, and the procedure and atmosphere of the discussion.

Essential Knowledges

LEARNINGS AND STRATEGIES USEFUL FOR ENGAGING IN MORAL DIALOGUE

Become aware of and understand what is going on within

– Thoughts and feelings ❶

– Internal messages that help or interfere with speaking ❷ ❸

– Beliefs, values and judgments ❸

– Ways of expressing feelings and emotions ❶ ❷ ❸

– Dilemmas, internal tensions, paradoxes related to what one wants to do and what one is expected to do ❷ ❸

Be sensitive to others

– Listen attentively to others: showing interest, verbal and nonverbal language, impact of attentive listening on oneself and others ❶

– Take into consideration others' feelings ❷ ❸

– Be open to different ways of thinking, feeling and viewing things ❷ ❸

– Ask others questions in order to better understand what they are thinking or feeling ❸

– Limit speaking time ❷ ❸

– Respect others' right to speak ❶

– Listen to everything others have to say before taking a critical look at statements ❸

– Identify and analyze obstacles to listening and understanding (*e.g. distractions, prejudices, hasty conclusions, lack of interest, negative feelings*) ❶ ❷ ❸

– Express agreement, disagreement and ideas with confidence ❷

– Express agreement, disagreement and ideas with confidence and discernment ❸

– Express emotions, feelings and reactions without hurting others ❷ ❸

Become involved with others in group research and exercise critical thinking

– Share ideas ❶ ❷ ❸

– Respect rules governing discussion ❶ ❷

– Propose rules governing discussion ❸

– Contribute to the discussion by bringing up examples and reasons that support personal ideas ❶ ❷ ❸

– Recognize the value of others' ideas ❷ ❸

– Identify and analyze the obstacles to sharing ideas and feelings:

  - internal obstacles (*e.g. shyness, lack of self-confidence, fear, insecurity*) ❶

  - external obstacles (*e.g. social norms, close-mindedness, fear of recrimination or ridicule*) ❷ ❸

– Identify disrespectful comments, comments that reflect inadequate interpretations, prejudices or generalizations ❸

– Distinguish between:

  - a justified and an unjustified comment, a helpful and a hurtful comment ❶

  - a discreet and an indiscreet question ❸

LEARNINGS AND STRATEGIES USEFUL FOR ENGAGING IN MORAL DIALOGUE (cont.)

– Distinguish between what should be said and not said:

  - for personal reasons ❷

  - to avoid hurting others ❷

  - to respect confidentiality ❸

– Distinguish between acceptable and unacceptable reactions ❸

– Distinguish between beliefs, facts and opinions ❸

– Distinguish between reliable and unreliable sources
  (*e.g. Can we trust everything in the media? Can we believe everything adults say?*) ❸

– Distinguish between what should remain confidential and what should be revealed ❸

– Evaluate the validity of ideas, reasons, examples and comments brought up ❸

– Judge ideas and not people ❸

Suggestions for Using Information and Communications Technologies

Competency 1

– Using CD-ROMs containing information on the needs of animals and plants, and on how to take care of them ❶

– Consulting Web sites that present the rules of classrooms and schools around the world in order to compare them with those of own classroom or school ❷

– Presenting, on an educational site, a group article on the responsibilities of young people in different groups ❷

– Corresponding with young people from other cultures about what happens in their community to mark the transition from childhood to adolescence ❸

– Gathering information on a specific organization or subject (*e.g. UNICEF, Red Cross, sections of the Charter of Human Rights and Freedoms, the United Nations Convention on the Rights of the Child, leisure activities of young people the same age, statistics on young smokers or on drug use*) ❸

– Corresponding by E-mail with students in other schools in order to find ideas for activities or projects enabling students to experience values related to subjects covered in moral education ❶ ❷ ❸

– Working together to create a simple Web page that presents the activity or project carried out by the group, the values that were promoted and the values that were experienced during the activity or project ❷ ❸

– Corresponding with students from elsewhere to find out how they cooperate in everyday life ❷ ❸

– Producing and distributing an information brochure to promote school or neighbourhood activities or projects in which students may become involved ❷ ❸

Competency 2

– Gathering information on the Internet about situations in which animals or plants are in danger ❶

– Researching problem situations experienced by young people of the same age and presented in a discussion group ❸

– Exchanging views in discussion groups on the various activities that children enjoy with their friends, the main causes of quarrels and ways of resolving them ❷

– Presenting students at other schools, by E-mail or discussion groups, moral problems experienced in groups ❷

– Participating in Internet discussion groups on the usefulness of family or school rules ❷

– Corresponding on the type of problems that differences among young people at school can cause and sharing effective solutions used in various environments ❸

Competency 3

– Corresponding with children from elsewhere in order to compare the types of animals in their environment and the responsibilities they take on to meet the animals' needs ❶

– Researching of rules governing discussion used in discussion groups for young people in order to identify relevant elements ❷

– Discussing with children from elsewhere about their dreams and the kind of world in which they would like to live ❷ ❸

– Corresponding by E-mail with secondary school students in order to exchange thoughts on life, happiness, the future, etc. ❸

– Analyzing discussion groups for young people in order to identify the presence of prejudices and generalizations ❸

9.3 Catholic Religious and
Moral Instruction

Introduction

Elementary school students' search for meaning is manifested in their curiosity about the world around them, more specifically in their desire to discover and understand it. Their various experiences lead them to ask many questions, some of which are as old as time itself.

"Dad," says Jocelyn, who is seated beside him, "Dad, who made the world?"

Her father puts down his work and looks at her. He eases from his overalls an old pocket watch given to him by his grandfather and buffs it gently with the heel of his hand. Then he relates this story: "A very long time ago, the Hebrews, admiring the sky, stars and sea, and the earth and its inhabitants, wanted to show that only an extraordinary being, whom they called Yahweh, could have made such marvels. So they wrote a magnificent poem about the creation of the world." In a deep and solemn voice, Jocelyn's father begins to recite the poem: "In the beginning God created the heavens and the earth. The earth was without form and void, and darkness was upon the face of the deep; and the Spirit of God was moving over the face of the waters. And God said…"

Once the story is finished, Jocelyn looks her father straight in the eye and asks:

"Dad, do you really believe that that's the way the world was created?"

"Of course not. The people who wrote that poem did not have our modern scientific understanding of how the world began. What they wanted to say was that the creation they belonged to was an expression or manifestation of the existence of God, and that He brought the world into existence."

"I see," Jocelyn replies. "It's a little like Aesop's fables. They contain messages that make you think. But, Dad, do you think that God exists?"

"What a big question, my dear! When I look at the immensity of the heavens I think that there must have been Someone who created all of it."

"Like the ancient Hebrews…"

"Yes, like the Christians, Jews, Muslims and some scientists."

Thoughtful, Jocelyn's father puts his watch away carefully and, turning to her, replies, "And you, my little princess, do you believe that God exists?"

Catholic Religious and Moral Instruction[1] provides students with an ideal opportunity to find possible answers to the questions they ask about themselves, relationships with others and various life situations. These possibilities provide them with guidelines for growth, particularly on the moral and religious planes.

The narration of stories from the Catholic tradition is central to this program of studies. This does not exclude other material, however, but is a particularly apt way of helping students to construct their answers and develop their identities. By listening to these stories (which sometimes relate life experiences and, at other times, experiences of faith), and by telling them and interpreting them in the light of their questions, the students gradually come to appreciate the living Catholic tradition in those dimensions that are the most meaningful for their own lives. Moreover, these stories will help the students to build the moral frame of reference that they will use in situations that call upon them to exercise discernment. Values closely associated with the human and religious experiences recounted in the narratives will also help to make the students more socially responsible, and capable of assuming the role of citizens.

---

1. In accordance with section 477.18.3 of the *Education Act*, the confessional aspects of this *Catholic Religious and Moral Instruction* program were approved by the Religious Affairs Committee of the Ministère de l'Éducation at its meeting of May 23, 2001.

Catholic Religious and Moral Instruction contributes in a special way to students' cultural education. The Catholic tradition is a major element in universal culture and constitutes a central feature of Québec's cultural identity: our collective memory, architecture, toponomy and various art forms are distinguishing features of Québec's heritage. Bible stories, those relating the lives of past and present witnesses, the observances and narratives of humanist thought and the great spiritual and religious traditions (including those of Québec's Native communities) are all references that students can use to develop culturally.

This program maintains a very close connection with the social sciences. By means of the stories it presents from as early as Cycle One, the students will gradually learn to know where they stand in space and time. They will also learn to recognize the existence of various social and religious groups. The stories told within the context of the program will, furthermore, lead the students to explore various human landscapes from the past and present, here and elsewhere, and to compare their respective social realities.

The Catholic Religious and Moral Instruction program aims at the development of two competencies that will help provide a response to the students' search for meaning:

– To appreciate the living Catholic tradition

– To take an enlightened position on situations involving a moral issue

Acquired simultaneously, these competencies develop from issues that touch upon personal and socio-relational realities and the great questions of humanity.

Figure 19
Catholic Religious and Moral Instruction

Great questions of humanity

To appreciate the living Catholic tradition

To take an enlightened position on situations involving a moral issue

Personal realities

Socio-relational realities

The student in search of meaning

ISSUES
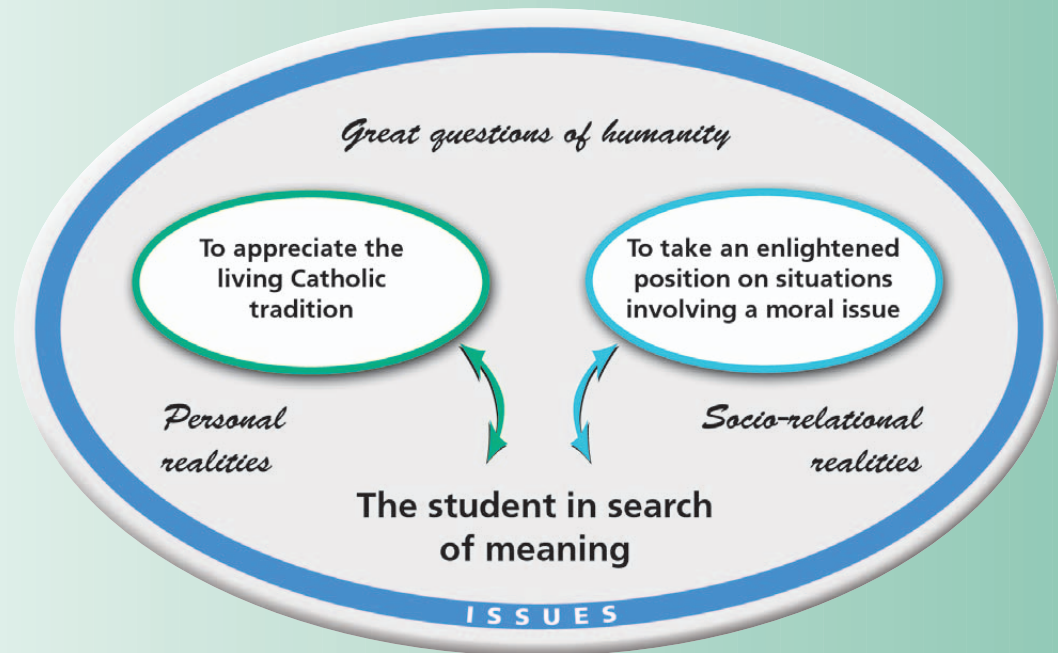
COMPETENCY 1 • TO APPRECIATE THE LIVING CATHOLIC TRADITION

Focus of the Competency

MEANING OF THE COMPETENCY

The act of appreciating leads students to explore, probe, compare and say what they think so as to finally take a position. This process requires much reflection on their part. The act of appreciating bears on the living Catholic tradition—not so much the tradition of great pronouncements, but the one that continually unfolds in daily life, that finds its source and inspiration in the Scriptures, and whose message is still as meaningful today. To appreciate the living Catholic tradition is to explore narratives of faith and wisdom whose value has been demonstrated time and again. These are narratives that express ways of God, as experienced by the Jewish people and by Christians of yesterday and today. Appreciating the living Catholic tradition involves taking time to understand the importance of the messages that emerge from the accounts of various human, spiritual and religious experiences. It also requires that students allow themselves to respond to witnesses who have committed themselves (and continue to do so) to society's most underprivileged in the name of their faith in God and in Jesus Christ. To appreciate the living Catholic tradition is respectfully and intelligently to enjoy the rich contribution of diversity with respect to beliefs, rituals and ways of thought and action.[2] The vitality of the tradition depends on such openness. In short, to appreciate the living Catholic tradition is to take the best from its heritage with a view to shedding light on the human quest for meaning.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws upon all of the cross-curricular competencies, particularly those pertaining to the use of information, problem solving and the exercise of critical judgment. Through relating stories, the main strategy to be used, students are also called upon to exercise their critical thinking and to communicate in an appropriate manner. Finally, the experience related in the stories and the attendant values form important resources that the students can draw upon to build their identities.

CONTEXT FOR LEARNING

The learning community is the context in which students are led to look at the issues associated with the search for meaning, and that will allow them to appreciate the living Catholic tradition. These issues revolve around three axes: personal realities, socio-relational realities and some of the great questions of humanity. In each cycle they learn to make use of various strategies: formulating questions about meaning, relating stories and constructing personal answers. With respect to the resources to be used, Bible stories, a number of Catholic rituals and aspects of diversity will constitute the main cultural frames of reference for the three cycles of elementary school. During Cycle Two, stories about historical Catholic figures will be added. These will be supplemented in Cycle Three by stories about contemporary Catholics. The students may, if needed, use audio or visual media.

DEVELOPMENTAL PROFILE

Over the course of the three cycles, the students learn to ask questions about the meaning of various realities and to find answers to these questions, mainly from the stories they look at. They develop their ability to see where they stand in relation to the light shed by the living Catholic tradition. From Cycle One onward, they learn to become attentive listeners and enthusiastic storytellers. They show an interest in the Biblical events they relate, and learn to take into account the experience and facts recorded in the narratives. From these narratives they also learn to draw messages that shed light on their search and to consider certain particularities of the diversity that exists within their environment. In addition to consolidating what they have learned so far, students in Cycle Two relate stories that describe the lives of historical Catholic figures, respecting the chronology of the events in question. Cycle Three students will also show an interest in the human and religious experience of contemporary Catholics, as a way of shedding light on their search for meaning. They learn to analyze in greater depth the entire collection of stories presented to them, paying special attention to aspects relevant to their situation. They also more fully appreciate the rich stock of answers that emerge from these stories.

---

2. Each time that it is used in this program of study, the concept of "diversity" refers to the diversity of cultures, religious traditions, currents of thought and humanist endeavours.

Key Features of the Competency

To explore stories taken from the living Catholic tradition

To analyze stories from the living Catholic tradition, in order to shed light on his/her search for meaning

TO APPRECIATE THE LIVING CATHOLIC TRADITION

To take a position on specific elements of the living Catholic tradition

To consider aspects of religious diversity and humanist thought in order to develop his/her thinking

Evaluation Criteria

– Choice of stories relevant to the issues at hand   ❶ ❷ ❸

– Narration or reconstruction of stories from the living Catholic tradition   ❶ ❷ ❸

– Description of life and faith experiences related in the narratives   ❶ ❷ ❸

– Articulation of the messages that emerge from the narratives   ❶ ❷ ❸

– Consideration of the contribution of diversity to his/her search for meaning   ❶ ❷ ❸

– Construction of personal answers   ❶ ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competency and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students choose a Bible story from the living Catholic tradition in response to a question about meaning. Using an appropriate medium, they recount the main points of this story and bring out the experience of life and faith it contains. They also draw a message from the story that clarifies their search for meaning, and they identify an aspect of diversity that is connected to the Bible story and that also sheds light on their question.

CYCLE TWO

By the end of Cycle Two, again in response to a question about meaning, the students select a Bible story and a story illustrating the human and religious experience of a historical Catholic figure. They establish a link between these two narratives, relating them using a medium they have selected and in a way that respects the chronological sequence of events. They then draw a common message from the events described. Also, in the course of narrating the story, the students name an aspect of diversity that is consistent with its experience and message. The students express an opinion on the light shed by the stories they chose from the living Catholic tradition.

CYCLE THREE

By the end of Cycle Three, the students target a set of issues of their own choosing and, to clarify them, narrate a Bible story, a story recalling the life of a historical Catholic figure and a story about the life of a contemporary Catholic of their choice. The students respect the chronology of the events related and present the stories in context. They draw a common message from the experiences of life and faith set out in the stories and explain how the message casts light on the issues they have selected. As they relate the stories, they identify aspects of diversity that are consistent with the message and that clarify their search. They express their personal appreciation with regard to the understanding offered by the living Catholic tradition.

COMPETENCY 2 • TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

Focus of the Competency

MEANING OF THE COMPETENCY

The action of taking a position implies, among other things, that one examines, considers, compares and evaluates in order to make an informed choice. The object of the competency targeted here resides in a set of situations known to the student, or simulated by the teaching staff. These situations involve a moral issue; in other words, they are situations in which the well-being of an individual or group is at stake. The students' competency in taking an enlightened position on these situations is based on the degree of acquisition of moral discernment. Before they can adopt an enlightened position, the students must first of all describe the problem situation while identifying the moral issue it involves. Then they have to consider different viewpoints on the issue, or different frames of reference. This program favours values generated by faith in God and life experiences related in the various stories presented, mainly those from the living Catholic tradition, and elements of human wisdom.[3] The students will also have to draw up a list of the available options and their potential effects, explain their decisions using a moral frame of reference and even develop arguments to defend them.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws upon all of the cross-curricular competencies, particularly those pertaining to the use of information, problem solving and the exercise of critical judgment. The systematic application of a process of moral discernment also leads the students to practise effective work methods.

CONTEXT FOR LEARNING

The context in which students are called upon to develop this competency is the same one that enables them to appreciate the living Catholic tradition. They also look at issues revolving around the same three axes: personal realities, socio-relational realities and a number of major questions about what it means to be human. The learning community also forms the context in which they attempt to work out these issues. Throughout elementary school, Bible stories and aspects of diversity serve as the main frames of reference for the process of making moral judgments. During Cycle Two, stories recounting the lives of historical Catholic figures will be added. These will be supplemented in Cycle Three by stories illustrating the experience of faith of contemporary Catholics. Finally, the students may, if needed, use audio or visual media.

DEVELOPMENTAL PROFILE

Throughout the three cycles of elementary school, the students learn to define the moral issues involved in various real or simulated situations. They learn to consider different frames of reference, particularly those values that have emerged from the experiences of faith contained in the stories studied. They also learn to examine various options and their potential effects on themselves and others. With the resources at their disposal, they learn to formulate hypothetical solutions and to choose the one they feel is the most appropriate for the context at hand. They become accustomed to defending their decisions using one or more frames of reference. In Cycle One, they learn to describe familiar situations and to seek, particularly in Bible stories and stories illustrating diversity, information that enables them to exercise moral discernment. In Cycle Two, the students study simple situations. For this purpose, the narrative resources used in the previous cycle are supplemented by stories about historical Catholic figures. Finally, in Cycle Three an additional resource is added, namely, stories of contemporary Catholics that shed light on the students' adoption of positions in complex situations.

---

3. As moral frames of reference, the values inherent to the experiences of faith related in the stories from the living Catholic tradition will lend their own particular flavour to the development of this competency shared by the Catholic Religious and Moral Instruction program and the Protestant Moral and Religious Education program.

Key Features of the Competency

To define the moral issue

To consider different frames of reference

TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

To justify his/her choice in the light of a frame of reference

To examine options and their possible effects
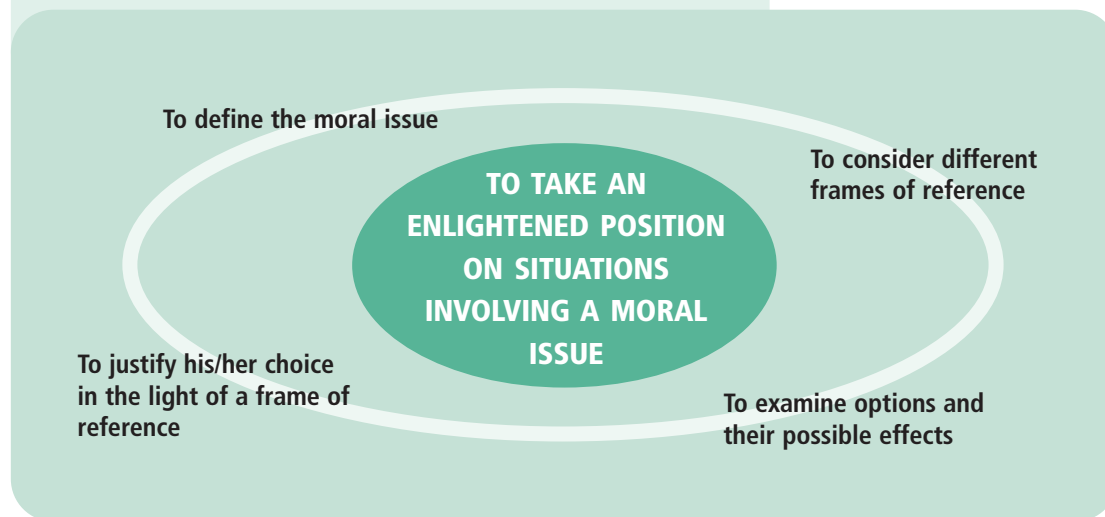
Evaluation Criteria

– Use of a process of moral discernment ❶ ❷ ❸

– Presentation of situations involving a moral issue ❶ ❷ ❸

– Identification of a moral issue present in these situations ❶ ❷ ❸

– Choice of information relevant to the moral issue ❶ ❷ ❸

– Formulation of several options ❶ ❷ ❸

– Justification of his/her choices in the light of frames of reference ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the students describe a familiar situation involving a moral issue. They name a dilemma present in the situation. They refer to personal experience, to Bible stories and to an element of diversity to find one or two possible options. They describe the effects of each option, make a decision and explain why they made it.

CYCLE TWO

By the end of Cycle Two, the students describe a simple situation involving a moral issue. They name a dilemma present in the situation. They refer to Bible stories, to accounts of the lives of witnesses from the past and to elements of diversity to find different possible options. They look at several effects of the options they contemplate. They make a pertinent decision and support it, naming the frames of reference they drew upon.

CYCLE THREE

By the end of Cycle Three, the students are capable of describing a complex situation involving a moral issue. They bring out the dilemma contained in it. They know how to refer to information taken from Bible stories, stories illustrating the lives of believers of the past or present, and elements of diversity in order to find potential answers suited to the moral issue at hand. They draw up a list of their options and describe their potential effects. They choose the option that seems most suitable for them and those around them. They support their decision, taking into account at least two frames of reference.

Essential Knowledges

LEARNINGS

The following section introduces the learnings that the students must draw upon during each cycle of elementary school. These learnings are made up of concepts and expressions derived from Biblical language, as well as concepts related specifically to moral thinking. They revolve around the following cultural frames of reference: Bible stories, Catholic rituals, stories that relate the human and religious experiences of historical Catholic figures and contemporary Catholics, and elements of diversity. They are organized according to themes related to each of the three axes around which the program's issues revolve. Students are invited to use these themes to formulate their own questions about meaning. These can be dealt with in any desired order within a specific cycle, or in a more integrated fashion, depending on the needs of the group.

Legend

📖   Bible story

✝   Catholic ritual[4]

✝   Story relating the life of a historical Catholic figure

✐   Story relating the life of a contemporary Catholic

🌐   Aspect of diversity (story, ritual or concept)

❋   Moral development[5]

(Vocab.) Vocabulary specific to Bible stories[6]

PERSONAL DEVELOPMENT

• Human Dignity

📖 The lost sheep (Luke 15: 1-6): *Each human being is worthy of the love of God; God is concerned with each person.* ❶

   Vocab.: Sinner, tax collector, Pharisee, scribe ❶

🌐 An organization that promotes human respect and dignity, or the experience of a person who has regained his/her dignity ❶

❋ Value to be identified: Respect for human beings

• Suffering

📖 The healing of the blind man Bartimaeus (Mark 10: 46-52): *God hears the cries of the heart and body, and wishes life for all.* ❶

   Vocab.: Rabbouni/master, Son of David

🌐 An organization or a person that works to alleviate physical and psychological suffering. (for example: the Red Cross, the Red Crescent, teachers) ❶

🌐 Buddhism's teaching on suffering ❶

❋ Use of a process of moral discernment with the help of the following frames of reference:

   – the human, spiritual or religious experiences related in the stories

   – the values that emerge from them: faith, trust and courage ❶

---

4. This program refers to specific Catholic rituals, particularly when it is a question of establishing links with other religious traditions.

5. The students' moral development takes place along two complementary paths: (1) from each story, students bring out one or more of the values that emerge from the experience of faith presented and that could serve as a moral frame of reference; (2) the application of a process of moral discernment is planned, based on certain themes. In accordance with this idea, students will systematically use this type of approach twice in Cycle One, three times in Cycle Two and three times in Cycle Three, taking into account various frames of reference (the experiences of humanity and faith related in the stories, the values that emerge from them, various information, etc.).

6. To obtain a better understanding of the experiences related in the Bible stories and to draw a message from them, the students must understand the meaning of certain words and expressions used in the texts selected. Those provided in this program are deemed essential to enable students to bring out the meaning of the stories in question. Other words and expressions will need to be explained by the teaching staff. In Cycle Three, some concepts are selected to help students obtain a better grasp of the different aspects of the contexts of the stories studied. In addition, throughout elementary school the teaching staff will ensure that students have the rudiments of geography needed for an understanding of the stories related.

• The Inner Life

- 📖 A teaching of Jesus (Matt. 6.6: 9-15): *God is present in our hearts. Jesus invites us to pray to God as our Father.*

  Vocab.: Father, reign ❶

- 📖 The burning bush (Exod. 3: 1-4, 9-12a): *A symbol of an inner encounter with God that supports action.*

  Vocab.: Bush, Yahweh/Lord, the Angel of Yahweh, Pharaoh ❶

- ✛ Christian prayer: A way of entering into a relationship with one's inner self and with God ❶

- 🌍 Prayer or meditation: Practices shared by the great religions ❶

- 🌍 The Amerindian sweat lodge ritual: A practice of self-renewal ❶

- ✷ Value to be identified: Attentiveness to one's inner world ❶

• Self-Esteem

- 📖 David's fight with the Philistine (1 Sam. 17: 32-37; 40-51): *Self-confidence and trust in God, a solid combination*

  Vocab.: David, Saul, Philistine, shepherd ❷

- 📖 A psalm of gratitude (Ps. 139: 13-15): *David glorifies the Lord for what He is.* ❷

- ✛ Thomas More: An example of self-confidence in meeting challenges ❷

- 🌍 A person or organization whose action aims to increase individuals' self-esteem ❷

- ✷ Values to be identified: Trust in oneself and others, valuing oneself and other people ❷

• The Individual and the Sacred

- 📖 The Temple of Solomon (1Kings 5: 15-32): *A sacred place confirming God's presence among His people*

  Vocab.: Solomon, Temple ❷

- 📖 Jesus drives the moneychangers from the Temple (John 2: 13-17): *The house of God is a sacred place.*

  Vocab.: Passover, moneychangers' table ❷

- 📖 The Temple of God *par excellence* (1 Cor. 3: 16-17): *The human being*

- ✛ Sacred objects used in the Catholic liturgy: an evocation of God's presence (for example: sacred vessels, crucifix, Bible, consecrated bread, holy oil) ❷

- ✛ A composer of sacred music who put his/her art at the service of the faith ❷

- 🌍 A place, book, garment and sacred object related to the rituals of the great religious traditions (for example: synagogue, mosque, church, Bible, Veda, Koran, Torah, menorah, Hanukkah, phylactery, prayer shawl, totem) ❷

- ✷ Value to be identified: Respect for the sacred ❷

• Self-Actualization

- 📖 The parable of the three servants, or of the talents (Matt. 25: 14-30): *Daring to develop one's talents*

  Vocab.: talent, master/servant ❸

- 📖 The story about gifts (Rom. 12: 6-8): *Developing the gifts one has been given, for oneself and others*

  Vocab.: prophecy ❸

- 📖 The house built upon a rock (Luke 6: 46-49): *Basing actions on firm foundations so as to move forward*

  Vocab.: Lord and God (as a rock) ❸

PERSONAL DEVELOPMENT (cont.)

✝ Louis Pasteur: A believer who was able to develop his talents ❸

✠ A believer present in the student's community who serves as a model of self-actualization ❸

🌍 Andrei Rubliev, a member of the Russian Orthodox Church: An example of self-actualization through the art of icons ❸

🌍 Young people engaged in extracurricular projects (for example: sports teams, musical groups, humanitarian projects, baby-sitter training) ❸

✸ Values to be identified: Self-confidence and confidence in others ❸

• The Exercise of Freedom

📖 Jesus and the Sabbath (Mark 2: 23-28): *Rooted in the faith of his people, Jesus proposes a love that brings freedom.*
Vocab.: High priest and royalty in Israel ❸

📖 The parable of the prodigal child (Luke 15: 11-32): *The freedom to love of the Father, who offers his unlimited forgiveness and who allows us to be free.*
Vocab.: Heritage, famine ❸

✝ Claire of Assissi: A deliberate choice for poverty ❸

✠ Bishop Romero: The radical freedom of the Word in action ❸

🌍 Nelson Mandela: An authentic messenger of freedom ❸

✸ Values to be identified: Freedom, responsibility and love ❸

SOCIO-RELATIONAL DEVELOPMENT

• Love

📖 Jesus and little children (Mark 10: 13-16): *Jesus loves little children; he opens the doors of his Kingdom to those who are like them.*
Vocab.: The Kingdom of God, to bless ❶

📖 Jesus' commandment (Luke 10: 25-28): *Love your neighbour as yourself.*
Vocab.: Tax collector/law clerk, eternal life, Law and neighbour ❶

📖 An exhortation by Paul (1 Cor. 13): Love at all costs
Vocab.: The gift of prophecy, faith and hope ❶

🌍 A basis of Judaism: The love of God is indistinguishable from the love of others. ❶

✸ Values to be identified: Hospitality and attentiveness to others ❶

• Sharing

📖 The first communities (Acts 4: 32-37): *A life characterized by sharing*
Vocab.: Apostles ❶

📖 The Good Samaritan (Luke 10: 29-37): *He takes care of those who are hurt, and acts like a neighbour.*
Vocab.: neighbour, priest, Levite, Samaritan ❶

📖 The golden rule (Matt. 7:12): *Do good deeds—it's a question of common sense.*
Vocab.: the Law and the prophets ❶

✝ An annual ritual: The Share Lent campaign of Development and Peace ❶

🌍 An organization or school project that expands on the meaning of sharing (for example: UNICEF, Christmas baskets) ❶

- Alms giving: One of the pillars of Islam ❶

- Use of a process of moral discernment with the help of the following frames of reference:
  - the human, spiritual or religious experiences related in the stories
  - the values that emerge from them: giving of oneself, generosity, concern for others and responsibility ❶

- **Religious Celebrations**

- The birth of Jesus (Luke 2:1-20): *God has come down among us.*

  Vocab.: Caesar Augustus, shepherd ❶

- The exodus from Egypt (Exod. 6: 5-7; 12: 50-51; 14: 10-31; 15, 1a): *The Jewish people celebrates its release.*

  Vocab.: Children of Israel, the Covenant ❶

- The first witness of the Resurrection (John 20: 1-17): *Jesus appears, alive, to Mary Magdalene.*

  Vocab.: Tomb, wrappings, shroud, the Scriptures, disciple, the resurrection of the dead ❶

- Rituals performed at Christmas time (for example: Advent wreath, midnight mass, Christmas Eve dinner, exchanging of gifts) ❶

- Rituals performed at Easter (for example: Holy Week celebrations, Easter Mass, eau de Pâques) ❶

- Passover: The commemoration of the Jewish people's release from slavery ❶

- Customs and rituals associated with Christmas and Easter in other Christian traditions (for example: the Christmas tree among European Protestants, Easter morning greetings among Orthodox Christians) ❶

- Values to be identified: Enjoyment of life, fellowship, sharing, the meaning of tradition and celebrations ❶

- **Belonging**

- The story of Pentecost (Acts 2: 1-13): *The birth of belonging to Jesus under the influence of the Holy Spirit*

  Vocab.: Pentecost, proselytes, Galileans ❷

- Paul of Tarsus (Acts 9: 1-31): *A full-fledged member of the new Church*

  Vocab.: Paul of Tarsus, high priest, synagogue, pagan nations, Son of God, Messiah, fear of the Lord ❷

- A celebration that brings together people who share the same beliefs or plan (for example: Baptism, the Eucharist, Confirmation) ❷

- Monsignor de Laval: A man who brought people together, a man of the Church ❷

- A rite of initiation or confirmation of membership in various traditions (for example: Bar Mitzvah and Bat Mitzvah among young Jews, and khitan for young Muslims) ❷

- Value to be identified: The meaning of community ❷

- **Rejection**

- The interrogation (John 18: 19-23): *Jesus was rejected by those close to him.*

  Vocab.: High priest, temple, slap in the face ❷

- The healing of a leper (Matt. 8: 1-4): *The option for God includes those who have been rejected.* ❷

  Vocab.: Leper, purify, showing oneself to the priest, the offering prescribed by Moses ❷

Socio-relational development (cont.)

📖 The Last Judgment (Matt. 25: 31-46): *Welcoming those who have been rejected, a passport to the Kingdom*

Vocab.: Son of Man, angels, throne of glory, eternal fire, the devil and his angels ❷

✝ Saint Vincent de Paul: An example of unconditional love for the marginalized ❷

✝ Saint Louise de Marillac: A life in the service of the poor ❷

☙ The Salvation Army: Precious help for the marginalized ❷

✸ Use of a process of moral discernment with the help of the following frames of reference:
  – the human, spiritual or religious experiences related in the stories
  – the values that emerge from them: attentiveness to others and a spirit of welcome ❷

• Nonviolence and Peace

📖 Cain and Abel (Gen. 4: 1-18): *The love of the Lord goes beyond jealousy, violence and hatred.*

Vocab.: Voice of blood ❷

📖 The forgiven sinner (Luke 7: 36-50): *Forgiveness, a source of peace and harmony*

Vocab.: Sinner, faith, peace ❷

✝ Saint Francis of Assissi: A man of prayer and a peacemaker ❷

✝ Saint Catherine of Siena: An ambassador of peace ❷

☙ Gandhi: A prophet of nonviolence ❷

☙ Nonviolence (ahimsa): A Hindu concept ❷

☙ A school project aimed at creating harmony (for example: Toward the Pacific, Round-and-Blue (peace): the minute of silence for peace) ❷

✸ Use of a process of moral discernment with the help of the following frames of reference:
  – the human, spiritual or religious experiences related in the stories
  – the values that emerge from them: tolerance, harmony, nonviolence and forgiveness ❷

• Welcoming Difference

📖 The Samaritan woman (John 4: 1-15): *Jesus goes off the beaten paths.*

Vocab.: Jacob's well and the Samaritan ❸

📖 Jesus and the servant of a Roman officer (Luke 7: 1-10): *Healing without regard to social condition*

Vocab.: Roman officer, Roman army, elders, slavery/belonging to an owner ❸

✝ Délia Tétreault: A founder of a religious community who was dedicated to different people ❸

✠ A believer who dared to live a marginal life ❸

☙ Martin Luther King: A man who taught his people how to be both different and proud ❸

☙ The interfaith dialogue in Québec: A source of cultural richness ❸

✸ Use of a process of moral discernment with the help of the following frames of reference:
  – the human, spiritual or religious experiences related in the stories
  – the values that emerge from them: welcoming difference and having pride ❸

THE GREAT QUESTIONS OF HUMANITY

• The Service of the Common Good

📖 The apostles' acceptance of their mission (Matt. 28: 16-20): *Jesus entrusts the apostles with the mission to enlarge the Kingdom.*

  Vocab.: To adore/to prostrate oneself, power, baptized, commandments ❸

📖 On charisma (1Cor. 12: 1-11): *The gifts of the Spirit, primarily at the service of the Church, benefits the common good.*

  Vocab.: Pagans, idols, miracle and prophecy ❸

✠ Martin de Tours: A bishop/monk at the service of the Church and the poor ❸

✠ Jeanne Mance: The first nurse to work with the poor at Ville-Marie ❸

✠ A believer who has placed his/her talents and skills at the service of the common good ❸

☽ A support service project in the student's community ❸

✸ Use of a process of moral discernment with the help of the following frames of reference:

  – the human, spiritual or religious experiences related in the stories

  – the values that emerge from them: the gift of oneself, altruism and responsibility ❸

• The Origin of Life

📖 The story of creation (Gen. 1: 1-2, 3): *God is the source of life, creation is good and humanity is responsible for it.*

  Vocab.: Darkness, the Spirit of God, firmament, luminaries, subdue the Earth ❶

📖 The Great Flood and Noah's ark (Gen. 6: 10-22; 7: 11-16; 8: 6-12; 9: 8-15): *God suffers to see evil done; God, who does not want evil, re-creates life.*

  Vocab.: Great Flood, ark, cubit, abyss, rainbow ❶

☽ The source of life in the Iroquois story of creation ❶

☽ The Jewish Sabbath: A celebration of life ❶

✸ Value to be identified: Respect for life ❶

• Death

📖 The disciples of Emmaus (Luke 24: 13-35): *The resurrected Jesus is recognized in the sharing of bread and wine.*

  Vocab.: Prophet, leaders of the Jewish people, tomb, angel, the Scriptures, the breaking of bread ❷

📖 The house of the Father (John 14: 1-4): *Jesus prepares a place for each of us there.* ❷

📖 On the cross (Luke 23: 39-43): *Jesus promises each of us a place in the house of the Father.*

  Vocab.: Messiah, fear of God, Paradise ❷

✠ Funeral rites among Catholics: A sign of respect for the deceased, a way of expressing hope in the new life that will never end ❷

☽ The cult of the dead among the Egyptians: Actions that express hope for life after death ❷

✸ Values to be identified: Respect and hope ❷

THE GREAT QUESTIONS OF HUMANITY (cont.)

• The Environment

📖 The story of creation (Gen. 1: 26-31): *Men and women participate with God in Creation.*

Vocab.: In the image of God ❷

✝ Saint Francis of Assisi: A man of prayer and one of the first advocates for the environment ❷

🎔 Huron-Wendat mythology: A call for us to take care of the environment ❷

🎔 A project in which human beings are responsible for the environment (for example: school pickup and recycling project, spring cleanup school outings) ❷

🎔 The teachings of Buddhism on nature ❷

✹ Use of a process of moral discernment with the help of the following frames of reference:

– the human, spiritual or religious experiences related in the stories

– the value that emerges from them: respect for the environment ❷

• The Truth of the Bible

📖 The Gospel of Luke (Luke 1: 1-4): *Stories of experiences with faith from eyewitnesses*

Vocab.: Eyewitnesses ❸

✝ Galileo: The man for whom the Bible is a book explaining how human beings draw near to God ❸

✠ Bible readers in search of truth ❸

🎔 Luther: The man who made the Bible accessible to all ❸

✹ Value to be identified: Truth and faith ❸

• The Value of Life

📖 The birth and mission of Moses (Exod. 2: 1-10; 3: 1-12): *Moses was saved, and saved his people.*

Vocab.: Papyrus, Hebrew, priest and angel of the Lord ❸

📖 Jesus' plan (John 10:10): *God wants human beings to have life and to have it abundantly.*

Vocab.: Life ❸

✝ Marguerite d'Youville: A founder of a religious community who made life flourish around her ❸

✠ A Catholic who defends life and creates it around him or her ❸

🎔 Sick children fighting for their lives or a Health services organization (for example: the Children's Hospital, Leucan, Opération Enfant Soleil) ❸

🎔 The teaching of Buddhism on respect for life ❸

🎔 Florence Nightingale: A believing Protestant who devoted her life to saving the lives of others ❸

✹ Use of a process of moral discernment with the help of the following frames of reference:

– the human, spiritual or religious experiences related in the stories

– the values that emerge from them: happiness, compassion, respect for life, courage ❸

• The Existence of God

📖 The Creation (Gen. 1: 1-3): *God is the Creator.*

Vocab.: To create, abyss, commotion ❸

📖 "I am the Way" (John 14: 6-14): *Jesus is the path that leads to God.*

Vocab.: Glory, glorify ❸

✝ Creators who illustrate the presence of God (for example: Michelangelo, cathedral builders, Paul Claudel, Vivaldi) ❸

✠ A person in the student's entourage who conveys a sense of God ❸

🜨 Different names given to God and divinities (for example: Allah among Muslims, the Great Spirit among the Amerindians, and Brahma, Vishnu and Shiva among the Hindus) ❸

🜨 God's attributes for Muslims (for example: God is merciful, God is kind) ❸

🜨 Different discourses on the existence of God ❸

✷ Value to be identified: Faith ❸

• **Vocabulary Specific to Competency 2**

– Morality ❶ ❷ ❸

– Moral issue ❶ ❷ ❸

– Dilemma ❶ ❷ ❸

– Moral frame of reference ❷ ❸

STRATEGIES

The following section presents the essential strategies that the student learns and uses throughout the development of the two subject-specific competencies. Four strategies are specific to Competency 1, while another four relate to Competency 2.

Strategies for Appreciating the Living Catholic Tradition

• **How to raise a question about meaning**

– Be ready, both physically and psychologically, to examine a situation. ❶ ❷ ❸

– Take the time to describe what one knows about this situation. ❶ ❷ ❸

– Listen carefully to what one's peers know about the situation. ❶ ❷ ❸

– Relate those aspects of the situation that one knows less well, or not at all. ❶ ❷ ❸

– Ask questions about the situation, beginning with "why?," "how?" and "what purpose does this serve?" ❶ ❷ ❸

– Clearly frame the question in plain and simple language. ❶ ❷ ❸

• **How to grasp the essentials of a story, and how to tell it**

– Carry out an initial exploration of the story.

  - Be physically and psychologically prepared to listen to the story. ❶ ❷ ❸

  - Concentrate on the narration of the story. ❶ ❷ ❸

  - Explain what one has retained of the story after hearing it for the first time. ❶ ❷ ❸

  - Explain the questions or reactions that occurred after hearing the story for the first time. ❶ ❷ ❸

– Analyze the story.

  - Reread the story that was told, or listen to it again. ❶ ❷ ❸

  - Look for the meanings of strange expressions and new words. ❶ ❷ ❸

STRATEGIES FOR APPRECIATING THE LIVING CATHOLIC TRADITION (cont.)

- Identify the main facts recorded in the story. ❶ ❷ ❸

- Understand some aspects of the context of the story (for example:
  the literary genre, aspects of the culture and religion at the time
  of the story, aspects of geography, politics and customs). ❸

- Try to understand the human, spiritual or religious experiences
  related in the story (for example: behaviour, attitude, emotion,
  initial situation, the transformation that occurred, final situation). ❶ ❷ ❸

- Bring out an important idea or value from the story. ❶ ❷ ❸

– Narrate the story.

– Work out a plan specifying the essential elements of the narrative
  to be brought out. ❶ ❷ ❸

– Determine the audio or visual media appropriate to the narration
  of the story. ❶ ❷ ❸

– Gather the resources necessary for the narration of the story. ❶ ❷ ❸

– Relate the story enthusiastically, taking into account:

  - essential facts ❶ ❷ ❸
  - the sequence of events ❷ ❸
  - aspects of the context ❸
  - the human, spiritual or religious experience related ❶ ❷ ❸
  - a message derived from this experience ❶ ❷ ❸

• **How to construct a personal response**

– Restate the question to be resolved. ❶ ❷ ❸

– Formulate personal hypotheses. ❷ ❸

– Derive an answer from a story. ❶

– Draw up a list of the different possible answers that emerge from
  the stories studied. ❷ ❸

– Select the most meaningful answers. ❷ ❸

– State one's answer in correct language. ❶ ❷ ❸

– Support one's answer. ❶ ❷ ❸

• **How to look up a reference in the Bible**

– Identify the different elements of a Biblical reference (abbreviation
  = name of book, numbers = chapter and verse numbers). ❷ ❸

– Determine whether a given reference belongs to a book from the
  First (Old) Testament or the New Testament. If necessary, use
  the table of contents of the Bible. ❷ ❸

– Find, in the Bible, the book containing the reference to be located. ❷ ❸

– Find, in this book, the chapter number given in the reference. ❷ ❸

– Find, in this chapter, the verses given in the reference. ❷ ❸

Strategies for Taking an Enlightened Position on Situations Involving a Moral Issue

• **How to define the moral issue**

– Describe the problem and its context objectively. ❶ ❷ ❸

– Identify a moral issue associated with the situation, and a
  dilemma involved in it. ❶ ❷ ❸

– Identify the internal and external resources available for making
  a decision. ❶ ❷ ❸

• **How to consider different frames of reference**

– Look for objective information that sheds light on the situation. ❶ ❷ ❸

– Select the relevant information. ❶ ❷ ❸

– Listen to the points of view of others in one's circle. ❶ ❷ ❸

– Draw up a list of the references in the stories studied. ❶ ❷ ❸

• **How to look at options and their possible effects**

– Become aware of the options provided in the light of the frames of reference. ❶ ❷ ❸

– Evaluate the effects of each option on oneself and on the people concerned. ❶ ❷ ❸

– Select the most appropriate option, taking into account the context related to the situation. ❶ ❷ ❸

• **How to justify one's choice**

– Explain one's choice. ❶ ❷ ❸

– Give the reasons for one's choice, referring to one of the elements of a frame of reference. ❶ ❷ ❸

Suggestions for Using Information and Communications Technologies

• **Suggestions**

– Using an audio device (cassette, compact disk, etc.) to record the narration of a story. ❶ ❷ ❸

– Locating electronic images on the Internet, on an internal network or on CD-ROM, in order to illustrate a story ❶ ❷ ❸

– Producing a radio show during which he/she interviews the main character in a story (role-play) ❶ ❷ ❸

– Writing, using the appropriate software, a text on the history of a character ❶ ❷ ❸

– Summarizing, using presentation software, the various elements of a theme ❸

– Locating, on television, situations that seem to require the exercise of moral discernment ❶ ❷ ❸

– Communicating, via E-mail, with students from other cultural and religious traditions in order to become more familiar with their customs, values, holidays and religious rituals ❶ ❷ ❸

– Finding, on the Internet, relevant information about one or more religious traditions ❷ ❸

– Making a short video illustrating a story ❶ ❷ ❸

– Using image-processing software to produce a poster promoting peace or any other value that emerges from the program ❶ ❷ ❸

– Participating in an electronic discussion group dealing with peace, mutual assistance, the environment, etc. ❷ ❸

– Producing, using the appropriate software, a class newspaper on a theme dealt with in Catholic Religious and Moral Instruction ❶ ❷ ❸

– Publishing, on the Internet, a "photo-novel" of a character explored in a story ❶ ❷ ❸

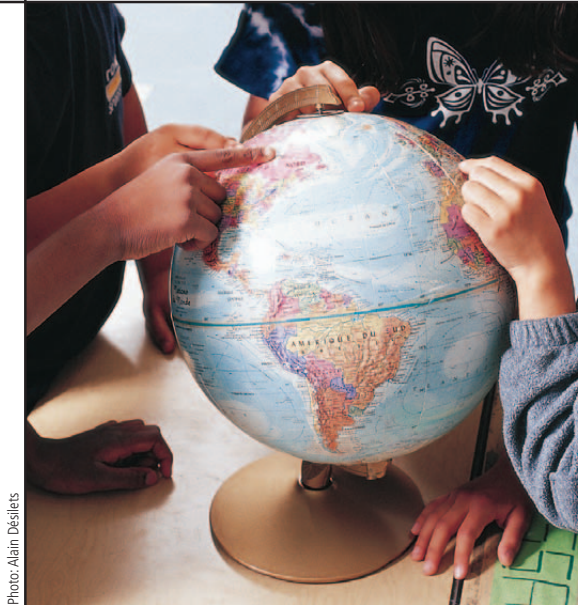– Paying a virtual visit to different world religious heritage sites ❷ ❸

Photo: Alain Désilets

9.4 Protestant Moral and
Religious Education

Introduction

The Protestant Moral and Religious Education program (PMRE)[1] is distinct as compared to the other programs of the Personal Development subject area. Its distinguishing features include its view on religious and moral issues and the stress it puts on developing critical judgment. The PMRE program also places special emphasis on individual conscience and liberty which are fundamental characteristics of Protestantism as well. The Protestant tradition also gives a central place to the Bible which is the sole authority in matters of faith and practice. This principle is called *Sola Scriptura*. It is the responsibility of Protestants to integrate the Bible into their own lives. The Bible is a sacred text within the Judeo-Christian tradition and has played a crucial role in changing people's lives for over three thousand years. Even today, the Bible's influence around the world may be observed in numerous areas of life. A significant part of the PMRE program looks at other religions in a spirit of openness to differences. The program proposes a holistic view of children's development that takes into account the cultural and religious phenomena affecting children as well as the ethical dimension.

The PMRE program considers children to be the main agents of their education and, as such, to have the ultimate responsibility for their learning and for the quality of their interpersonal relationships. Children can think, act, ask questions and awaken themselves to life. They are easily filled with wonder, and can learn to behave responsibly. They are blossoming, and can exercise their will and express desires. The PMRE program therefore provides them with opportunities for cognitive, emotional, social, psychological and spiritual development.

The PRME program presents Biblical stories, figures and events that have influenced our culture and that relate to children's lives. The PMRE program considers the Bible to be a culturally important work and to be the key document of the Protestant tradition as it conveys a message of salvation for humanity. Consequently, the PMRE program relates the Bible to culture and examines the Bible's influence on various aspects of the Protestant tradition in such a way as to make student learning more stimulating and meaningful. Telling examples of the Bible's influence include musical, artistic and literary works, the activities of missionary, humanitarian and other organizations, and the lives of major Protestant figures. Emphasis on the relationship between the Bible and culture is consistent with the approach taken elsewhere in the Québec Education Program, in particular the Social Sciences, whereby history, society and the individual are considered to be areas of interpretation that enable children to construct their world-view.

The PRME program also encourages children to develop interpersonal relationships founded on openness to cultural and religious differences. By gaining a deeper understanding about diversity, children are enriched by centuries of history. They learn how believers throughout history have practised their faith and expressed their thoughts and beliefs. This encourages them to behave appropriately in respect of persons and of the religious traditions of Christianity (including Protestantism), Judaism and Islam. Children discover these traditions by learning about visible signs such as celebrations and symbols, about founding or important figures and about rituals and customs. This part of the program seeks mainly to make children aware of religious phenomena, to help them discover the richness of diversity and to encourage them to conduct themselves in a socially acceptable manner.

Lastly, the PRME program offers two ethical perspectives: an ethics of responsibility and an ethics of conviction. Through the ethics of responsibility, children discover obligations. This ethical perspective helps children learn about their capacity to choose and about their responsibilities. The ethics of conviction is intimately related to each child and fosters identification with existing knowledges and with the child's power as a free being. This ethical perspective shows children that others have spoken and acted in the past and helps them learn to make choices in keeping with their values. This part of the PRME program gives children the opportunity to ask the

---

1. This program's confessional aspects were approved by the Comité sur les affaires religieuses at a meeting held on June 7, 2001.

questions that are on their minds and, consequently, to embark on a search for truth that takes into consideration the Protestant perspective. The ethical content of this program is based on the religious frames of reference of Christianity, Judaism and Islam and on various cultural frames of reference.

The PMRE program seeks to develop three complementary competencies:

– To appreciate the cultural influence of the Bible from a Protestant perspective

– To act in an appropriate manner with regard to religious phenomena

– To take an enlightened position on situations involving a moral issue

Figure 20
Protestant Moral and Religious Education
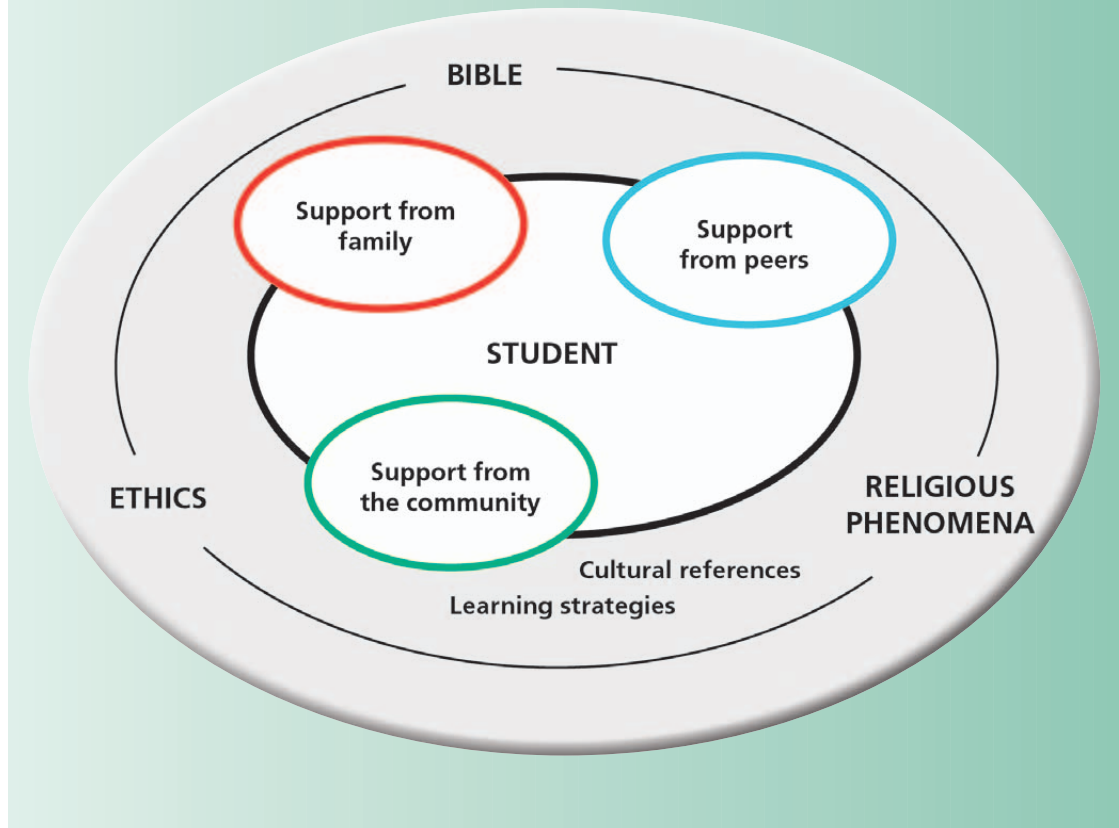
The acquisition of these three competencies requires a knowledge of the Bible, religious phenomena and ethics, as well as of learning strategies and cultural references. The resources available to the students include their families, peers and community.

COMPETENCY 1 • TO APPRECIATE THE CULTURAL INFLUENCE OF THE BIBLE FROM A PROTESTANT PERSPECTIVE

Focus of the Competency

MEANING OF THE COMPETENCY

The Bible is an important part of our collective and religious heritage and an essential resource for getting to the heart of the Protestant tradition and understanding various aspects of our culture. In everyday life, students are exposed to cultural phenomena derived directly or indirectly from the Bible. Many concepts, including justice, equality and human dignity, are based on the Bible. Various musical, artistic and literary works are inspired in major part by themes found in the Bible. The goal here is to foster an appreciation of the Bible's cultural influence and to help Protestant students better understand and appreciate their own religious tradition.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency can easily be linked to certain cross-curricular competencies, in particular competencies related to the use of information and the exercise of critical judgment. Many other cross-curricular competencies may also be called upon, depending on the types of tasks and teaching methods used.

CONTEXT FOR LEARNING

The Protestant tradition seeks to have students learn to appreciate the influence of Bible stories on their lives and community and on human history. For this purpose, geography, archeology, history and culture are studied. Students develop this competency by referring to the Bible and to ancient and modern history. During Cycle One, students explore Bible stories and relate them to cultural references in their environment. During Cycle Two, they examine the role played by certain important Biblical figures in history and draw parallels between these figures and historical or contemporary figures or figures with whom they are familiar. During Cycle Three, students draw parallels between important Biblical events and cultural references. They express themselves using mime, drawing, writing or any other relevant means. Students use a variety of visual media, including illustrated books adapted to their age group and specialized CD-ROMs. They may also be assisted in their learning by family members, peers and their community.

DEVELOPMENTAL PROFILE

During Cycle One, students develop this competency by relating important Bible stories to cultural references. During Cycle Two, they illustrate the uniqueness of certain Biblical figures and of the important events connected to them. Students draw links between these figures and Protestant figures and show the contribution of the latter to the common good. During Cycle Three, they explore important Biblical events, associate them with cultural references and explain their ongoing influence.

Key Features of the Competency

To explore texts from the Old or the New Testament

To express a personal understanding of Biblical texts

TO APPRECIATE THE CULTURAL INFLUENCE OF THE BIBLE FROM A PROTESTANT PERSPECTIVE

To illustrate the cultural influence of the Bible

To make connections between Biblical elements and cultural references
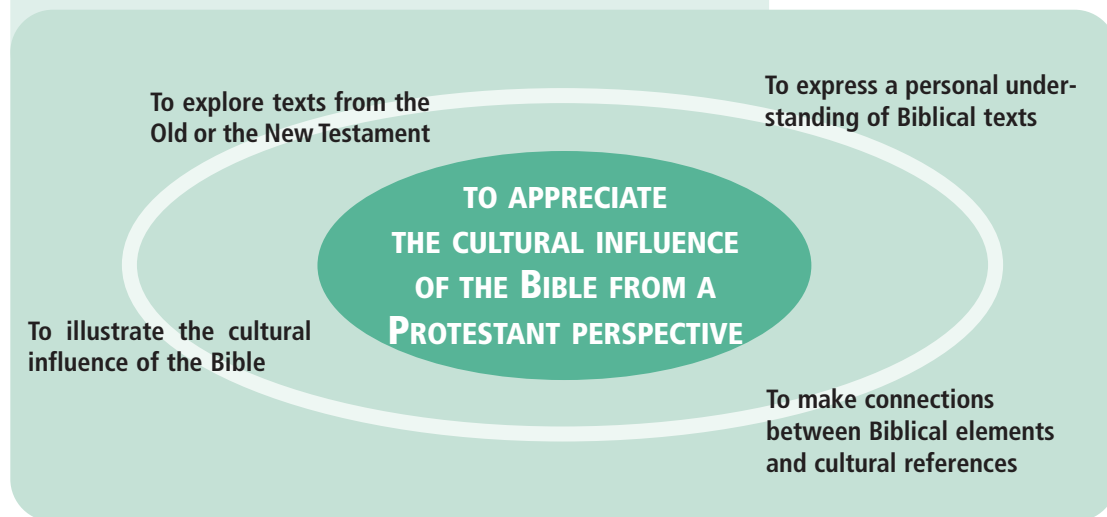
Evaluation Criteria

– Reconstitution of a Bible story, of the life of a Biblical figure or of a Biblical event ❶ ❷ ❸

– Expression of understanding of Biblical texts ❶ ❷ ❸

– Association of Biblical elements with cultural references ❶ ❷ ❸

– Illustration of the cultural influence of the Bible ❶ ❷ ❸

Legend:* ❶ Cycle One ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the section entitled Essential Knowledges.

End-of-Cycle Outcomes

CYCLE ONE

During Cycle One, students reconstitute simplified Bible stories or ones presented in picture form. They state each story's theme, describe the context, list all the events in a logical order and identify relevant cultural and religious references in their environment.

CYCLE TWO

During Cycle Two, students reconstitute Bible stories, emphasizing the role of the main figures. Students make connections between these figures' actions and those of Protestant figures. They describe the similarities and differences between these figures, and identify relevant cultural references.

CYCLE THREE

During Cycle Three, students reconstitute Biblical events. They demonstrate how the influence of events presented in the Bible is evident in various cultural and artistic works. Students explain some of the relationships between these events and some of the ways in which people behave, think and express themselves. They express a positive view concerning the Bible's cultural influence.

Essential Knowledges

The essential knowledges tied to the first competency concern certain Biblical passages and related cultural references. Students learn about stories, figures and events that have influenced our culture or the Protestant tradition. The cultural references studied include music, architecture, painting, sculpture and literature. Missionary, humanitarian and other organizations founded by Protestants are also studied to illustrate the scope of the Biblical message and the importance, for Protestants, of personal involvement in the community. The essential knowledges correspond to Biblical elements associated with cultural references consisting of symbols, language expressions, artistic works, historical and contemporary figures and missionary, humanitarian and other organizations. It should be noted that missionary, humanitarian and other organizations are covered in Cycle Two only, and are studied for the purpose of illustrating Protestants' faith in action.

Stories ①

KNOWLEDGES		CULTURAL REFERENCES		
	Biblical References	Symbols	Language Expressions	Artistic Works
OLD TESTAMENT				
• Creation	Gen. 1-3	Fruit, Snake	Let there be light, Created in his image, Adam's rib, Garden of Eden, Paradise lost, Forbidden fruit, Heaven on Earth, By the sweat of one's brow	*Creation of Adam*, by Michelangelo *Creation of the Animals*, by Tintoretto (Jacopo Robusti)
• Noah's Ark	Gen. 6: 8-9	Ark		*Noah's Ark*, by Michel Salgé
NEW TESTAMENT				
• The Life of Jesus: His Birth	Matt. 1: 1, 18-25 Luke 2: 1-20	A manger	Gold, frankincense and myrrh, The good news, Peace to men of good will	*Annunciation*, by Leonardo da Vinci, *Mystic Nativity*, by Botticelli, *Nativity*, by Gustave Doré, *Messiah*, by Handel, Christmas carols
• The Parable of the Good Shepherd	Luke 10: 17-24	The Shepherd and his staff	A good shepherd knows his flock, A good shepherd	*The Good Shepherd* (sculpture), Pio Christiano museum
• The Parable of the Sower	Matt. 13: 1-9, 18-23 Mark 1: 14-20 Luke 8: 4, 11-15	The Sower The logo of the Canadian Bible Society	Throwing seeds to the wind, Spreading the good word	

Figures ❷

KNOWLEDGES		CULTURAL REFERENCES				
	Biblical References	Historical and Contemporary Figures	Symbols	Language Expressions	Artistic Works	Missionary, Humanitarian and Other Organizations
OLD TESTAMENT						
• Abraham and the Promise of the Covenant	Gen. 12: 1-9 17: 1-27	David Livingstone, Hudson Taylor	Ring		*Abraham Leaving Ur*, by Gustave Doré	London Missionary Society China Inland Mission
• Moses the Deliverer	Exod. 2-4	Martin Luther King, William Wilberforce	The tables of the law, The bronze serpent, The ark of the covenant	Drawn from the water, A burning bush	*Moses* (sculpture), by Michelangelo, *Moses Drawn From the Water*, *Moses and the Tables of the Law* and *The Burning Bush*, by Gustave Doré, *Raiders of the Lost Ark* (film), *The Prince of Egypt* (film), Negro spirituals	International Fellowship of Reconciliation Anti-Slave Trade Society and the French government order abolishing slavery
• The Life of David	1 Sam. 16: 14-23 1 Sam. 17: 12-58 2 Sam. 5: 1-5	Johann Sebastian Bach	Lyre, Sling	David, David and Goliath, A David, A Goliath	*David* (sculpture), by Michelangelo, *David Victorious over Goliath*, by Lagrénée le Jeune	Bach's work
• The Life of Esther	The book of Esther	Marie Durand				Figure symbolizing persecution, resistance and religious tolerance
NEW TESTAMENT						
• The Life of Jesus: His Childhood	Matt. 2: 1-23 Luke 2: 22-52	George Williams		To grow in wisdom and age	*Baby Jesus in the Temple*, by Ducco da Boninsigna	YMCA, YWCA
• The Parable of the Talents	Matt. 25: 14-30	Robert Stephenson, Smyth Baden-Powell, Albert Schweitzer		To develop one's potential		Scouting, Lambarene Hospital (Africa)
• The Parable of the Good Samaritan	Luke 10: 38-42	William/Catherine Booth, Henry Dunant, Robert (Bob) Pierce		To be a good samaritan	*The Good Samaritan*, by Rembrandt	Salvation Army, Red Cross, World Vision

Events ③

KNOWLEDGES		CULTURAL REFERENCES		
	Biblical References	Symbols	Language Expressions	Artistic Works
OLD TESTAMENT				
• The Flood	Gen. 6: 8-9	Rainbow, Dove and olive branch (symbol of the United Nations)	An olive branch, To come out of the ark	*The Flood*, by Michelangelo, *Noah and the Rainbow*, by Chagall, *The Dove*, by Picasso, *Carnival of the Animals*, by St-Saens
• The Beginnings of the People of Israel	Gen. 32: 24-32; 35 Exod. 1: 1-7	Change of name from Jacob to Israel	Firstborn birthright	*Jacob Wrestling With the Angel*, by Gustave Doré
• Departure From the Land of Egypt	Exod. 6-15	The passover lamb	Plagues of Egypt, Golden calf, Manna, Promised land, To wander in the wilderness	*The Ten Commandments* (film), *The Pilgrim's Progress*, by John Bunyan
NEW TESTAMENT				
• The Life of Jesus: Passion and Resurrection	Matt. 26-28 Mark 14-16 Luke 22-24 John 18-21	Cross, Empty tomb	To wash one's hands of the matter, A Pontius Pilate, Crown of Thorns, To bear one's cross, Stations of the cross, The good thief, A Judas	*Pietà*, by Michelangelo, *The Last Supper*, by Pietro Lorenzetti, *Jesus of Nazareth* (film), *Ben Hur* (film), *Resurrection: The Tomb and the Angel*, by Gustave Doré, *The Chronicles of Narnia* (Vol. 1), by C.S. Lewis
• The Parable of the Pharisee and the Tax Collector	Luke 18: 9-14		Beating one's breast (*mea culpa*)	

STRATEGIES FOR ACQUIRING LEARNINGS

- Identifying the different parts of a Biblical reference by book (in the Old or the New Testament), chapter and verse

- Describing the story, the figure, the event and the cultural reference

- Identifying an important characteristic of the story, figure or event and of the cultural reference

- Stating the story's meaning and the importance of the figure or event and of the cultural reference

- Drawing parallels between the Biblical story, figure or event and the corresponding cultural references

- Underlining the cultural influence of the story, figure or event throughout history

STRATEGIES FOR DEVELOPING CRITICAL JUDGMENT

- Identifying important Biblical and cultural elements

- Distinguishing relevant elements from irrelevant ones

- Determining what is required to understand elements

- Stating evident and justifiable connections

- Verifying the validity of the connections made

- Recognizing the positive cultural influence of the Bible

COMPETENCY 2 • TO ACT IN AN APPROPRIATE MANNER WITH REGARD TO RELIGIOUS PHENOMENA

Focus of the Competency

MEANING OF THE COMPETENCY

To act in an appropriate manner with regard to religious phenomena means to show consideration for others, listen actively, be sensitive to others and treat others respectfully. It also involves recognizing the value of religious and cultural differences and exercising critical judgment. To achieve this goal, various aspects of religious traditions are explored in elementary school: celebrations, symbols, figures, rituals and customs. Emphasis is placed mainly on respect for oneself and others and on a positive attitude concerning differences, which are considered to be socially and culturally enriching. This competency emphasizes action and openness to differences.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency is closely related to the personal and social competencies because the students learn to know themselves and others and to act in a respectful, welcoming and open manner. Students also exercise intellectual competencies, especially those involving the use of information and the exercise of critical judgment, as they are called upon to learn about and appreciate various religious and cultural phenomena.
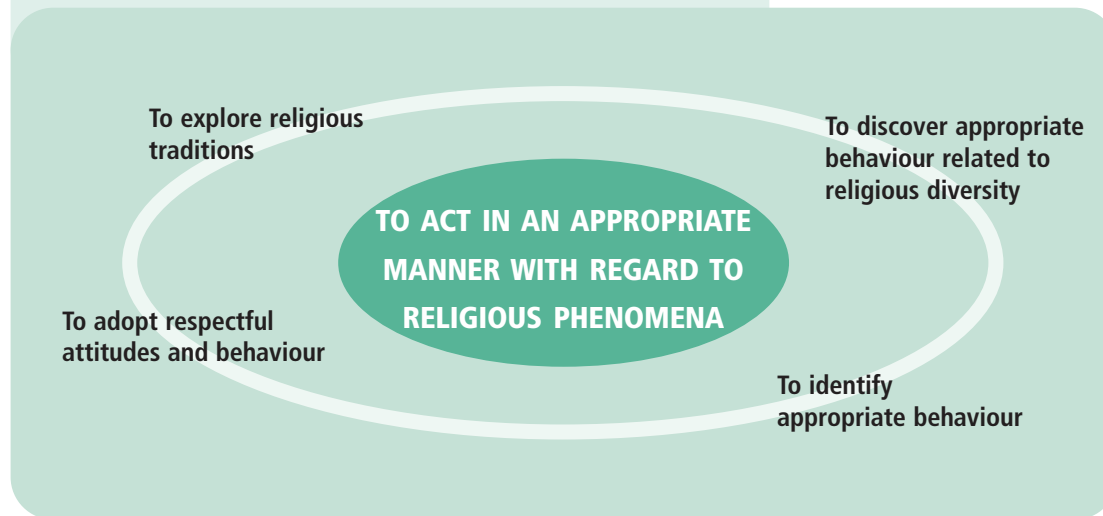
CONTEXT FOR LEARNING

Students will first develop this competency by looking at four religious traditions, including Protestantism. At the secondary level, students will have the opportunity to examine other religious traditions and to deepen their understanding of the beliefs and systems of thought underlying the main religions. During Cycle One, students learn about different religions by exploring related celebrations and symbols. During Cycle Two, they use texts and audiovisual documents to discover the importance of founding or important figures. During Cycle Three, students become familiar with religious phenomena such as rituals and customs. During each cycle, students examine their own behaviour in relation to differences. Lastly, the students' learning community (family, peers and community), various technological media, religious objects, artifacts and real or simulated situations contribute to the development and enrichment of this competency.

DEVELOPMENTAL PROFILE

Most children entering school know very little about religious phenomena. The very purpose of this competency, then, is to awaken them to these phenomena. During Cycle One, students first identify various religious celebrations and discover related symbols. They learn to listen to their peers and to treat them respectfully. During Cycle Two, students study founding or important figures of the Protestant tradition. Also, they develop positive interpersonal relationships by recognizing and adopting behaviour and attitudes such as listening, openness and respectfulness. During Cycle Three, students study rituals and customs and are increasingly aware of the importance of deepening their understanding of religious phenomena. They act in an appropriate manner in relation to religious phenomena.

Key Features of the Competency

To explore religious traditions

To discover appropriate behaviour related to religious diversity

TO ACT IN AN APPROPRIATE MANNER WITH REGARD TO RELIGIOUS PHENOMENA

To adopt respectful attitudes and behaviour

To identify appropriate behaviour

Evaluation Criteria

– Description of elements associated with various religious traditions ❶ ❷ ❸

– Explanation of the relationship between these elements and the corresponding tradition ❶ ❷ ❸

– Description of appropriate behaviour ❶ ❷ ❸

– Showing of respectful, open and welcoming behaviour in relation to diversity ❶ ❷ ❸

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, students characterize various religious elements. They describe celebrations and symbols, and identify important characteristics and state their meaning. Students show positive attitudes and behaviour in relation to religious diversity and act in a respectful, open and welcoming manner in relation to differences.

CYCLE TWO

By the end of Cycle Two, students demonstrate knowledges about important figures of various religious traditions who were involved in religious events. Students demonstrate open, welcoming and respectful behaviour and show an interest concerning diversity.

CYCLE THREE

By the end of Cycle Three, students briefly describe religious traditions by referring to customs and rituals. Students identify aspects of worship, precepts regarding food and types of dress specific to each tradition. They show respect by behaving appropriately.

Essential Knowledges

The essential knowledges tied to this competency relate to the three main monotheistic religions.[2] In elementary school, emphasis is placed on the concrete and visible elements of religious traditions, including celebrations and symbols, founding or important figures, and rituals and customs.[3] While Protestants share the main Christian celebrations, they view celebrations differently from other Christians. Protestant celebrations per se usually relate to events that have marked or still mark the lives of Protestants, such as the commemoration of the Reformation (October 31), Thanksgiving, the consecration of children, the opening of a temple or the ordination of a minister.

Religions	Celebrations	Symbols	Founding or Important Figures	Rituals and Customs
	❶		❷	❸
1. Christianity ✠ *(Catholic, Protestant and Orthodox traditions)*	Christmas	Tree, Manger, Light, Star, Angel	Jesus	Dress: Baptismal, marriage and bereavement dress, liturgical and sacerdotal dress
	Easter	Cross, Easter lamb, Easter eggs (Orthodox tradition)		Precepts regarding food: Fasting
				Worship: Church, service or mass (prayers, reading of sacred text, homily, eucharist), sacred day (Sunday), priests and ministers
1.1 Protestantism ✠	Commemoration of the Reformation	Luther's rose, Huguenot cross	Martin Luther	Dress: Baptismal, marriage and bereavement dress, Minister's dress of various Protestant denominations
	Thanksgiving	Harvest, Traditional meal		Precepts regarding food: None
	Consecration of children	The laying on of hands		Worship: Local church, temple, family groups, prayer cells, Bible readings, meditation of the Word, teaching, preaching, Lord's Supper or adoration worship, songs and choir, Sunday school, baptism of the faithful, Lord's day (Sunday), ministers, elders, brothers, bishops
			John Calvin, Henriette Feller, Desmond Mpilo Tutu, Billy Graham	

2. Judaism ✡	Passover	Haggadah, The Seder meal	Moses	Dress: Prayer shawl, kipah
	Hanukkah	Menorah (9-branch candlestick), Dreidel, Latkes	The Maccabees	Precepts regarding food: Kosher laws
				Worship: Synagogue, prayer, readings, study of sacred texts, sacred day (Saturday), rabbis
3. Islam ☪	Mouled		Mohammed	Dress: Hijab, burka, pilgrim's robe
	Id al-Fitr		Mohammed	Precepts regarding food: Fasting (Ramadan), Halal and Haram
	Id al-Adhá		Abraham Ismael	Worship: Mosques, prayers, pilgrimage, reading, study of sacred texts, sacred day (Saturday), imams, muezzins

STRATEGIES FOR ACQUIRING LEARNINGS

- Describing religious celebrations and symbols, the lives of various religious figures and different religious traditions

- Identifying an important characteristic of a religious celebration, an important event in a religious figure's life and a characteristic of each of the four religious traditions

- Indicating the meaning of religious celebrations and symbols, the importance of religious figures and the differences between religious traditions

STRATEGIES FOR ACQUIRING BEHAVIOUR

- Identifying encouraging words, positive attitudes and appropriate behaviour

- Listing encouraging words, positive attitudes and appropriate behaviour

- Demonstrating increased tolerance regarding religious differences

- Showing an increased interest in religious phenomena

- Expressing a desire for constant improvement

- Actively promoting respectfulness

---

2. Other religions will be studied in secondary school. A teacher may, however, consider other religions from time to time at the elementary level if he or she considers it necessary or appropriate.

3. It is understood that celebrations and symbols relate to other aspects of religion and cannot be considered without taking into account their original context. As such, to take the example of the celebration of Christmas, one could consider figures, rituals or customs in order to gain an understanding of the celebration.

COMPETENCY 3 • To take an enlightened position on situations involving a moral issue

Focus of the Competency

MEANING OF THE COMPETENCY

This competency consists mainly in a problem-solving process whereby students develop and consolidate their ability to make judgments and choices guided by values and principles derived from frames of reference. Students are also called upon to justify these choices based on religious and moral frames of reference that they discover and assimilate. This competency presupposes that students have the capacity to freely take responsibility for the ideas they hold, thereby situating themselves clearly and intelligibly in relation to others, to rules of conduct, to habits and to values.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Most of the cross-curricular competencies are used in developing this competency, in particular those involving problem solving and the exercise of critical judgment.
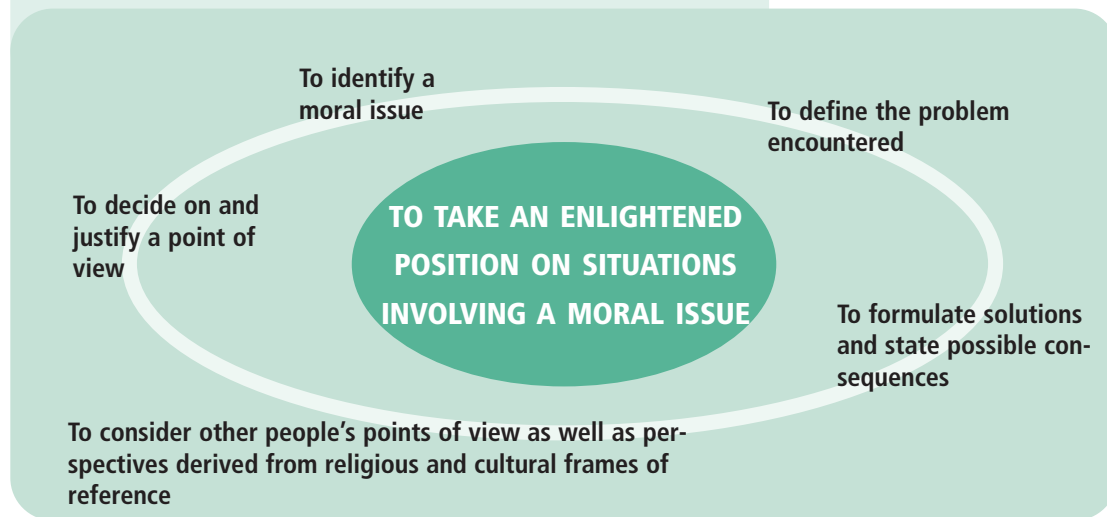
CONTEXT FOR LEARNING

To develop this competency, students base themselves on various religious and cultural frames of references. Students are the main agents of their learning, become more and more aware of their identity and are able to solve increasingly complex moral issues. Various resources are made available to students to help them use the different frames of reference, including readings as well as simulation, role-playing, cooperative and other appropriate activities. The students' family, peers and community also play an important role, in particular by helping the students to interpret religious texts and to learn to behave ethically.

DEVELOPMENTAL PROFILE

Every stage of the problem-solving process is studied during each cycle, but the moral issues that serve as the starting point for this process become increasingly complex as the students progress from one cycle to the next. As the students gain experience and maturity, they therefore learn to solve moral issues that become increasingly complex. The broad areas of learning can play an important role developing the students' moral judgment because they relate to numerous life experiences.

Key Features of the Competency

To identify a moral issue

To define the problem encountered

To decide on and justify a point of view

TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

To formulate solutions and state possible consequences

To consider other people's points of view as well as perspectives derived from religious and cultural frames of reference

Evaluation Criteria

– Definition of the moral issue   **❶ ❷ ❸**

– Description of the problem   **❶ ❷ ❸**

– Formulation of solutions and possible consequences   **❶ ❷ ❸**

– Justification of a point of view based on a religious or cultural frame of reference   **❶ ❷ ❸**

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, students identify a simple moral issue that reveals itself in a real or simulated situation. They briefly describe the problem related to the issue. The students refer to their own experiences to formulate a solution and state possible consequences. They take account of a religious or cultural frame of reference. The students decide on and justify their point of view.

CYCLE TWO

By the end of Cycle Two, students identify a moderately complex moral issue that reveals itself in a real or simulated situation. They describe the problem related to the issue in greater detail than in Cycle One. Students refer to their own experiences to formulate one or two solutions and state possible consequences. They take account of a religious or cultural frame of reference. The students decide on and justify two points of view.

CYCLE THREE

By the end of Cycle Three, students identify an extremely complex moral issue that reveals itself in a real or simulated situation or that is derived from a broad area of learning. They provide a detailed description of the problem related to the issue. Students refer to their own and other people's experiences to formulate various solutions and state numerous possible consequences. They take account of religious or cultural frames of reference that they use to justify several points of view. They are able to take and justify a position.

Essential Knowledges

The essential knowledges tied to this competency relate to the problem-solving process, religious and cultural frames of reference, situations of everyday life and the social context of the problem. The Ten Commandments are an authority for Jews and Christians, and the Five Pillars of Islam provide guidance to Muslims. The cultural frames of reference chosen consist of various social precepts and the United Nations *Universal Declaration of the Rights of Man*.

Situations of Everyday Life	Social Context of the Problem
• Family ⟶	• Places • Persons involved • Actions taken or words said
• School ⟶	• Places • Persons involved • Actions taken or words said
• Social ⟶	• Places • Persons involved • Actions taken or words said
• Cultural ⟶	• Places • Persons involved • Actions taken or words said

Religious Frames of Reference

- Judaism ✡
  - The Ten Commandments (Exod. 20: 1-17; Deut. 5: 1-22)

- Christianity ✝
  - The Ten Commandments (Exod. 20: 1-17; Deut. 5: 1-22)
  - The two greatest commandments (Matt. 22: 34-40; Mark: 12: 28-34; Luke: 10: 25-37)
  - The Sermon on the Mount (Matt. 5-7)
  - Epistle: 1 Cor. 13

- Islam ☪: The Five Pillars
  - Shahada: Confession of faith
  - Salat: Prayer
  - Siyam: Fasting
  - Zakat: Alms
  - Hajj: Pilgrimage to Mecca

Cultural Frames of Reference

- Social precepts such as norms, rules and regulations

- United Nations *Universal Declaration of the Rights of Man*

- The Golden Rule (cf. Matt.7: 12)

- The law of the Good Samaritan

Suggestions for Using Information and Communications Technologies

- **Competency 1**

– Using drawing, game and writing software

– Using CD-ROMs on the Bible: Bible stories and ancient civilizations

– Doing work on a Biblical story, figure or event

– Preparing a portfolio consisting of thematic drawings

– Publishing short biographical pamphlets

– Gathering information on Biblical references using a computer

- **Competency 2**

– Consulting CD-ROMs on religious traditions

– Researching and information-sorting concerning religious events, celebrations, rituals and customs using the Internet

– Constructing religious calendars

– Using word-processing software

– Using presentation software

– Using image-processing software

- **Competency 3**

– Gathering information on cultural frames of reference using the Internet

– Presenting productions

– Using word-processing software

– Using presentation software

– Using image-processing software

- **Use for evaluation purposes**

– Preparing an electronic portfolio

– Using self-correction software

Bibliography

GENERAL REFERENCES

Barth, Britt-Mari. *L'apprentissage de l'abstraction. Méthodes pour une meilleure réussite de l'école.* Paris: Retz, 1987.

Barth, Britt-Mari. *Le savoir en construction: former à une pédagogie de la compréhension.* Paris: Retz, 1993.

Cloutier, Richard, and André RENAUD. *Psychologie de l'enfant.* Boucherville: Gaëtan Morin Éditeur, 1990.

Cohen, Elizabeth G. *Designing Groupwork: Strategies for the Heterogeneous Classroom.* 2d ed. New York: Teachers College, Columbia University, 1994.

Cyr, Paul. *Le point sur les stratégies d'apprentissage d'une langue seconde.* Collection Le point sur . . . Anjou: CEC, 1996.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice.* New York: Basic Books, 1993.

Gillet, Pierre, ed. *Construire la formation.* Paris: ESF, 1992.

Goleman, Daniel. *Emotional Intelligence.* New York: Bantam Books, 1995.

Jonnaert, Philippe, and Cécile VANDER BORGHT. *Créer des conditions d'apprentissage. Un cadre de référence socioconstructiviste pour une formation didactique des enseignants.* De Boeck Université. Bruxelles: DeBoeck, 1999.

Legendre, Renald. *Dictionnaire actuel de l'éducation.* 2d ed. Montréal: Larousse, 1993.

Marzouk, Abdellah, Pauline CÔTÉ, and John KABANO. *École, éducation à la citoyenneté et diversité culturelle.* Monograph no. 49. Rimouski: Éditions GREME, 1999.

Noiseux, Gilles. *Traité de formation à l'enseignement par médiation.* Vol. 1, *Les compétences du médiateur pour réactualiser sa pratique professionnelle.* Sainte-Foy: MST, 1997.

Noiseux, Gilles. *Traité de formation à l'enseignement par médiation.* Vol. 2, *Les compétences du médiateur comme expert de la cognition.* Sainte-Foy: MST, 1998.

Paré, André. *Créativité et pédagogie ouverte.* Vol. 2, *Créativité et apprentissage.* Laval: Éditions NHP, 1977.

Perrenoud, Philippe. *Construire des compétences dès l'école.* Paris: ESF, 1998.

Piaget, Jean. *The Construction of Reality in the Child.* New York: Basic Books, 1954.

Piaget, Jean. *The Origins of Intelligence in Children.* New York: International University Press, 1974.

QUÉBEC. COMMISSION DES DROITS DE LA PERSONNE ET DES DROITS DE LA JEUNESSE. *Religious Pluralism in Québec: A Social and Ethical Challenge.* Québec, 1995.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *Éduquer à la citoyenneté.* 1997-98 Annual Report on the State and Needs of Education. Sainte-Foy, 1998.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *Pour la réforme du système éducatif: dix années de consultation et de réflexion.* Brief to the Minister of Education. Québec, 1995.

QUÉBEC. Groupe interministériel sur les curriculums. Volet Santé et bien-être. *Les compétences essentielles liées à la santé et au bien-être à intégrer au curriculum des enfants de l'éducation préscolaire et des jeunes du primaire et du secondaire au Québec.* Report prepared by Lyne Arcand et al. Québec, 1998.

QUÉBEC. MINISTÈRE DE LA SANTÉ ET DES SERVICES SOCIAUX. Groupe de travail pour les jeunes. *Un Québec fou de ses enfants.* Report. Québec, 1991.

Rey, Bernard. *Les compétences transversales en question.* Paris: ESF, 1996.

Ruano-Borbalan, Jean-Claude, ed. *Éduquer et former. Les connaissances et les débats en éducation et en formation.* Paris and Dijon: Éditions Sciences humaines, 1998.

Tardif, Jacques. *Intégrer les nouvelles technologies de l'information: quel cadre pédagogique?* With Annie Presseau. Collection Pratiques et enjeux pédagogiques. Paris: ESF, 1998.

Tardif, Jacques. *Le transfert des apprentissages.* Montréal: Éditions Logiques, 1999.

Tardif, Jacques. *Pour un enseignement stratégique.* Montréal: Éditions Logiques, 1992.

UNESCO. International Commission on Education in the Twenty-First Century. *Learning: The Treasure Within.* Edited by Jacques Delors. New York: UNESCO Publishing, 1996.

CROSS-CURRICULAR COMPETENCIES AND BROAD AREAS OF LEARNING

Assagioli, Roberto. *The Act of Will.* New York: Viking Press, 1973.

ASSOCIATION QUÉBÉCOISE POUR LA PROMOTION DE L'ÉDUCATION RELATIVE À L'ENVIRONNEMENT (AQPERE). *Guide québécois de ressources en éducation en formation relatives à l'environnement et au développement durable.* Montréal: AQPERE, 1995.

Bannister, Rosella, and Charles Monsma. *Classification of Concepts in Consumer Education.* Monograph no. 137. Cincinnati: South-Western Publishing Co., 1982.

Bateson, Gregory. *Steps to an Ecology of the Mind.* New York: Ballantine Books, 1972.

Beaudet, Alain. *Vers une pédagogie de la créativité.* Paris: ESF, 1973.

Brée, Joël. *Les enfants, la consommation et le marketing.* Paris: Presses universitaires de France, 1993.

Capra, Fritjof. *The Turning Point: Science, Society and the Rising Culture.* London: Fontana Paperbacks, 1983.

Chevalier, Jacques. *Histoire de la pensée.* Vol. 2, *La pensée chrétienne; des origines à la fin du XVIe siècle.* Paris: Flammarion, 1956.

Cloutier, Richard. *Psychologie de l'adolescence.* Boucherville: Gaëtan Morin Éditeur, 1990.

Collins, M., D. Studd and J. Wallace. *Making Career Decisions–A Step at a Time.* 2 vols. Scarborough, Ontario: Nelson Canada, 1984-1985.

COUNCIL OF EUROPE. Council for Cultural Co-operation. *Concepts de base et compétences clés de l'éducation à la citoyenneté démocratique: Une première synthèse.* Prepared by François Audigier, Institut national de recherche pédagogique. Projet Éducation à la citoyenneté démocratique. Paris, 1998.

Croizier, Monique. *Motivation, projet personnel, apprentissages.* Paris: ESF Éditeur, 1993.

Duclos, Germain, Danielle Laporte, and Jacques Ross. *L'estime de soi de nos adolescents: guide pratique à l'intention des parents.* Montréal: Hôpital Sainte-Justine, Centre hospitalier universitaire de Montréal, 1997.

Dumas, Jean-Louis, and Lucien Jerphagnon. *Histoire de la pensée.* Vol. 1, *Antiquité et Moyen Âge.* By Lucien Jerphagnon. Paris: Tallandier, 1989-90.

Dumas, Jean-Louis, and Lucien Jerphagnon. *Histoire de la pensée.* Vol. 2, *Renaissance et siècle des Lumières.* By Jean-Louis Dumas. Paris: Tallandier, 1989-90.

Erikson, Erik H. *Childhood and Society.* New York: W. W. Norton, 1993.

Erikson, Erik H. *Identity: Youth and Crisis.* New York: W. W. Norton, 1994.

Fetro, J. V. "Personal and Social Skills Development is Basic." Chap. 11 in *The Comprehensive School Health Challenge: Promoting Health Through Education,* vol. 1. Santa Cruz, California: ETR Associates, 1994.

Gonnet, Jacques. *Éducation et médias.* Que sais-je? Paris: Presses universitaires de France, 1997.

Gunter, Barrie, and Adrian Furnham. *Children as Consumers: A Psychological Analysis of the Young People's Market.* New York: Routledge, 1998.

Herskovits, Melville J. *Man and His Works: The Science of Cultural Anthropology.* New York: Knopf, 1949.

Howden, James. *Pratico-pratique: Coopérer pour apprendre et apprendre à coopérer.* Montréal: n.p., 1994.

Jasmin, Danielle. *Le conseil de coopération: Un outil de gestion pédagogique de la vie de classe.* Montréal: Chenelière/McGraw-Hill, 1993.

Jones, E. H., N. S. Miller, and L. Tritsch. "School Restructuring: How Is the Health Program Affected?" Chap. 21 in *The Comprehensive School Health Challenge: Promoting Health Through Education,* vol. 1. Santa Cruz, California: ETR Associates, 1994.

Kagan, Spencer. *Cooperative Learning.* San Juan Capistrano, California: Resources for Teachers, Inc., 1992.

Kapferer, Jean-Noël. *L'enfant et la publicité. Les chemins de la séduction.* Paris: Dunod, 1985.

Laborit, Henri. *La nouvelle grille.* Paris: Robert Laffont, 1974.

Laramée, Alain. *L'éducation critique aux médias.* Collection Communication et société. Sainte-Foy: Télé-université, 1998.

Laurendeau, Marie-Claire, et al. "Sensibilisation à la violence en milieu scolaire: évaluation d'un programme-pilote." *Apprentissage et socialisation* 12, no. 2 (1989): 89-98.

"L'éducation dans une perspective planétaire." Special issue. *Revue des sciences de l'éducation* 23, no. 1 (1997).

McNeal, James U. *Kids as Customers: A Handbook of Marketing to Children.* New York: Lexington Books, 1992.

Meirieu, Philippe. *Enseigner, scénario pour un métier nouveau.* Paris: ESF, 1989.

Merleau-Ponty, M. *Phénoménologie de la perception.* Paris: Gallimard, 1945.

Morin, Edgar. *La tête bien faite. Repenser la réforme, réformer la pensée.* Paris: Seuil, 1999.

NATIONAL LIFE/Work Centre et al. *Blueprint for Life/Work Designs: K-Adult Handbook.* Demonstration Edition. Abridged Version. Prepared by Lorraine Haché, Phil S. Jarvis and Dave E. Redekopp. Memramcook, New Brunswick, 1998.

Nietzsche, Friedrich W. *The Gay Science.* 1st ed., translated, with commentary, by Walter Kaufmann. New York: Random House, 1974.

Ouellet, Fernand, ed. *Les institutions face aux défis du pluralisme ethnoculturel.* Québec: Institut québécois de recherche sur la culture, 1995.

Piaget, Jean. *The Child's Conception of the World.* International Library of Psychology, Philosophy and Scientific Method Series. Totowa, New Jersey: Littlefield, Adams, 1969.

Pichette, Michel, et al. *Vivre avec les médias, ça s'apprend!* Montréal: Centrale de l'enseignement du Québec; Services aux collectivités, Université du Québec à Montréal, 1996.

Piette, Jacques. *Éducation aux médias et fonction critique.* Série Références et travaux universitaires. Montréal: L'Harmattan, 1996.

QUÉBEC. COMMISSION DES DROITS DE LA PERSONNE. *Pour mieux vivre ensemble: guide pédagogique.* Prepared by Constance Leduc, Ginette H. Brochu, and Carole Deschamps. Québec: Éditions Modulo, 1991.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *Les défis éducatifs de la pluralité.* Brief to the Minister of Education. Sainte-Foy, 1987.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. "Différences et particularités de l'approche par compétences par rapport à l'approche par objectifs." DÉFIS curriculum. Prepared by Diane Barette. Québec, 1996.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. Direction des ressources didactiques. "La maitrîse des TIC, un référentiel québécois." Prepared by Claude Séguin. Québec, 1999.

QUÉBEC. MINISTÈRE DE L'ENVIRONNEMENT ET DE LA FAUNE. Comité interministériel d'éducation relative à l'environnement. *Situations d'apprentissage.* Thirteen documents. Québec, 1994.

Roussy, Michel. "Esquisse d'un modèle d'éducation aux médias pour les écoles secondaires au Québec." Ph.D. diss., Département des sciences de l'éducation, Université de Montréal, 1993.

Sauvé, Lucie. *Pour une éducation relative à l'environnement.* 2d ed. Montréal: Guérin, 1997.

Slavin, Robert. *Cooperative Learning.* New York: Longman, 1983.

Tardif, Jacques. *Intégrer les nouvelles technologies. Quel cadre pédagogique?* Montréal: Éditions Logiques, 1998.

UNESCO. *Culture of Democracy: A Challenge for Schools.* Edited by Patrice Meyer-Bisch. Cultures of Peace Series. Paris: UNESCO Publishing, 1995.

UNESCO. International Bureau of Education. *Education for International Understanding: An Idea Gaining Ground.* Prepared by Lucie-Mami Noor Nkaké. Geneva, 1996. Reprinted in 1998 with a new preface.

Volcy, Marc-Yves. *Mini-trousse: pédagogie de la coopération.* Montréal: Centre d'éducation interculturelle et de compréhension internationale, 1991.

Williams, Linda V. *Teaching for the Two-Sided Mind: A Guide to Left Brain/Right Brain Education.* Englewood Cliffs, New Jersey: Prentice-Hall, 1983.

PRESCHOOL EDUCATION

AUSTRALIA. EDUCATION DEPARTMENT OF WESTERN AUSTRALIA. *Reading Developmental Continuum.* East Perth, 1994.

BRITISH COLUMBIA. Ministry of Education. *Kindergarten Curriculum Guide.* Victoria, 1997.

CONSEIL SCOLAIRE DE L'ÎLE DE MONTRÉAL. *Focus on Kindergarten.* Montréal, 1992.

Darveau, Paul, and Roland Viau. *La motivation des enfants: le rôle des parents.* Saint-Laurent: Renouveau pédagogique, 1997.

De Graeve, Sabine. *Apprendre par les jeux: Outils pour enseigner.* Bruxelles: De Boeck, 1996.

Duclos, Germain, and a team of daycare workers headed by Denise Bertrand. *Quand les tout-petits apprennent à s'estimer, Guide théorique et recueil d'activités pour favoriser l'estime de soi des enfants de 3 à 6 ans.* Montréal: Hôpital Sainte-Justine; CPE Enfants des Neiges, 1997.

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. *Programmes de l'école primaire.* Paris: Centre national de développement pédagogique, 1995.

Michelet, André. *Le jeu et l'enfant: progrès et problèmes.* Québec: World Organization for Early Childhood Education (OMEP), 1999.

NEWFOUNDLAND AND LABRADOR. Department of Education. *Kindergarten Curriculum Guide.* St. John's, 1997.

ONTARIO. Ministry of Education and Training. *The Kindergarten Program.* Toronto, 1998.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *Pour un développement intégré des services éducatifs à la petite enfance: de la vision à l'action.* Brief to the Minister of Education. Québec, 1996.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *The Curriculum for Preschool Education.* Québec, 1981.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Dès le préscolaire ... Recueil d'outils de gestion de classe.* Québec, 1992.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Program: Preschool Education.* Québec, 1997.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Vers une pédagogie par le jeu.* Edited by Odile Lapointe. Québec, 1999.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. Commission des programmes d'études. *L'éducation préscolaire.* Brief to the Minister of Education. Québec, 1999.

QUÉBEC. MINISTÈRE DE LA FAMILLE ET DE L'ENFANCE. *Educational Program for Child Care Centres.* Québec: Les Publications du Québec, 1997.

QUÉBEC. MINISTÈRE DE LA FAMILLE ET DE L'ENFANCE. *Jouer c'est magique.* Vols. 1-4. Québec, 1995.

QUÉBEC. MINISTÈRE DE LA FAMILLE ET DE L'ENFANCE. *Jouer c'est magique.* Vols. 5-6. Québec, 1996.

Vermette, Monique, and Christine Pérusset. *Zoom sur la maternelle: Guide d'accompagnement.* Montréal: Conseil scolaire de l'Île de Montréal, 1992.

ENGLISH LANGUAGE ARTS

Apple, Michael W. *Ideology and Curriculum.* London: Routledge, 1990.

Ashton-Warner, Sylvia. *Teacher.* New York: Simon and Schuster, 1963.

AUSTRALIA. CURRICULUM CORPORATION. *English: A Curriculum Profile for Australian Schools.* Victoria, 1994.

AUSTRALIA. CURRICULUM CORPORATION. *Teaching Viewing and Visual Texts: Primary.* Prepared by Robyn Quin, Rod Quin, and Barrie McMahon. Victoria, 1996.

Bakhtin, M.M. *The Dialogic Imagination.* Austin, Texas: University of Texas Press, 1981.

Bakhtin, M.M. *Speech Genres and Other Late Essays.* Austin, Texas: University of Texas Press, 1986.

Bal, Mieke. *Narratology.* Toronto: University of Toronto Press, 1988.

Barbieri, Maureen. *Sounds from the Heart.* Portsmouth, New Hampshire: Heinemann, 1995.

Barnes, Douglas. *From Communication to Curriculum.* Harmondsworth: Penguin, 1976.

Barnes, Douglas, et al. *Language, the Learner and the School.* Harmondsworth: Penguin, 1969.

Barrs, Myra, and Sue Pidgeon, eds. *Reading in Elementary Classrooms.* Markham, Ontario: Pembroke Publishers, 1994.

Barthes, Roland. *The Pleasure of the Text.* New York: Farrar, Straus and Giroux, 1975.

Bean, Wendy, and Chrystine Bouffler. *Spell by Writing.* Portsmouth, New Hampshire: Heinemann, 1987.

Berger, John. *Ways of Seeing.* Middlesex, England: Penguin Books, 1973.

Boal, Augusto. *Games for Actors and Non-Actors.* London and New York: Routledge, 1992.

Boal, Augusto. *Legislative Theatre.* London and New York: Routledge, 1998.

Booth, David. *Classroom Voices: Language-Based Learning in the Elementary Classroom.* Toronto, Ontario: Harcourt, Brace & Co. Canada, 1994.

Booth, David. *Games for Everyone.* Toronto: Pembroke Publishers, 1986.

Brice Heath, Shirley. *Ways With Words: Language, Life and Work in Communities and Classrooms.* London: Cambridge University Press, 1984.

Britton, James. *Language and Learning.* Harmondsworth: Penguin, 1970.

Brues, John T. *Schools for Thought.* Cambridge, Massachusetts: The MIT Press, 1993.

Bruner, Jerome S. *Acts of Meaning.* Cambridge, Massachusetts: Harvard University Press, 1990.

Bruner, Jerome S. *Actual Minds, Possible Worlds.* Cambridge, Massachusetts: Harvard University Press, 1986.

Buckingham, D., and J. Sefton-Green. *Cultural Studies Goes to School: Reading and Teaching Popular Media.* Bristol, Pennsylvania: Taylor and Francis, 1994.

Calkins, Lucy McCormack. *The Art of Teaching Writing.* Portsmouth, New Hampshire: Heinemann, 1994.

Cambourne, B.L. *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.* Toronto: Scholastic, 1988.

Cambourne, B.L., and J. Turbill, eds. *Responsive Evaluation.* Portsmouth, New Hampshire: Heinemann, 1994.

CANADA. MINISTER OF SUPPLY AND SERVICES. *Connection, Community, Content: The Challenge of the Information Highway. Final Report of the Information Highway Advisory Council.* Ottawa,1995.

Cazden, Courtney B., Vera P. John, and Dell Hymes. *Functions of Language in the Classroom.* Illinois: Waveland Press, 1972.

Chambers, Aidan. *Tell Me: Children, Reading and Talk.* Stroud: Thimble Press, 1993.

Chomsky, Noam. *Necessary Illusions.* Montreal: CBC Enterprises, 1989.

Clark, Margaret M. *Young Fluent Readers.* London: Heinemann, 1976.

Clay, Marie M. *Reading: The Patterning of Complex Behavior.* London: Heinemann, 1972.

Cook-Gumperez, Jenny, ed. *The Social Construction of Literacy.* London: Cambridge University Press, 1986.

Courtney, Richard. *Drama and Intelligence.* Montréal: McGill-Queen's University Press, 1990.

Courtney, Richard. *Play, Drama and Thought: The Intellectual Background to Dramatic Education.* Revised ed. Toronto: Simon-Pierre Publishing, 1991.

D'Arcy, Pat. *Making Sense, Shaping Meaning.* Portsmouth, New Hampshire: Heinemann, 1989.

Dewey, John. *Experience and Education.* New York: Collier Books, Macmillan Publishing Company, 1938.

Dias, Patrick X. *Making Sense of Poetry: Patterns in the Process.* Ottawa: The Canadian Council of Teachers of English, 1987.

Donaldson, Margaret. *Children's Minds.* New York: Norton, 1978.

Edelsky, Carole. "Education for Democracy." Paper presented at the National Council of Teachers of English, Pittsburgh, 1993.

Edelsky, Carole, Bess Altwerger, and Barbara Flores. *Whole Language: What's the Difference?* Portsmouth, New Hampshire: Heinemann, 1991.

Eisner, E. *The Educational Imagination.* New York: Macmillan Publishing Company, 1979.

Fauconnier, Gilles, and Eve Sweetser, eds. *Spaces, Worlds and Grammar.* Chicago: University of Chicago Press, 1996.

Freedman, Aviva, and Peter Medway, eds. *Learning and Teaching Genre.* Portsmouth, New Hampshire: Boynton/Cook Publishers; Heinemann, 1994.

Freire, Paulo, and Donaldo Macedo. *Literacy: Reading the Word and the World.* South Hadley, Massachusetts: Bergin & Garvey Publishers, 1987.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books, 1983.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice.* New York: Harper Collins Publishers, 1993.

Gardner, Howard. *The Unschooled Mind.* New York: Harper Collins Publishers, 1991.

Goodman, Yetta M., and Carolyn Burke. *Reading Strategies: Focus on Comprehension.* New York: Holt, Rinehart & Winston, 1980.

Graves, Donald. *Writing: Teachers and Children at Work.* London: Heinemann, 1983.

Greene, Maxime. *The Dialectic of Freedom.* New York: Teachers College, Columbia University, 1988.

Greene, Maxime. *Releasing the Imagination: Essays on Education, the Arts and Social Change.* San Francisco: Jessey-Bass Publishers, 1995.

Halliday, M.A.K. *Explorations in the Functions of Language.* London: Edward Arnold, 1973.

Halliday, M.A.K. *Language As Social Semiotics: The Social Interpretation of Language and Meaning.* Baltimore: University Park Press, 1978.

Harste, Jerome C., Virginia A. Woodward, and Carolyn L. Burke. *Language Stories and Literacy Lessons.* Portsmouth, New Hampshire: Heinemann, 1984.

Holdaway, Don. *The Foundations of Literacy.* New York: Ashton Scholastic, 1979.

Jackendoff, Ray. *Patterns In The Mind: Language and Human Nature.* New York: Basic Books, 1994.

Langer, Ellen J. *The Power of Mindful Learning.* Don Mills, Ontario: Addison-Wesley, 1997.

Martin, Nancy. *Mostly About Writing.* Montclair, New Jersey: Boynton/Cook Publishers, 1988.

McCormick, Kathleen, Gary Waller, and Linda Flower. *Reading Texts: Reading, Responding, Writing.* Toronto: D.C. Heath, 1987.

Meek, Margaret, et al., eds. *Cool Web: The Pattern of Children's Reading.* New York: Athenium, 1978.

Meek, Margaret, et al., eds. *Learning To Read.* London: The Bodley Head, 1982.

Meek, Margaret, et al., eds. *On Being Literate.* London: The Bodley Head, 1991.

Meyrowitz, Joseph. *No Sense of Place: The Impact of Electronic Media on Social Behavior.* New York: Oxford University Press, 1985.

Moffett, James. *Coming on Center.* Montclair, New Jersey: Boynton/Cook Publishers, 1981.

Moffett, James. *Detecting Growth In Language.* Portsmouth, New Hampshire: Heinemann, 1992.

Moffett, James. *A Student-Centred Language Arts Curriculum, Grades K-13: A Handbook for Teachers.* Boston: Houghton-Mifflin, 1973.

Moffett, James. *Teaching the Universe of Discourse.* Boston: Houghton-Mifflin, 1968.

Myers, Miles. *Changing Our Minds: Negotiating English and Literacy.* Urbana, Illinois: National Council of Teachers of English, 1996.

Rosen, Betty. *And None of It Was Nonsense: The Power of Storytelling in School.* Richmond Hill, Ontario: Scholastic-Tab, 1988.

Rosen, Michael. *Did I Hear You Write?* Richmond Hill, Ontario: Scholastic-Tab, 1989.

Rosenblatt, Louise M. *Literature As Exploration.* New York: Noble and Noble, 1968.

Rosenblatt, Louise M. *The Reader, The Text, The Poem.* London: Feffer and Simons, 1978.

Simonson, Rick, and Scott Walker, eds. *Graywolf Annual Five: Multi-Cultural Literacy.* Saint Paul: Graywolf Press, 1988.

Smith, Dorothy E. *Texts, Facts, and Femininity.* London: Routledge, 1990.

Smith, Frank. *Joining the Literacy Club.* Portsmouth, New Hampshire: Heinemann, 1988.

Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read.* Hillsdale, New Jersey: Erlbaum, 1994.

Vygotsky, Lev. *Mind In Society.* Cambridge, Massachusetts: Harvard University Press, 1978.

Vygotsky, Lev. *Thought And Language.* Cambridge, Massachusetts: The MIT Press, 1987.

Wagner, Betty Jane. *Dorothy Heathcote: Drama as a Learning Medium.* Sydney: Hutchison Education, 1976.

Wells, Gordon. *The Meaning Makers: Children Learning Language and Using Language to Learn.* Portsmouth, New Hampshire: Heinemann, 1986.

Wilinsky, John. *The New Literacy.* London: Routledge, 1990.

FRENCH AS A SECOND LANGUAGE

ACPL. *Curriculum multidimensionnel: Communicatif expérientiel, culture, formation langagière générale, langue.* Edited by Raymond LeBlanc. Ottawa: M, Éditions, 1990.

Astolfi, Jean-Pierre. *L'erreur, un outil pour enseigner.* Collection Pratiques et enjeux pédagogiques. Paris: ESF, 1997.

Candlin, C.N., and D. F. Murphy. *Language Learning Tasks.* English Language Education Series. Vol. 7. London: Prentice Hall, 1987.

Germain, Claude. *Évolution de l'enseignement des langues: 5000 ans d'histoire.* Lasalle: Hurtubise HMH, 1993.

Germain, Claude. *Le point sur... L'approche communicative en didactique des langues.* Montréal: CEC, 1991.

Germain, Claude, and Hubert Séguin. *Le point sur . . . La grammaire en didactique des langues.* Montréal: CEC, 1995.

Monnerie, Annie. *Le français au présent, français langue étrangère.* Paris: Didier/Hatier, 1987.

Parrot, Martin. *Tasks for Language Teachers.* Melbourne: Cambridge University Press, 1993.

Pennac, Daniel. *Comme un roman.* Paris: Gallimard, 1992.

Piron, Valérie, and Joseph Tonneau. *Construire son savoir-lire, savoir-écrire.* Belgique: Érasme, 1990.

Portelance, Liliane. "Soutenir le développement des compétences métacognitives." *Revue de l'Association québécoise des enseignants de français langue seconde* 22, no. 1 and 2: 33-47

Wenden, Anita. *Learner Strategies for Learner Autonomy.* Cambridge: Prentice Hall International, 1991.

MATHEMATICS

ALBERTA EDUCATION. *Alberta Program of Studies for K-9 Mathematics: Western Canadian Protocol for Collaboration in Basic Education.* Alberta, 1996.

APAME. "Les probabilités et statistiques au primaire . . . pourquoi pas?" *Instantanés mathématiques* XX, special issue B (1984).

Barrat, M. *Les mathématiques.* Collection Repères pratiques. Paris: Nathan, 1998.

Cerquetti-Aberkane, Françoise, Annie Rodriguez and Patrice Johan. *Les maths ont une histoire: Activités pour le cycle 3.* Collection Pédagogies pratiques à l'école. Paris: Hachette Éducation, 1997.

Cerquetti-Aberkane, Françoise. *Enseigner les mathématiques à l'école.* Collection Pédagogies pour demain. Didactiques. Paris: Hachette Éducation, 1992.

Charnay, Roland. *Pourquoi des mathématiques à l'école.* Collection Pratiques et enjeux pédagogiques. Paris: ESF, 1996.

Collette, Jean-Paul. *Histoire des mathématiques I.* Montréal: Édition du renouveau pédagogique, 1973.

COROME. *Plan d'études romand de mathématiques, degrés 1-6.* Neuchâtel: COROME, 1997.

Daniel, Marie-France, et al. *Les aventures mathématiques de Mathilde et David.* Collection Roman philosophique. Québec: Le Loup de gouttière, 1996.

Daniel, Marie-France, et al. *Philosopher sur les mathématiques et les sciences.* Québec: Le Loup de gouttière, 1996.

DeBlois, Lucie. "La numération de position au primaire." *Recherches en didactique des mathématiques* 16, no. 1 (1996): 71-128.

DeBlois, Lucie. "Trois approches visant la compréhension abstraite logico-mathématique de la numération positionnelle chez des enfants en trouble d'apprentissage." *Instantanés mathématiques* 23, no. 3 (January-February 1992): 6-14.

De Champlain, Denis, et al. *Lexique mathématique: enseignement secondaire.* 2d rev. ed. Beauport: Les éditions du triangle d'or inc., 1996.

Dehaene, Stanislas. *The Number Sense: How the Mind Creates Mathematics.* New York: Oxford University Press, 1997.

Descaves, A. *Comprendre des énoncés, résoudre des problèmes.* Collection Pédagogies pour demain. Didactiques 1er degré. Paris: Hachette Éducation, 1992.

Enzensberger, Hans Magnus. *Le démon des maths.* Tours: Seuil et Métaillié, 1998.

ERMEL. *Apprentissages numériques et résolution de problèmes CM1.* Collection Hatier pédagogique. Paris: Hatier, 1997.

ERMEL. *Apprentissages numériques et résolution de problèmes: cours élémentaire (deuxième année).* Collection Hatier pédagogique. Paris: Hatier, 1995.

ERMEL. *Apprentissages numériques et résolution de problèmes, cours élémentaire (première année).* Collection Hatier pédagogique. Paris: Hatier, 1993.

Fayol, M. *L'enfant et le nombre.* Neuchâtel: Delachaux et Niestlé, 1990.

Fey, James T. and Christian R. Hirsch. *Calculators in Mathematics Education.* Yearbook 1992. Reston, Virginia: National Council of Teachers of Mathematics, 1992.

Glaymann, Maurice, and Tamas Varga. *Les probabilités à l'école.* Lyons: Cedic, 1975.

Guedj, Denis. *Numbers: The Universal Language.* New York: Harry Abrams, 1997.

Hameau, Claude. *La géométrie par le dessin au cycle III.* Collection Les pratiques de l'éducation. Paris: Nathan pédagogie, 1996.

Hoffman Bartels, Bobbye. "Promoting Mathematics Connections with Concept Mapping." *Mathematics Teaching in the Middle School* 1, no. 7 (November-December 1995): 542-549.

House, Peggy A. and Arthur F. Coxford. *Connecting Mathematics Across the Curriculum.* Yearbook 1995. Reston, Virginia: National Council of Teachers of Mathematics, 1995.

Ifrah, Georges. *Histoire universelle des chiffres: l'intelligence des hommes racontée par les nombres et le calcul.* 2 vols. Paris: Robert Laffont, 1994.

Jensen, Robert J. *Research Ideas for the Classroom: Early Childhood Mathematics.* National Council of Teachers of Mathematics, Research Interpretation Project. New York: Macmillan Publishing Company, 1993.

Julo, J. *Représentation des problèmes et réussite en mathématiques, un apport de la psychologie cognitive à l'enseignement.* Collection Psychologies. Rennes: Presses universitaires de Rennes, 1995.

Lafortune, Louise. *Dimension affective en mathématiques.* Collection La spirale. Mont-Royal: Éditions Modulo, 1992.

Levain, Jean-Pierre. *Faire des maths autrement: Développement cognitif et proportionnalité.* Collection Espaces théoriques. Paris: L'Harmattan, 1997.

Mack, Nancy H. "Confounding Whole-Number and Fraction Concepts When Building on Informal Knowledge." *Journal for Research in Mathematics Education* 26, no. 5 (November 1995): 422-441.

Mason, John, Leone Burton, and Kaye Stacey. *Thinking Mathematically.* Reading, Massachusetts: Addison-Wesley, 1982.

Morrow, Lorna J. and Margaret J. Kenney. *The Teaching and Learning of Algorithms in School Mathematics.* Yearbook 1998. Reston, Virginia: National Council of Teachers of Mathematics, 1998.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Principles and Standards for School Mathematics.* Reston, Virginia: National Council of Teachers of Mathematics, 2000.

Payne, Joseph N. *Mathematics for the Young Child.* Reston, Virginia: National Council of Teachers of Mathematics, 1990.

Picard, Jocelyne, and Y. Ouellet. *Stratégies d'apprentissage et méthodes et techniques de travail au primaire.* Loretteville: Commission scolaire de La Jeune-Lorette, 1996.

Poirier-Proulx, Lise. *La résolution de problèmes en enseignement. Cadre référentiel et outils de formation.* Collection Perspectives en éducation. Paris: De Boeck et Larcier s.a., 1999.

RADIO-CANADA. "L'histoire des chiffres." May 2000. <radio-canada.ca/tv/decouverte>

Rinaldi, Anne-Marie. *La géométrie au cycle 2.* Collection Pédagogies pratiques à l'école. Paris: Hachette Éducation, 1995.

Rouche, Nicolas. *Pourquoi ont-ils inventé les fractions?* Collection L'esprit des sciences. Paris: Ellipses, 1998.

Shaw, Jean M., et al. "Using Concept Diagrams to Promote Understanding in Geometry." *Teaching Children Mathematics* 2, no. 3 (November 1995): 184-189.

Sierpinska, Anna. *Understanding in Mathematics.* London and Washington D.C.: Falmer, 1994.

Taurisson, Alain. *Le sens des mathématiques au primaire: l'ordinateur et la gestion mentale pour penser les opérations.* Collection Astroïde. Montréal: Éditions Modulo, 1999.

Taurisson, Alain. *Les chemins de la réussite en mathématique à l'élémentaire: la gestion mentale appliquée à l'enseignement des mathématiques.* Montréal: Éditions nouvelles, 1995.

Van De Walle, John A. *Elementary School Mathematics: Teaching Developmentally.* 2d ed. New York: Longman, 1994.

Varga, Tamas, and M. Dumont. *Combinatoire, statistiques et probabilités de 6 à 14 ans, guide et commentaires.* Paris: OCDL, 1973.

SCIENCE AND TECHNOLOGY

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. *Benchmarks for Science Literacy.* Project 2061. New York: Oxford University Press, 1993.

Audigier, François, and Pierre Fillon. *Enseigner l'histoire des sciences et des techniques: Une approche pluridisciplinaire.* Paris: Institut national de recherche pédagogique, 1991.

Brown, J., et al. *Science in Schools. Exploring the Curriculum.* England: Open University Press, 1985.

Chenouda, Atef. *Initiation à la technologie.* Teacher's guide. Montréal: Édition du renouveau pédagogique, 1990.

Defoy, Gilles. "L'activité à caractère scientifique et technique: Programme sciences de la nature et technologie." Saint-Hyacinthe: Commission scolaire Saint-Hyacinthe, September 1997.

Defoy, Gilles. "Un canevas intégrateur des TIC: Les sciences et la technologie au primaire." November 1997.

Depover, Christian, and Bernadette Noel. *L'évaluation des compétences et des processus cognitifs.* Bruxelles: DeBoeck Université, 1999.

Désautels, Jacques, and Marie Larochelle. *Autour de l'idée de science.* Québec: Presses de l'Université Laval; Bruxelles: De Boeck-Wesmael, 1992.

Désautels, Jacques, and Marie Larochelle. *Qu'est-ce que le savoir scientifique?* Québec: Presses de l'Université Laval, 1989.

Fourez, Gérard. *Pour une éthique de l'enseignement des sciences.* Bruxelles: Vie ouvrière, 1985.

Giordan, André, and Gérard DeVecchi. *Les origines du savoir: des conceptions des apprenants aux concepts scientifiques.* Neuchâtel: Delachaux et Niestlé, 1990.

Guilbert, Louise, and Lise Ouellet. *Étude de cas: Apprentissage par problèmes.* Sainte-Foy: Les Presses de l'Université du Québec, 1997.

Harrison, Patricia, and Chris Ryan. *Technology in Action.* 2d ed. 5 vols. Nepean, Ontario: Bacon & Hughes, 1999.

Hupé, Daniel. *Éducation technologique de la 1re à la 9e année.* Montréal: Éditions de la Chenelière, 1996.

INTERNATIONAL TECHNOLOGY EDUCATION ASSOCIATION. *Technology for All Americans: A Rationale and Structure for the Study of Technology.* Virginia, 1996.

Larochelle, Marie, Jacques Désautels, and Claire Turcotte. *Qu'est-ce que les sciences? Qu'est-ce que les techniques?* Québec: Faculté des sciences de l'éducation, Université Laval, 1997.

Laszlo, Pierre. *La découverte scientifique.* Que sais-je? Paris: Presses universitaires de France, 1999.

Martinand, Jean-Louis. *L'éducation scientifique et technologique.* Cachan: Laboratoire interuniversitaire de recherche sur l'éducation scientifique et technologique/ENS Cachan, 1994.

MCGRAW-HILL ENCYCLOPEDIA OF PHYSICS. New York: McGraw-Hill, 1983.

ONTARIO. MINISTRY OF EDUCATION AND TRAINING. *The Ontario Curriculum, Grades 1-8.* Toronto, 1998.

PLYMOUTH SCHOOLS FOUNDATION, Inc. *Plymouth Public Schools' Science and Technology Curriculum, K-12.* Plymouth, Massachusetts: Plymouth Schools Foundation, Inc., 1998.

QUÉBEC. CONSEIL DE LA SCIENCE ET DE LA TECHNOLOGIE. *La culture scientifique et technologique: Miser sur le savoir.* Status Report. 3 vols. Sainte-Foy, 1994. (Summaries of all three volumes are available in English under the title *Banking on Knowledge: Status Report 1994.*)

QUÉBEC. CONSEIL DE LA SCIENCE ET DE LA TECHNOLOGIE. *La science et la technologie à l'école.* Sainte-Foy, 1998.

QUÉBEC. CONSEIL DE LA SCIENCE ET DE LA TECHNOLOGIE. *Le rôle de l'école dans la culture scientifique et technologique. Éléments de réflexion pour alimenter un débat épistémologique et social.* Report prepared by Benoît Godin. Sainte-Foy, 1994.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *L'initiation aux sciences de la nature chez les enfants du primaire.* Brief to the Minister of Education. Québec, 1990.

Thode, Brad and Terry Thode. *Technology.* New York: Glencoe/McGraw-Hill, 1997.

Thouin, Marcel. *La didactique des sciences de la nature au primaire.* Québec: Éditions Multi-Mondes, 1997.

VERMONT. "Science, Mathematics and Technology Standards." In *Vermont's Framework of Standards and Learning Opportunities.* Montpelier: Vermont Department of Education, n.d.

Weeks, Ronald C. *The Child's World of Science and Technology: A Book for Teachers.* Scarborough, Ontario: Nipissing University, Prentice Hall Allyn & Bacon Canada, 1997.

Social Sciences

Audigier, François. *Concepts, modèles, raisonnement: Didactiques de l'histoire, de la géographie, des sciences sociales.* Paris: Institut national de recherche pédagogique, 1997.

Audigier, François et al. *Documents: des moyens pour quelles fins? Didactiques de l'histoire, de la géographie, des sciences sociales. Actes du septième colloque.* Paris: Institut national de recherche pédagogique, April 1997.

Audigier, François et al. "Les représentations de la géographie dans l'enseignement primaire en France: Habitat commun, voisinages et distances." *Cahiers de géographie du Québec.* 43, no. 120 (December 1999): 395-412.

Bailly, Antoine and Robert Ferras. *Éléments d'épistémologie de la géographie.* Paris: Armand Colin, 1997.

Baldner, J.-M., M. Cary and B. Élissalde. *Histoire, géographie et éducation civique dans les cycles à l'école élémentaire.* Paris: Institut national de recherche pédagogique, 1995.

Bonvoisin, Samra, ed. *Historiens et géographes face à la médiatisation de l'événement.* Paris: Centre national de documentation pédagogique, 1999.

Campeau, R., et al. *Démarche d'intégration en sciences humaines.* Boucherville: Gaëtan Morin Éditeur, 1997.

Cliche, L., et al. *Démarche d'intégration des acquis en sciences humaines.* Montréal: ERPI, 1997.

Dagenais, Sylvie. *Sciences humaines et méthodologie.* Montréal: Beauchemin, 1991.

Daudel, Christian. *Les fondements de la recherche en didactique de la géographie.* Berne: P. Lang, 1990.

Desplanques, P. "La didactique de la géographie." *L'information géographique,* no. 55, 1991.

Dhavré, Aline and Josiane Savino, eds. *Image d'information et citoyenneté à l'école primaire.* Paris: Jouve, March 2000.

"Dossier sur l'éducation à la citoyenneté." *Vie pédagogique* 109 (November-December 1998): 11-50.

Frémont, Pierre, Marguerite Rabier-Cros and Serge Guérin, eds. *L'école et les médias: Pour une éducation à la citoyenneté.* Paris: Médias Pouvoirs Éditions, 1995.

Hugonie, G. *Clés pour l'enseignement de la géographie.* Versailles: CRDP, 1995.

Johnson, Micheline. *L'histoire apprivoisée.* Montréal: Boréal Express, 1979.

Klein, Juan-Luis, and Suzanne Laurin, eds. *L'éducation géographique: Formation du citoyen et conscience territoriale.* Sainte-Foy: Presses de l'Université du Québec, 1998.

Laurin, Suzanne. "La construction de la géographie scolaire au collégial. L'enseignant et le choix des contenus d'enseignement." *Cahiers de géographie du Québec* 43, no. 120 (December 1999): 451-470.

Laurin, Suzanne. "La géographie au tableau. Problématique de l'école québécoise." *Cahiers de géographie du Québec* 43, no. 120 (December 1999): 379-392.

Laville, Christian. "L'épistémologie n'est peut-être pas absolument nécessaire pour enseigner les sciences humaines au primaire, mais ça aide joliment!" In *L'enseignement des sciences humaines au primaire: Actes du colloque sur l'enseignement des sciences humaines au primaire tenu les 14 et 15 mai 1990 à l'Université Laval,* 55-66. Sherbrooke: Éditions du CRP, Université de Sherbrooke, 1991.

Laville, Christian. "Quelle histoire au primaire?" *Traces* 31, no. 1 (January-February 1993): 14-19.

Le Roux, Anne. *Didactique de la géographie.* Caen: Presses universitaires de Caen, 1997.

Martineau, Robert. "La réforme du curriculum: quelle histoire et quelle formation pour quelle citoyenneté?" *Traces* 36, no. 1 (January-February 1998): 38-47.

Martineau, Robert. *L'histoire à l'école: matière à penser.* Montréal: L'Harmattan, 1999.

Merenne-Schoumaker, B. "Compétences et savoirs terminaux en géographie: Réflexions et propositions." *Cahiers de géographie du Québec* 43, no. 120 (December 1999): 437-449.

Merenne-Schoumaker, B. *Didactique de la géographie.* Paris: Nathan pédagogie, 1994.

Moniot, Henri. *Didactique de l'histoire.* Paris: Nathan, 1993.

Mumford, Richard L. "Teaching History Through Analytical and Reflective Thinking Skills." *The Social Studies* (September-October 1991): 191-194.

NATIONAL CENTER FOR CIVIC EDUCATION. *National Standards for Civics and Government.* Calabasas, California, 1994.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS. *National Standards for United States History.* Los Angeles, 1994.

NATIONAL GEOGRAPHIC RESEARCH AND EXPLORATION. *National Geography Standards: Geography for Life.* Washington, 1994.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. Task on the Teaching of History. *Learning from the Past.* Report. Québec, 1996.

Ségal, André. "Enseigner la différence par l'histoire." *Traces* 28, no. 1 (January-February 1990): 16-19.

Ségal, André. "L'éducation par l'histoire." In *L'éducation, 25 ans plus tard! Et après?,* 241-266. Institut québécois de recherche sur la culture, 1990.

Stoltman, Joseph P., C. Sonia Wardley, Pavan Kandi. "Launching Geographic in the 21st Century: The View from the United States." *Cahiers de géographie du Québec* 43, no. 120 (December 1999): 413-435.

ARTS EDUCATION

GENERAL REFERENCES

Ardouin, Isabelle. *L'éducation artistique à l'école.* Paris: ESF, 1997.

Beaulieu, Denyse. "L'enfant vers l'art: une leçon de liberté, un chemin d'exigence." *Autrement, série Mutations,* no. 139 (October 1993): 190-197.

Borillo, Mario, and Anne Sauvageot. *Les cinq sens de la création: Art, technologie et sensorialité.* France: Éditions Champ Vallon, 1996.

Chaîné, Francine, and Monik Bruneau. "La formation des formateurs en art." *Revue des sciences de l'éducation* XXIV, no. 3 (1998): 475-695.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice.* New York: Basic Books, 1993.

Malrieu, Philippe. *La construction de l'imaginaire.* Bruxelles: Charles Dessart Éditeur, 1967.

Pujas, Philippe and Jean Ungaro with Karelle Ménine. *Une éducation artistique pour tous?* Cahors: Éditions Erès, 1999.

Schiller, Wendy, ed. *Issues in Expressive Art: Curriculum for Early Childhood.* Amsterdam: Gordon and Breach Publishing, 1996.

Young Overby, Lynnette. *Early Childhood Creative Arts: Proceedings of the International Early Childhood Creative Arts Conference, Los Angeles, California, December 6-9, 1990.* Reston, Virginia: National Dance Association, 1991.

Zakhartchouk, Jean-Michel. *L'enseignant, un passeur culturel.* Paris: ESF, 1999.

DRAMA

Beauchamp, Hélène. *Apprivoiser le théâtre.* Montréal: Éditions Logiques, 1997.

Booth, David. *Story Drama: Reading, Writing and Role Playing Across the Curriculum.* Pembroke: Pembroke Publishers, 1994.

Corvin, Michel. *Dictionnaire encyclopédique du théâtre.* 2d ed. 2 vols. Paris: Larousse-Bordas, 1995.

David, Martine. *Le théâtre.* Paris: Éditions Belin, 1995.

Gaulme, Jacques. *Architectures scénographiques et décors de théâtre.* Paris: Éditions Magnard, 1985.

Girard, Gilles, Réal Ouellet, and Claude Rigault. *L'univers du théâtre.* Paris: Presses universitaires de France, 1978.

Hornbrook, David. *Education in Dramatic Art.* Oxford, England: Basil Blackwell, 1989.

Hubert, Marie-Claude. *Histoire de la scène occidentale de l'Antiquité à nos jours.* Paris: Armand Colin, Cursus, 1992.

Maréchal, André. *Art dramatique: Repères pédagogiques.* Texts collated and with introductions by Hélène Beauchamp and Francine Chaîné. Valleyfield: Presses Collégiales du Québec, 1993.

Morgan, Norah and Juliana Saxton. *Teaching Drama: A Mind of Many Wonders.* Portsmouth, New Hampshire: Heinemann, 1996.

O'Neill, Cecily. *Drama Worlds: A Framework for Process Drama.* Portsmouth, New Hampshire: Heinemann, 1989.

O'Toole, John. *The Process of Drama: Negotiating Art and Meaning.* New York: Routledge, Chapman and Hall, 1992.

Pavis, Patrice. *Dictionnaire du théâtre.* Paris: Messidor/Éditions sociales, 1987.

Pierron, Agnès. *Le théâtre, ses métiers, son langage: lexique théâtral.* Classiques Hachette. Paris: Hachette Livre, 1994.

Renoult, Noëlle, Bernard Renoult and Pascale Gauthier. *L'enfant et le théâtre: Techniques d'expression au service de l'école.* Paris: Armand Colin, 1992.

Ryngaert, Jean-Pierre. "De grands yeux et de grandes oreilles." *L'enfant, le jeu, le théâtre: autour des pratiques dramatiques de l'école élémentaire* 2: 23-25. Actes Sud Papiers. Paris: Actes Sud, 1990.

Ryngaert, Jean-Pierre. *Introduction à l'analyse du théâtre.* Paris: Bordas, 1991.

Ryngaert, Jean-Pierre. *Le jeu dramatique en milieu scolaire.* Paris: Cedic, 1977.

St-Jacques, Diane. *L'attitude créative en activités dramatiques et description d'une pratique de recherche qualitative.* Montréal: Publications de la Faculté des sciences de l'éducation, Université de Montréal, 1991.

THÉÂTRE DE GENNEVILLIERS. *Théâtre-Éducation* (July-October 1988).

Vigeant, Louise. *La lecture du spectacle théâtral.* Laval: Mondia, 1989.

Visual Arts

Arnheim, Rudolf. *Visual Thinking.* Berkeley: University of California Press, 1969.

Boughton, D., E. Eisner, and J. Ligtvoet. *Evaluating and Assessing the Visual Arts in Education.* New York: Teachers College Press, Columbia University, 1996.

Couture, Francine, ed. *Les arts visuels au Québec dans les années soixante: La reconnaissance de la modernité.* Montréal: VLB Éditeur, 1993.

Couture, Francine, ed. *Les arts visuels au Québec dans les années soixante: L'éclatement du modernisme.* Montréal: VLB Éditeur, 1993.

De Mèredieu, Florence. *L'histoire matérielle et immatérielle de l'art moderne.* Paris: Bordas, 1994.

Duborgel, Bruno. *Imaginaire et pédagogie: De l'iconoclasme à la culture des songes.* Paris: Le Sourire qui mord, 1976.

Edwards, Betty. *Drawing on the Artist Within: A Guide to Innovation, Invention, Imagination, and Creativity.* New York: Simon and Schuster, 1986.

Gaillot, Bernard-André. *Arts plastiques: Éléments d'une didactique-critique.* Collection L'éducateur. Paris: Presses universitaires de France, 1997.

Gardner, Howard. *Artful Scribbles: The Significance of Children's Drawings.* New York: Basic Books, 1980.

Grauer, Kit, and Rita Irwin. *Readings in Canadian Art Education.* Boucherville: Canadian Society for Education Through Art, 1997.

Joly, Martine. *L'image et les signes: Approche sémiologique de l'image fixe.* Paris: Nathan, 1994.

Kindler, Anna M., ed. *Child Development in Art.* Virginia: National Art Education Association, 1997.

Lagoutte, Daniel, ed. *Les arts plastiques: contenus, enjeux et finalités.* Paris: Armand Colin, 1990.

Lemerise, Suzanne, and Monique Richard, eds. *Les arts plastiques à l'école.* Montréal: Éditions Logiques, 1998.

Lévy, Pierre. *La machine univers: création, cognition et culture informatique.* Paris: Éditions La Découverte, 1987.

Poissant, Louise, ed. *Esthétique des arts médiatiques.* 2 vols. Sainte-Foy: Presses de l'Université du Québec, 1995.

Reyt, Claude. *Les arts plastiques à l'école.* Paris: Armand Colin, 1998.

Saint-Martin, Fernande. *Sémiologie du langage visuel.* Sainte-Foy: Presses de l'Université du Québec, 1987.

Dance

Bonjour, Marcelle. "La danse des enfants, à l'école." *Marsyas* 18 (June 1991): 21-30.

Bourcier, Paul. *Histoire de la danse en Occident.* Paris: Seuil, 1978.

Bourque-Moreau, France, and Michel Landry. *La danse d'inspiration traditionnelle au primaire.* Danse-Éducation-Folklore du Québec. Montréal, 1984.

Bruneau, Monik. "L'improvisation: une activité d'apprentissage à apprivoiser!" *CAHPERD Journal de l'ACSEPLD* (Summer 1995): 9-14.

Bruneau, Monik, and Madeleine Lord. *La parole est à la danse.* Sainte-Foy: Éditions La Liberté, 1983.

Bruneau, Monik, and Nicole Turcotte. "L'élève, partenaire de l'évaluation en danse." *Vie pédagogique* 92 (January-February 1995): 10-31.

Calais-Germain, Blandine. *Anatomie pour le mouvement.* Vol. 1, *Introduction à l'analyse des techniques corporelles.* France: Éditions Désiris, 1998.

Febvre, Michèle. *Danse contemporaine et théâtralité.* Paris: Chiron, 1995.

Fortin, Sylvie. "L'éducation somatique: nouvel ingrédient de la formation corporelle en danse." *Nouvelles de danse* 28 (1996): 14-30.

Green Gilbert, Ann. *Creative Dance of All Ages and Conceptual Approach.* Reston, Virginia: AAHPERD Press, 1992.

Hodgson, John, and Valerie Preston-Dunlop. *Rudolf Laban: An Introduction to His Work and Influence.* Plymouth, United Kingdom: Northcote, 1990.

Lord, Madeleine, Marie-Lyne Tanguay, and Nicole Turcotte. "Les activités de perception en danse, autant de pas vers une plus grande sensibilité artistique." *Vie pédagogique* 88 (March-April 1994): 12-14.

Michel, Marcelle, and Isabelle Ginot. *La danse au XXe siècle.* France: Bordas, 1995.

Purcell, Theresa M. *Teaching Children Dance: Becoming a Master Teacher.* Windsor, Ontario: Human Kinetics, 1994.

Robinson, Jacqueline. *Éléments du langage chorégraphique.* Paris: Vigot, 1988.

Smith-Autard, Jacqueline M. *The Art of Dance in Education.* London: A&C Black Publishers, 1994.

Stinson, Sue. *Dance for Young Children: Finding the Magic in Movement.* Reston, Virginia: AAHPERD Press, 1988.

Music

Farber, Anne. "Speaking the Musical Language." *Music Educators Journal* (December 1991): 31-34.

Herzfeld, Friedrich, and Thomas Wimmer-Ring. *L'encyclopédie de la musique.* Maylan, France: Alsyd Multimédia, 1995 (CD-ROM).

Honegger, Marc. *Connaissance de la musique.* Paris: Bordas, 1996.

Honegger, Marc. *Dictionnaire usuel de la musique.* Paris: Bordas, 1995.

Kallmann, Helmut, Gilles Potvin, and Kenneth Winters. *Encyclopedia of Music in Canada.* Toronto: University of Toronto Press, 1981.

Kratus, John. "Structuring the Music Curriculum for Creative Learning." *Music Educators Journal* (May 1990): 33-37.

Leonhard, Charles and Robert W. House. *Foundations and Principles of Music Education.* 2d ed. New York: McGraw-Hill Books, 1972.

Ley, Marcel. *La mise en scène du conte musical: éveil esthétique et thèmes d'ateliers.* Paris: Fugeau, 1985.

McLuhan, Marshall. "The Eye and the Ear and the Hemisphere of the Brain." *Future Canada* 2, no. 4 (1978).

Michels, Ulrick. *Guide illustré de la musique.* 2 vols. Paris: Fayard, 1988.

Rauscher, Frances and Gordon Shaw. "Music Training Causes Long-Term Enhancement of Preschool Children's Spatial-Temporal Reasoning." *Neurological Research* 19, no. 1 (1997).

Reimer, Bennet. *A Philosophy of Music Education.* 2d ed. Englewood Cliffs, New Jersey: Prentice Hall, 1989.

Renard, Claire. *Le geste musical.* Paris: Hachette, 1982.

Ribière-Raverlat, Jacquotte. *Développer les capacités d'écoute à l'école.* Paris: Presses universitaires de France, 1997.

Schafer, R. Murray. *Creative Music Education: A Handbook for the Modern Music Teacher.* New York: Schirmer Books, 1976.

Schafer, R. Murray. *Ear Cleaning: Notes for an Experimental Music Course.* Don Mills, Ont.: BMI Canada, 1967.

Schafer, R. Murray. *The Thinking Ear: Complete Writings on Music Education.* Toronto: Arcana Editions, 1988.

Schafer, R. Murray. *The Tuning of the World.* Toronto: McClelland and Stewart, 1977.

Sloboda, John, A. *The Musical Mind: The Cognitive Psychology of Music.* New York: Clarendon, 1985.

Stone, Kurt. *Music Notation in the Twentieth Century.* New York: Norton and Company, 1980.

Wolff, Karen. "The Effects of General Music Education on the Academic Achievement, Perceptual-Motor Development, Creative Thinking, and School Attendance of First-Grade Children." Ph.D. diss., University of Michigan, 1979 (Dissertation Abstracts International, 40, 5359A).

PHYSICAL EDUCATION AND HEALTH

Astori, D., and C. Bernadac. *Activités motrices et sensorielles.* Collection Pratique pédagogique. Paris: Armand Colin-Bourrelier, 1995.

Bard, Chantal, et al. "Développement perceptivo-moteur des 5 à 12 ans." Québec: Département d'éducation physique, Université Laval, 1990.

Bayer, Claude. *L'enseignement des jeux sportifs collectifs.* Paris: Vigot, 1995.

Bolduc, René. *Psychomotricité et pédagogie: Favoriser le développement de l'enfant.* Montréal: Éditions Logiques, 1997.

Bonnet, Jean-Pierre. *Vers une pédagogie de l'acte moteur: Réflexions critiques sur les pédagogies sportives.* Paris: Vigot, 1983.

BRITISH COLUMBIA. MINISTRY OF EDUCATION. *Physical Education 11 and 12.* Victoria, 1997.

Champeau, Donna. *Great Ideas in Teaching Health.* Boston: Allyn & Bacon, 1998.

Chevalier, Richard. *À vos marques, prêts, santé!* 2d ed. Montréal: Édition du Renouveau pédagogique, 2000.

Cottrell, R. R., J. T. Girvan and J. F. McKenzie. *Principles and Foundations of Health Promotion and Education.* Boston: Allyn & Bacon, 1999.

Daviau, Claude. "Cadre d'intervention en éducation physique: Principes pédagogiques." Montréal: Commission des écoles catholiques de Montréal, Service de la formation générale, 1994.

Ferrer, Hélène, Gilbert Gagnon, and Robert Villeneuve. "Programme d'éducation physique d'ordre du primaire: Termes utiles en fonction de la répartition des objectifs intermédiaires par classe." Working document. 1995.

Hopple, Christine J. *Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment.* Champaign, Illinois: Human Kinetics, 1995.

Jewett, Ann.E. "Physical Education Objectives Out of Curricular Chaos." In *Curriculum Improvement in Secondary School Physical Education, AAHPER Proceedings,* 36-60, 1971.

Lauzon, F. *L'éducation psychomotrice: source d'autonomie et de dynamisme.* Sainte-Foy: Presses de l'Université du Québec, 1990.

Martineau, Stéphane, Clermont Gauthier, and Maurice Tardif. *Évolution des programmes d'éducation physique de 1861 à nos jours.* Les cahiers du LABRAPS. Québec: Laboratoire de recherche en administration et politique scolaires, Université Laval, 1993.

Nieman, David C. *The Exercise-Health Connection.* Champaign, Illinois: Human Kinetics, 1998.

NOVA SCOTIA. MINISTRY OF EDUCATION AND CULTURE. *Foundation for Active, Healthy Living: Physical and Health Education Curriculum.* Halifax, 1997.

ONTARIO. MINISTRY OF EDUCATION AND TRAINING. *Health and Physical Education: The Ontario Curriculum, Grades 1-8.* Toronto, 1998.

Pangrazi, R.P. *Dynamic Physical Education for Elementary School Children.* 12th ed. Needham Heights, Massachusetts: Allyn & Bacon, 1998.

Pelchat, Christian, et al. "Lire le progrès de l'élève: proposition permettant la lecture de la transformation des actions corporelles à partir d'une grille d'indicateurs." Paper presented at the Congrès des enseignants et enseignantes en éducation physique, Sherbrooke, 1994.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Physical Education.* Curriculum Guide, Elementary School, Cycles One and Two. Québec, 1986.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Physical Education.* Elementary School Curriculum. Québec, 1981.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Programmes d'études adaptés. Éducation physique. Enseignement primaire. Version de mise à l'essai.* Québec, 1997.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. *Répartition des contenus et des objectifs d'apprentissage pour chacune des classes du primaire.* Québec, 1996.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. Kino-Québec. *Quantité d'activité physique requise pour en retirer des bénéfices pour la santé.* Brief prepared by Kino-Québec's scientific committee. Québec, 1999.

QUÉBEC. MINISTÈRE DES AFFAIRES MUNICIPALES. Kino-Québec. *Les jeunes et l'activité physique: Situation préoccupante ou alarmante?* Québec, 1998.

Rigal, Robert. *Motricité humaine: Fondements et applications pédagogiques.* 2d ed. Sainte-Foy: Presses de l'Université du Québec, 1987.

Sandrin-Berthon, Brigitte. *Apprendre la santé à l'école.* Paris: ESF, 1997.

SASKATCHEWAN. MINISTRY OF EDUCATION. *Physical Education 1-5: A Curriculum Guide for the Elementary Level.* Regina, 1999.

Schiemer, S. *Assessment Strategies for Elementary Physical Education.* Champaign, Illinois: Human Kinetics, 2000.

UNIVERSITY OF TORONTO et al. *Partners for Health: Schools, Communities and Young People Working Together.* Toronto: Canadian Association for Health, Physical Education, Recreation and Dance, 1999.

Moral Education

Andrews, Sharon Vincz. *Teaching Kids to Care: Exploring Values Through Literature and Inquiry.* Bloomington, Indiana: ERIC Clearinghouse on Reading, English, and Communication, EDINFO Press, 1994.

Angers, Pierre, and Colette Bouchard. *L'activité éducative, une théorie, une pratique: le jugement, les valeurs et l'action.* Montréal: Bellarmin, 1990.

Daniel, Marie-France. *La philosophie et les enfants.* Montréal: Éditions Logiques, 1992.

Daniel, Marie-France and Michael Schleifer, eds. *La coopération dans la classe.* Montréal: Éditions Logiques, 1996.

Etchegoyen, Alain. *La valse des éthiques.* Paris: Éditions François Bourin, 1991.

Garvin, David. A, and Ann Sweet. *Education for Judgment: The Artistry of Discussion Leadership.* Edited by C. Roland Christensen. Boston: Harvard Business School Press, 1991.

Jacquard, Albert. *Petite philosophie à l'usage des non philosophes.* Montréal: Québec Livres, 1997.

Kohlberg, Laurence. *The Philosophy of Moral Development.* San Francisco: Harper & Row Publishers, 1981.

Morin, Edgar. *Les sept savoirs nécessaires à l'éducation du futur.* Paris: Seuil, 2000.

Noddings, Nel. *The Challenge to Care in Schools.* New York: Teachers College Press, 1992.

Noddings, Nel. "Conversations as Moral Education." *Journal of Moral Education* 23, no. 2 (1994): 107-118.

Piette, Jacques. *Éducation aux médias et fonction critique.* Montréal: L'Harmattan, 1996.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *Developing Ethical Competence for Today's World: An Essential Educational Task.* 1989-1990 Annual Report on the State and Needs of Education. Sainte-Foy, 1991.

Reardon, Betty. *Tolerance: The Threshold of Peace.* Vol. 2. Paris: UNESCO Publishing, 1997.

Reboul, Olivier. *Les valeurs de l'éducation.* Paris: Presses universitaires de France, 1992.

Savater, Fernando. *Éthique à l'usage de mon fils.* Paris: Seuil, 1995.

Schleifer, Michel, ed. *La formation du jugement.* Montréal: Éditions Logiques, 1992.

Tappan, Mark, and Lyn Mikel Brown. "Stories Told and Lessons Learned: Toward a Narrative Approach to Moral Development and Moral Education." *Harvard Educational Review* 59, no. 2 (May 1989): 182-205.

Volant, Eric. *Des morales.* Montréal: Paulines et Médiaspaul, 1985.

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

Alexander, Pat. *La Bible, comme une histoire.* Paris: Éditions du Cerf, 1997.

ASSEMBLÉE DES ÉVÊQUES DU QUÉBEC. *Proposer aujourd'hui la foi aux jeunes. Une force pour vivre.* L'Église aux quatre vents. Saint-Laurent: Fides, 2000.

BIBLICA. *Questions actuelles, éternelles paroles.* Paris: Éditions Fleurus, 1996.

Boisvert, Mathieu, ed. *Un monde de religions.* Vol. 1, *Les Traditions de l'Inde.* Sainte-Foy: Presses de l'Université du Québec, 1996.

Boisvert, Mathieu, ed. *Un monde de religions.* Vol. 2, *Les traditions juive, chrétienne et musulmane.* Sainte-Foy: Presses de l'Université du Québec, 1999.

Boisvert, Mathieu, ed. *Un monde de religions.* Vol. 3, *Les Traditions de l'Asie de l'Est, de l'Afrique et des Amériques.* Montréal: Presses de l'Université du Québec, 2000.

CANADIAN BIBLE SOCIETY. *La Bible: Parole de vie.* The Bible in plain French. Montréal: Canadian Bible Society, 2000.

Chamberland, Jean-Marie. *Israël, Terre de passions.* Sainte-Foy: Éditions Anne Sigier, 1992.

Daniel, Marie-France. *La philosophie et les enfants.* Montréal: Éditions Logiques, 1992.

De Sterck, Marita. *Tous les jours c'est la fête*. Strassburg: Éditions du Signe, 1997.

Gilbert, Monique. *Il était plusieurs "foi"*. Paris: Hachette, 1994.

Grain de soleil, le journal des enfants curieux de Dieu. Monthly. France: Éditions Bayard Presse.

Hari, Albert, and Charles Singer. *Discover the Old Testament Today.* Charlestown, Massachusetts: Sign Publishing Company, 1995.

Hari, Albert, and Charles Singer. *Experience Jesus Today: Understanding the Gospels.* Portland, Oregon: Oregon Catholic Press, 1993.

Hari, Albert, and Charles Singer. *Experiencing the Acts of the Apostles Today*. Charlestown, Massachusetts: Sign Publishing Company, 1996.

Jacquard, Albert. *Petite philosophie à l'usage des non philosophes*. Montréal: Québec Livres, 1997.

Kaempf, Bernard, ed. *Rites et ritualités*. Théologies pratiques. Paris: Éditions du Cerf, 2000.

Lalanne, Stanislas, ed. *Et qui donc est Dieu? 150 réponses à des vraies questions d'enfant.* Paris: Bayard Éditions, Grain de soleil, 1998.

Lefèbvre, Solange, ed. *Religion et identités dans l'école québécoise. Comment clarifier les enjeux?* Montréal: Fides, 2000.

Lemieux, Raymond and Jean-Paul Montminy. *Le catholicisme québécois*. Diagnostic. Québec: Presses de l'Université Laval, 2000.

Naudin, Claude and Marie-Lise CUQ, eds. *Les Religions du monde*. Encyclopédie des jeunes. Paris: Larousse/Bordas, 1995.

QUÉBEC. MINISTÈRE DE L'ÉDUCATION. Direction de l'enseignement catholique. *L'Ancien Testament. Le comprendre pour le raconter et le faire raconter.* Québec, 1998.

Schleifer, Michel, ed. *La formation du jugement*. Montréal: Éditions Logiques, 1992.

Ska, Jean-Louis, Jean-Pierre Sonnet and André Wénin. *L'analyse narrative. Des récits de l'Ancien Testament*. Paris: Service biblique Évangile et vie, Éditions du Cerf, 1999. 67 p.

Sioui, Georges E. *Pour une autohistoire amérindienne. Essai sur les fondements d'une morale sociale*. Sainte-Foy: Presses de l'Université du Québec, 1989.

Traduction oecuménique de la Bible. Nouveau Testament. Édition intégrale. Paris: Éditions du Cerf, 1988.

Tremblay, Jacques, ed. *La force symbolique des histoires. Pour une croissance humaine et spirituelle des jeunes*. Montréal: Médiaspaul, 1998.

Tremblay, Jacques. *Vivre la magie des histoires bibliques. Pour la croissance humaine et spirituelle des jeunes enfants.* Montréal: Médiaspaul, 2001.

PROTESTANT MORAL AND RELIGIOUS EDUCATION

PUBLICATIONS

Bassin, François, et al. *Dictionnaire biblique pour tous.* France: Ligue pour la lecture de la Bible, 1994.

Bologne, Jean-Claude. *Le souffle des mots. Dictionnaire commenté des expressions d'origine biblique. Les allusion bibliques.* 2d ed. Paris: Larousse, 1999.

Bonne nouvelle pour toi ! La Bible en français courant. Villiers-le-Bel: Alliance biblique française et Société biblique canadienne, 1997.

Création. Aux sources de la vie et du monde. Enseignement biblique romand. Livre du maître. Degrés 7 à 9. Lausanne: Enbiro, 1996.

De Benoit, Claire-Lise. *L'important, c'est l'enfant.* Lausanne: Ligue pour la lecture de la Bible, 1993.

Éloy, Annie and Marie-Claire Moissenet. *Cahier de culture religieuse à partir de 11-12 ans. Découvrir la place de la religion dans notre culture et dans notre vie quotidienne*. Collection Cerf-Jeunesse. Paris: Éditions du Cerf, 1997.

Fouilloux, Danielle, et al. *Dictionnaire culturel de la Bible.* France: Marabout, 1995.

Gisel, Pierre, et al. *Encyclopédie du protestantisme.* Paris/Genève: Éditions du Cerf/Labor et Fides, 1995.

Gounelle, André. *Protestantisme.* France: Publisud, 1992.

Hawes, Mary. *Find Out About Bible People.* London: Scripture Union, 1986.

Hawes, Mary. *Find Out About Jesus.* London: Scripture Union, 1986.

Howden, Jim, and Huguette Martin. *La coopération au fil des jours.* Montréal: Chenelière/McGraw-Hill, 1998.

Hunter, Elrose. *Story Atlas of the Bible.* London: Scripture Union, 1994.

Jones, Graham. *How They Lived in Bible Times.* London: Scripture Union, 1991.

Küen, Alfred. *Qui sont les évangéliques?* Saint-Légier: Emmaüs, 1998.

Langley, Myrtle. *A Book of Beliefs–Religions.* Tring, England: Lion Publishing, 1981.

Marchon, Benoit, and Jean-François Kieffer. *Les grandes religions du monde.* France: Centurion/Astrapi, 1990.

Marquet, Claudette. *Les Protestants.* Collection Les Essentiels. Milan, France, 1998.

Mears, Henrietta C. and Frances Blankerbaker. *What the Bible Is All About: For Young Explorers.* Ventura, California: Regal Books, 1986.

QUÉBEC. CONSEIL SUPÉRIEUR DE L'ÉDUCATION. Protestant Committee. *Quest for Quality in the Protestant Schools of Québec.* Report prepared by Nathan H. Mair. Sainte-Foy, 1980.

Smith, Glenn, et al. *Éduquer les enfants, une vision protestante de l'école.* Québec: Éditions du Sommet, 1998.

Sweet, Lois. *God in the Classroom.* Toronto: McClelland & Stewart Inc., 1997.

Veerman, David R., et al. *101 Questions Children Ask about God.* Wheaton, Ilinois: Tyndale House Publishers, 1993.

Veerman, David R., et al. *102 Questions Children Ask about the Bible.* Illinois: Tyndale House Publishers, 1992.

Vive la vie: livre du maître. Lausanne: Enbiro, 1997.

Willaime, Jean-Paul. *Histoire des religions.* Paris: CRDP Franch-Comté/Cerf, 1998.

CD-ROMs

Encyclopédie. Le monde de la Bible dans vos neurones. Zürich/Saint Albain: Campus pour Christ/Éditions clé, 1998.

Jésus. Évangiles et peintures. Voyage interactif sur les pas de Jésus. Paris: Bayard Presse, CFRT, CERF, Novalis and Montparnasse Multimédia, 1996.

Le temple de Jérusalem et la terre sainte. Strassburg: Éditions du Signe, 1999.

Les Évangiles. Les Saintes Écritures à travers l'art, la musique et les textes. Paris: EMME Interactive, 1997.

Trois regards sur Jérusalem. Meylan: Alsyd Multimédia and Zirst Grenoble-Meylan, 1996.

WEB SITES

<www.abcgallery.com>
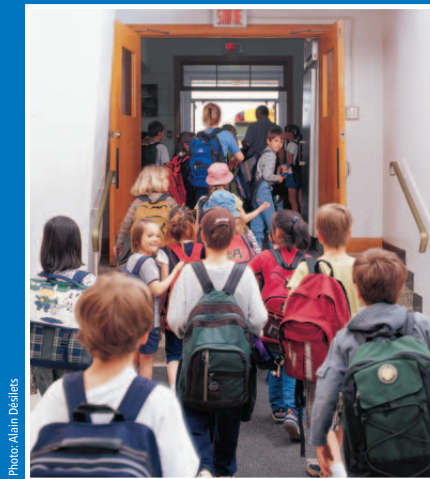
<www.ibiblio.com>

<www.latecoere.com/bible>

Notes

Notes

Photo: Alain Désilets

Québec ✚✚

Ministère
de l'Éducation